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**DEPARTMENT OF ENGLISH**



**Translanguaging in the EFL Classroom: Students'  
Practices and Teachers' Attitudes**

**An Exploratory Study at the Department of English, University of  
Algiers 2.**

**Thesis Submitted in Fulfillment of the Requirements for the degree of  
Doctorate in Applied Linguistics and TEFL**

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and Teachers' Attitudes.**

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## **DECLARATION**

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## **DEDICATION**

This dissertation is dedicated to my beloved little family without whom this work would not have seen the light.

To my husband, Zaid, for being supportive, understanding, and most importantly for believing in me when I failed to do so. I will forever be beholden to him for always pushing me to the top despite the hurdles.

To my son, Leith and my daughter, Dina, who unknowingly provided me with the motivation I was in need for to finish this work.

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My deepest thanks also go to the board of examiners as well as to all the 1<sup>st</sup> year teachers and students at the Department of English, University of Algiers 2 who have accepted to be part of this study.

## **ABSTRACT**

The present study is an exploratory research investigating first year EFL students' translanguaging practices and teachers' attitudes towards them in the department of English at the University of Algiers 2. The aim of this work is twofold. On the one hand, it hopes to shed light on the multilingual practices of EFL learners at university. This implies how much, why, and when do they occur. On the other hand, it aspires to unveil how teachers respond to these translanguaging practices. To achieve these aims, a mixed-method approach was used. For this, three data collection tools were employed, namely a questionnaire, a structured interview, and classroom observation. The study involved a sample of 251 first year students and 13 first year teachers. The results of the research indicate that translanguaging is a highly common practice among the participants. Translanguaging practices were found to incorporate a myriad of skills ranging from translation, explanation in other languages, reformulation, and the use of other semiotic resources to clarify classroom input. They are used for a variety of reasons, the most important of which are promoting comprehension and facilitating interaction. Moreover, content courses were found to elicit more translanguaging practices than skills modules due to their relatively more complex nature. Nonetheless, despite its apparent omnipresence and usefulness in the classroom, teachers showed reluctance as to accepting and implementing a translanguaging pedagogy in their classrooms. Notwithstanding their negative attitudes, the teachers confessed that the exploitation of the full linguistic repertoire of their multilingual learners can be advantageous for these latter's academic achievement provided that translanguaging is framed and guided.

In this respect, a number of recommendations including samples of lessons and activities which can be used in class are suggested.

**Key words:** Translanguaging, multilingualism, linguistic repertoire, attitudes, EFL learners.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

**EFL:** English as a Foreign Language

**L1:** First language

**L2:** Second language

**TL:** Target language

**AD:** Algerian Dialect

**FR:** French

**MSA:** Modern Standard Arabic

**LOTEs:** Languages other than English

**MLI:** Monolingual instruction

**EAL:** English as an Additional Language

**ELT:** English Language Teaching

**RQ:** Research question

**SPSS:** Statistical Package for Social Sciences

**CLIL:** Content and Language Integrated Learning

**CBI:** Content Based Instruction

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## **GENERAL INTRODUCTION**

## GENERAL INTRODUCTION

The field of multilingual education has greatly developed over the years. Innovative approaches and methods are constantly being applied and tested and new concepts are continuously emerging.

One of the main concerns of multilingual research is to uncover the role of the learners' preexisting linguistic repertoire in the acquisition of a new language. Research in the field has shown that allowing bi and multilingual students to use their linguistic resources to increase proficiency in an additional target language was effective. This practice which is known as translinguaging is assumed to be the norm in bi and multilingual communities (Garcia, 2009).

According to Baker (2011), translinguaging refers to the flexible and simultaneous use of the various languages the multilingual individual disposes of as an integral linguistic system in order to achieve better in the target language. It represents the process whereby multilingual individuals acquire knowledge, understand meanings, and build experiences through the use of multiple languages.

In educational settings, translinguaging goes beyond the simple acceptance of other languages than the target language to the "cultivation of languages through their use" (Creese and Blackledge, 2010, p. 103). In other words, the practice transcends the mere shuffling between named codes to an educational approach which can promote learning in general and language development in particular. In reality, translinguaging is more than just a compensatory strategy whereby multilingual learners instinctively employ their already existing languages to help understand input, it is their natural way of using language.

The present study which is carried out in the Department of English at the University of Algiers 2, attempts to assess the status quo of translanguaging in the Algerian context by investigating students' translanguaging practices if any. It is also interested in teachers' attitudes towards and perceptions of these practices among their students. Additionally, the study tries to explore the benefits of translanguaging as a strategy for learning with the aim of exploiting it to enhance academic achievement.

The interest in this particular topic partly emerged from readings about multilingualism and multilingual pedagogies, but mostly from personal observations made throughout learning and shortly teaching English as a foreign language at university. In fact, as a learner, the researcher has always had recourse to any linguistic resource she disposes of in order to make sense of and eventually solve linguistic problems in the target language. Discussions and pair or group work have always been characterized by the use of either dialectal Arabic, classical Arabic, French or a combination of the three in an attempt at understanding the task at hand. The same was noted among the researchers' students who tended to help each other understand presented information in English by the means of other languages. Although humble, this teaching experience plays a major role in sparking interest in the languaging practices of these EFL students and raises questions as to whether these practices are inevitable among multilingual learners and whether they can be positively exploited.

In reality, despite the apparent naturalness of translanguaging practices among multilinguals (Cook, 2001), it has been observed that teachers tend to show reluctance towards such practices as they report feeling a sense of guilt whenever they allowed students to use their mother tongue or any other language they know during the English class (Moore, 2013).

It is in this vein that this research is conducted in order to not only investigate EFL students' translanguaging practices but also teachers'

attitudes towards them in their classrooms in the Department of English at the University of Algiers 2.

- **Background of the Study**

The traditional approach to multilingual language teaching has long been that of language separation. According to Cenoz and Gorter (2017), for a long time, multilingual education has treated languages as segregated entities and the full linguistic repertoire of multilingual students has been denied especially in contexts where the latter came from minority communities. In fact, the monolingual speaker has been the standard and aim to reach and approaches like the English-Only method where no other language was tolerated in the classroom prevailed. Cummins (2008) describes this as the monolingual bias where the monolingual speaker is the model within which teachers try to frame language learners by denying their preexisting language systems.

Nevertheless, research in multilingual education, current multilingual ideologies as well as globalization are constituting shifting factors in the perception and adoption of multilingual-centered approaches (Cenoz & Gorter, 2017).

A relatively new notion termed Translanguaging has emerged as “both a way of describing the flexible ways in which bilinguals draw upon their multiple languages to enhance their communicative potential and a pedagogical approach in which teachers and pupils use these practices for learning.” (Duarte, 2016, p. 1). With the multilingual becoming the new norm, the traditional, long-used pedagogies are put into question and more attention is directed towards the adoption of more flexible, tolerant, and ecological pedagogies that provide room for the multilingual to exploit all his linguistic resources to learn. (Garcia, 2009).

In light of these changes, there is an apparent need for both teachers and learners to be initiated to the notion of translanguaging both as a strategy for learning and a technique for teaching. This need is particularly relevant to the multilingual context of Algeria where traditional approaches to language learning and teaching are still used.

In this respect, research is needed to investigate the extent to which teachers and learners of English as a foreign language are practicing translanguaging, more specifically how learners use it to learn and how teachers respond to it. It is also of relevance to explore the potential benefits of translanguaging if allowed in the classroom and guided by the teacher.

- **Research Problem**

Algeria can be described as a multilingual country as it hosts more than one official and non-official language. Arabic, Berber and French coexist shaping a colorful linguistic resource characterizing the country's linguistic diversity. Thanks to its geographical location and due to the many colonies which settled in Algeria through time, the country is now left with a valuable linguistic heritage.

Besides standard Arabic, French, and Berber which has made its entry into the school curriculum relatively recently, English as a foreign language has gradually gained prominence in the Algerian context. Miliani (2001) explains that the introduction of English in the educational system was more of a political decision than a pedagogical one that meant to face the demands of a constantly evolving world. However, despite the linguistic diversity, the school curricula have always treated these languages as separate entities and language teaching methods have strictly denied the role of the mother tongue or the other languages the learner disposes of in the development of the target language. According to Miliani (2001), despite the multilingual and multicultural nature of the Algerian society,

policy makers have constantly denied the existence of popular vernaculars and their role in education which led to an inevitable linguistic impoverishment.

In the case of teaching English as a foreign language, the conventional approach used in the Algerian school is that of the English-Only Method which emphasizes the exclusive use of the target language and goes on to prohibit the use of the L1 or any other linguistic resource the learner possesses. This, Miliani (2001) describes as linguistic “asphyxia” where the use of the first language(s) is strictly denied creating what he labels as “language schizophrenia” that the learner “experiences every day when s/he goes to school and where s/he is forced to drop the only language that offers him or her psychological shelter” (p. 16). This claim is particularly reinforced by the researchers’ observations noted throughout her academic journey where she as well as her fellow classmates were restrained from thinking, discussing or responding using any other language than the target language during English classes.

The latest research in the field of multilingualism has shown that using the preexisting full linguistic repertoire to learn a further language is a common practice held by multilinguals in an attempt “to make sense of their bilingual worlds” (Garcia, 2009, p. 45). Multilingual learners engage in these discursive practices and shuttle between their languages for a variety of purposes such as increasing understanding, scaffolding and co-constructing meaning, acquiring new vocabulary, and reinforcing the weaker language (Duarte, 2016). Nevertheless, despite the apparent natural occurrence of translanguaging in the multilingual community, and by extension multilingual classrooms, many EFL teachers refuse to accept it and hold on to the English-Only approach refusing the fact that multilingual

students use languages other than English to support their learning (Daniel & Pacheco, 2015).

In light of this undeniably important role of translinguaging in content and language learning, it is time to rethink the validity of the traditional approaches currently implemented to teach the English language and content in the Algerian context at the level of the university. There seems to be a need for change in order to cope with the increasingly globalized context in which teaching and learning are taking place.

In this respect, it seems adequate to assess the state of affairs as regards the presence of this practice by exploring not only students' use of translinguaging in the classroom but also to survey teachers' degree of familiarity with the concept as well as their perceptions of, attitudes towards and reactions to their students' translinguaging practices.

The assessment of the current situation then brings about a need to explore the potential benefits of translinguaging all with the hope of adding to the existing body of knowledge related to multilingualism and multilingual pedagogies by addressing the lack of related literature in the Algerian context.

- **Purpose of the Study**

The present research is an exploratory study which seeks to provide an overview of first year EFL students' possible translinguaging practices in the classroom in the Department of English at the University of Algiers 2.

If such practices exist in this context, the study aims to unveil the reasons for which students use translinguaging and whether it actually helps them achieve better academically.

Since translinguaging is still relatively unknown and somewhat not acknowledged as being natural and unavoidable in multilingual classes,

teachers tend to have mixed feelings towards the practice. It is therefore one of the objectives of this research to survey teachers' perceptions of and attitudes towards translanguaging in their classrooms. The research endeavors to capture teachers' views of the effectiveness of translanguaging and whether they are likely to accept and eventually introduce it in their teaching.

The research also aims at shedding light on this practice which is still unfamiliar in the Algerian context with the hope of acquainting students and teachers alike with an effective strategy and an alternative pedagogy that might maximize language teaching and learning.

Further, it is hoped that the outcomes of this research provide ground for further studies in the field with the purpose of improving EFL teaching and learning in Algeria at the university level. The pedagogical implications proposed at the closure of the study might be implemented to teach certain courses in a way that exploits the linguistic diversity present in the classroom.

- **Significance of the Study**

The originality of this research lies in the fact that it tackles the topic of multilingualism in Algeria from a different perspective. The customary research in this field is generally restricted to the investigation of the role of the mother tongue in foreign or additional language learning. This study, however, encompasses all the languages that form the linguistic resources of our multilingual learners. In other words, it seeks to investigate how this inter and intra linguistic diversity is leveraged for learning.

Furthermore, the present research is conducted in a tertiary education context where studies of this kind are scarce. In this vein, it is hoped that the outcomes of this study add to the existing body of knowledge in the

field of multilingual research in higher education in general as there seems to be little research compared to other educational levels. It is particularly relevant to the Algerian context as it is apparently lacking research of this kind.

By exploring how students employ translanguaging practices and how teachers respond to them, an overview of the current situation of teaching and learning is inferred. This is directed towards the evaluation of the feasibility of a modern multilingual pedagogy in the Algerian university context.

Finally, it is aspired that this study raises both students and teachers' awareness as to the existence and the advantages of translanguaging both for learning and teaching. The implications of this awareness raising process would be the eventual adoption of translanguaging as a new approach that is likely to fit the Algerian multilingual context.

- **Research Questions**

The present research strives to reveal students' uses of translanguaging as a learning strategy as well as their teachers' perceptions of this practice. It also explores the potential benefits of translanguaging as a tool for enhancing language and content learning in our context.

Three main research questions are addressed. The first broad question aims at investigating whether or not translanguaging practices are taking place in our context of study. It ventures to uncover the extent to which is translanguaging spread among the selected sample and is put as follows:

**1. Is translanguaging a common practice among EFL students in the Department of English?**

Answering the first question conducts to the formulation of sub-questions which intend to probe the issue deeper. In this vein, three sub-questions derive:

**1.1 In what ways is translanguaging used by EFL students in the Department of English?**

**1.2 In which situations do EFL students resort to translanguaging in the Department of English?**

**1.3 Which courses are more likely to be associated with translanguaging among EFL students in the Department of English?**

The first sub-question endeavors to discover the ways in which translanguaging is practiced among the selected sample. It aims to reveal how the practice occurs including its specific employments.

After investigating how translanguaging is used, a second sub-question follows in hope of yielding more details regarding why students use it. This question longs for discovering the causes behind this practice.

Finally, the third sub-question sets out to discover whether translanguaging is associated with any specific subject or topic. It aims to find out whether the use of translanguaging varies with the variation of the language component or the subject matter. In other words, whether students have recourse to translanguaging to make sense of language courses such

as Grammar, Reading and Writing or Listening and Speaking more than content courses such as Linguistics or Literature.

The unconventional nature of translanguaging practices, along with the ambiguity that still clouds the notion among not only students but also teachers, set ground for the formulation of the second main question of this research.

This question aims at capturing teachers' attitudes towards their students' use of their multilingual linguistic resources in the classroom. It strives to identify the ways in which teachers behave when a translanguaging practice is exhibited in the classroom. The question is put as follows:

**2. What attitudes do teachers in the Department of English hold towards translanguaging in the classroom?**

The two first research questions work towards unveiling the situation of translanguaging practices from the standpoint of both students and teachers. The third research question, on the other hand, targets a more practical dimension by exploring the potential benefits of translanguaging in our context of study. It stems from the assumption that encouraging this practice in the classroom may have a positive impact on learners' understanding of subject matter in the target language.

In this respect, translanguaging is looked at as a strategy that goes beyond language learning to content learning in English. This question is formulated as follows:

### **3. To what extent can translanguaging be advantageous for learning among EFL students?**

By answering the above-mentioned questions, this study is expectantly hoped to bring more insight into both the multilingual languaging practices of the selected sample as well as the attitudes of the teachers towards this phenomenon. It also explores the eventuality of adopting translanguaging as a technique for teaching and a strategy for learning.

- **Structure of the Study**

The present study is designed following the conventional structure of academic research. In addition to a general introduction and a general conclusion, it comprises five main chapters.

The first two chapters are devoted to the review of related literature including the definition of key concepts and an overview of empirical research regarding the topic.

The first chapter is dedicated to explaining the notion of Translanguaging including its theoretical underpinnings and pedagogical applications.

Chapter two surveys the linguistic situation in Algeria and the place of English in the Algerian society and school curriculum. It also looks at the role of the mother tongue in additional language learning.

Together, the above described chapters serve as a support and a reference for further claims advanced in later chapters.

The third chapter looks at the research design and the methodology undertaken to carry out the study. It provides a description of the research

context; the data collection tools along with the procedures of information gathering and analysis.

The fourth chapter is devoted to the display and analysis of the collected data followed by the fifth and last chapter which deal with the interpretation of the findings and the answering of the research questions raised at the onset of the study. This last chapter is concluded with some recommendations and possible pedagogical implications for field application and future research.

- **Limitations of the Study**

This study may have some lacks due to a number of obstacles that were faced during its completion.

The major limitation that hindered the well development of this research is the coronavirus outbreak. In fact, the data collection procedure was slowed down due to the pandemic as classes were provided online starting from the second semester of the academic year 2019/2020. This made contact with the participants more difficult and classroom observation sessions more restricted to the first semester when classes were still given on-site.

Another barrier to this work is the low cooperation of some students who showed no interest in completing the questionnaire as well as the majority of teachers who refused to give interviews.

A further limitation is the lack of materials namely adequate video and audio recording devices, the availability of which would have resulted in more thorough research.

**CHAPTER ONE**  
**TRANSLANGUAGING**

# CHAPTER ONE

## TRANSLANGUAGING

### **Introduction**

This chapter aims at providing an overview of both theoretical and practical studies relevant to the present research topic. In the first part of this chapter, the concept of translanguaging is reviewed. A clarification of the term is provided along with the theoretical framework within which the construct is situated. The origin and the development of translanguaging are also traced back in addition to its occurrences in teaching and learning contexts. Further into the chapter, empirical studies treating translanguaging in education are examined.

Together, the elements of this chapter stand as a foundation for future claims throughout the research.

### **1.1. Understanding Translanguaging**

The term Translanguaging has relatively recently made its entry in the field of multilingual education to refer to a practice that is common among multilingual individuals but rarely acknowledged in school settings.

Translanguaging represents, in fact, all the complex and fluid language practices that multilingual learners engage in and the range of pedagogical approaches that exploit those practices to maximize learning (Garcia & Lin, 2016).

Translanguaging as a practice is described as “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two (or more) languages” (Baker, 2011, p. 288). It represents the “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (Garcia, 2009, p. 45). In fact,

translanguaging is a strategy used by multilinguals whereby they use all the linguistic features they have at their disposal in order to make sense of newly introduced information in a weaker language. It is initially somehow a compensatory strategy that enables them to make their way through cognitively and linguistically demanding tasks. In this vein, Lewis et. al (2012, p. 3) explain that “translanguaging refers to using one language to reinforce the other in order to increase understanding and augment the pupil’s activity in both languages.”.

Nonetheless, translanguaging is not simply the act of remedying a lack of words or phrases needed by multilinguals to express themselves in monolingual contexts, rather; it goes beyond the use of named languages to the fusion of these latter in the integral system that forms their linguistic repertoire (Garcia and Wei, 2014). Before moving any further, it is worth noting that in the literature reviewed here, bi and multilingualism are used interchangeably to refer to a certain level of proficiency in two languages and more.

Translanguaging questions the idea of discrete, state-endorsed languages and calls for blurring the boundaries between what is commonly believed to be autonomous languages. According to Garcia (2009, p. 140) translanguaging is the “act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential”.

The languages that constitute the colorful linguistic repertoire of the multilingual learner are hereby described as features pertaining to an integral system rather than separate languages. As Canagarajah (2011, p. 104) puts forward, translanguaging is “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system”.

For Garcia and Lin (2016), the notion of autonomous languages is socially and politically constructed and is disadvantageous to multilingual speakers who tend to exhibit their identities in their own way of using their language. They explain that named languages that are imposed and regulated by the school “have nothing to do with individuals and the linguistic repertoire they use” and that “from the bilingual child’s perspective, the language they have belongs to them and not to the nation or the state” (p, 10). It is therefore of paramount importance that multilingual education provides the opportunity for multilingual students to fully exploit their linguistic resources “without regard to the socially and politically defined boundaries of named languages and the ideologies of language purity that accompany them” (Garcia and Lin, 2016, p. 11).

Canagarajah (2007, p. 56) prefers the term “code-meshing” to refer to the “communicative device used for specific rhetorical and ideological purposes in which a multilingual speaker intentionally integrates local and academic discourse as a form of resistance, re-appropriation and/or transformation of the academic discourse”. This implies that translanguaging is not only a natural practice but also a voluntary action used in specific contexts for particular purposes that go beyond the simple academic goals to encompass broader political and social dimensions.

In the same regard, Creese and Blackledge (2010) explain that languages are not “hermetically sealed units” but rather permeable entities which leak into one another allowing by so the understanding of the “social realities of their users” (p, 106). On the natural permeability of named-languages, Lemke (2002) adds that:

It is not at all obvious that if they were not politically prevented from doing so, “languages” would not mix and dissolve into one another, but we understand almost nothing of such processes. Could it be that all our current pedagogical methods in fact make multilingual development more

difficult than it need be, simply because we bow to dominant political and ideological pressures to keep “languages” pure and separate? (p. 85)

Translanguaging treats the many languages that are imbedded in the multilingual’s mind in a holistic fashion. It rather perceives the act of communication as a process and favors the notion of languaging over that of language. In fact, the concept of language is being increasingly questioned raising a trend which Busch (2014, p. 32) summarizes “There is consent among the authors who deal with translanguaging that the focus of interest is shifting from languages to speech and repertoire and that individual languages should not be seen unquestioningly as set categories”. The position of languages as separate codes is reviewed leaving room for the perception of language as being a set of practices and processes in which the speaker engages. This shift is mainly due to changes in the view of the multilingual’s mind and how it stores and processes language. In fact, research has debunked the long-held belief that there are specific places for language in the brain and that each language occupies a particular spot. These advances gave birth to many models of how language is stored and processed (see section 1.7. below)

Translanguaging is not only a naturally occurring practice among multilingual communities but also an approach to multilingualism that accounts for all the languages that constitute the linguistic repertoire of multilingual individuals. It is a pedagogical practice that takes into consideration the linguistically diverse nature of multilingual education settings and seeks to exploit this diversity to promote learning in general and language learning more particularly.

Garcia (2009, p. 44) explains that translanguaging is “an approach to bilingualism that is centered not on languages as has been often the case, but on the practices of bilinguals that are readily observable”. These

practices which are marked by the intermingle of linguistic features long believed to pertain to particular distinct languages, seem to be “the normal mode of communication that, with some exceptions in some monolingual enclaves, characterizes communities throughout the world” (ibid).

Translanguaging pedagogy is based on the acknowledgment of the various language features that harmoniously shape the mind of the multilingual individual as well as the exploitation of these practices for learning purposes.

Duarte (2016) considers translanguaging as “both an act of bilingual performance and a pedagogical approach for systematically teaching multilinguals, by encouraging them to use the totality of their language knowledge to engage in educational learning.” (p. 2). Nonetheless, it is highly unconventional to witness the acceptance of translanguaging in education in multilingual settings. Indeed, the use of languages other than the target language is frowned upon for it is assumed that such a practice would hinder the linguistic development of the learner in the target language. In fact, monolingual separatist language practices and ideologies have always prevailed despite the seemingly important role of the cultivation of language diversity for the cognitive and the communicative development of the learner (Garcia and Wei, 2014). In this respect, Garcia (2009) explains:

It is important for bilingual educators and bilingual students to recognize the importance and value of translanguaging practices. Too often bilingual students who translanguage suffer linguistic shame because they have been burdened with monoglossic ideologies that value only monolingualism ... and too often bilingual teachers hide their natural translanguaging practices from administrators and others because they have been taught to believe that only monolingual ways of speaking are “good” and valuable. Yet, they know that to teach effectively in bilingual classrooms, they must translanguage. (Garcia, 2009, p. 308).

Because of the psychological toll that it implies, it is hard for students to engage in translanguaging practices and difficult for teachers to accept them in the classroom.

According to Makoni and Pennycook (2007), the structural colonial language ideologies developed during modernist eras have reinforced notions like one-people, one-language, and strengthened the prevalence of state-endorsed named languages. This kind of belief is deeply rooted in Greek philosophies of language purism and linguistic supremacy.

Following such an ideology implies expecting multilingual learners to be balanced in all the languages they know and to operate as two or more monolinguals in one (Grosjean, 1982). For this, multilingual education has followed a separatist approach to language teaching and learning (Creese and Blackledge, 2010).

This separation has been in vogue for so long and paralleled with other socio-economic and political segregation policies that it has never been questioned. Jacobson and Faltis (1990) explain:

By strictly separating the languages, the teacher avoids, it is argued, cross-contamination, thus making it easier for the child to acquire a new linguistic system as he/she internalizes a given lesson... It was felt that the inappropriateness of the concurrent use was so self-evident that no research had to be conducted to prove this fact. (p. 4).

As translanguaging continues to flourish in the educational field and beyond, there is still some confusion as to its relation with other notions that preceded its emergence. The next section will clarify the distinction between translanguaging and another closely related, yet totally distinct notion, code-switching.

### **1.1.1. Differences between Translanguaging and Code-Switching**

Very often, translanguaging is confused with code switching as the two terms are generally used interchangeably. Although the two notions share the fundamental principle of using more than one language during a single utterance, they are inherently distinct from one another. In fact, Garcia (2009) explains that translanguaging is epistemologically different from code switching in that it questions the belief that bilinguals only go back and forth from one language to another.

Code switching is based on the monoglossic view of bilingualism where bilinguals are believed to have two distinct, non-related linguistic systems. On the other hand, translanguaging views the linguistic practices of multilinguals as being heteroglossic with one single integrated operating linguistic system. This distinction is due to the fact that translanguaging focuses on the linguistic practices of bilingual speakers per se rather than starting from state-endorsed languages (Garcia and Lin, 2016).

Furthermore, code-switching was initially said to be a tool used by translanguaging (Garcia, 2009) but was later found to be at odds because while the former preserves languages as distinct intact categories, the latter “dismantles named language categories and takes up an internal perspective to describe the languaging of speakers who are said to be bilingual or multilingual.” (Garcia Menken, Velasco, and Vogel, 2018, p. 44). In fact, through its theoretical underpinnings, translanguaging seeks to dismiss ideologies that maintain the strict separation between named languages that are preserved by code-switching.

Translanguaging theory emphasizes the view that all individuals, socially categorized as monolinguals, bi, or multilinguals, possess one single linguistic repertoire from which they draw the necessary features depending on the context. Multilinguals in this respect, employ linguistic features that

are commonly attributed to one or several distinct named languages (Garcia, Menken, Velasco, and Vogel, 2018).

A further distinction between the two concepts, according to Jakobson (1990), is that code switching which is pragmatically used by the teacher in the classroom does not intend to maintain bilingualism itself but rather teach an additional language as part of additive bilingualism. This “concurrent approach” is “rarely institutionally endorsed or pedagogically underpinned” (Creese and Blackledge 2010, p. 105).

The difference between translanguaging and code switching can be illustrated by two ways in which multilingual individuals are said to use language, an external perspective or a socially constructed one, and an internal perspective or the individual’s own way of languaging (Otheguy, García, & Reid, 2015). The former includes traditional conceptions such as language 1 (L1), language 2 (L2), native speaker, linguistic purism, and views linguistic practices as being static belonging to one or another language. The latter, however, accounts for the dynamism of language use and regards multilingual practices as flexible and fluid going beyond the socially constructed boundaries of named languages. (García and Wei, 2014; Otheguy, García, & Reid, 2015). In other words, translanguaging falls under the internal view whereas code switching pertains to the external one.

In synthesis, translanguaging can be said to go beyond code-switching as it represents the process by which multilinguals perform multilingually using the plethora of semiotic resources available in their environment. It blurs the boundaries between the socio-politically named languages and holds a holistic view of the multilingual’s linguistic system.

It is worth noting that prior to sparking interest in multilingual research as an everyday practice among multilingual communities, translanguaging started off as a pedagogical approach to bilingual education in Wales and

has since developed to encompass more dimensions than the academic one. The following section traces back the origin of the word “translanguaging”, its development from a simple teaching technique used to maximize language learning to a shifting factor and a turning point in the study of multilingualism.

## **1.2. Origin and Development**

The notion of Translanguaging finds its origin in Welsh bilingual education with Cen Williams as its pioneer. Williams along with colleague Dafydd Whittall coined the word “trawsieithu” to refer to a pedagogical practice which consisted of deliberately changing the language of input and that of output in a single lesson. In this context, students were asked to alternate between Welsh and English for receptive and productive tasks.

Williams (1996, p. 64) explains: “translanguaging means that you receive information through the medium of one language (e.g., English) and use it yourself through the medium of the other language (e.g., Welsh). Before you can use that information successfully, you must have fully understood it”. This systematic use of two languages for teaching and learning which started in North Wales stemmed from the understanding of Welsh scholars of the importance of the exploitation of bilingualism for the development of learners’ cognitive involvement and the achievement of bilingual literacy.

Later on, the term was initially translated into English as “translinguifying” but then changed to “translanguaging” following a discussion between Williams and Baker. Lewis, Jones, and Baker (2012) relate that translanguaging was invented by Williams but its original idea is linked to Jacobson’s (1983, 1990) concept of simultaneous use of two languages in the classroom and to Faltis’ (1990) model for the alternation of languages as a medium of instruction. The main difference, however, is in the conceptualization of the use of the said languages as Williams (2002, p. 40) explains “translanguaging entails using one language to reinforce the other in order to increase understanding and in order to augment the pupil’s ability in both languages”. In fact, learners attribute their own understanding to newly acquired ideas and concurrently make use of their mother tongue or any other language they possess to make sense of the

information. This complex process enables them to supplement the message or concept through dual language processing. (Lewis, Jones, and Baker, 2012).

To understand the premises of translanguaging, it is important to shed light on the prevailing social and political circumstances in Wales at that time that greatly contributed in its emergence.

Translanguaging commenced as a reaction against the separation of English and Welsh as two monolingualisms with the former being more prestigious than the latter. The two languages have long been in competition and their relationship has been portrayed as conflictual.

It has been a language battleground with notions of oppression, suppression, language struggle, English dominance and Welsh endangerment (Lewis, Jones, and Baker, 2012). The shifting factor, however, was the revitalization of Welsh in the late 20<sup>th</sup> century which sparked the possibility for the two languages to be considered mutually beneficial rather than fundamentally opposed.

The idea that bilingualism could be advantageous for the cognitive and sociological development of the child only started post 1960's. Before that time, bilingualism was associated with mental confusion (Saer, 1923), cross linguistic contamination, and negative transfer. Views began to change with Jones (1959) finding that bilingual individuals had nothing to envy monolinguals in terms of linguistic development as well as Peal and Lambert (1962) explaining that bilingualism was actually cognitively rewarding for the bilingual child. Lewis, Jones, and Baker (2012, p. 3) explain that "bilingualism moved in the 20th century from being viewed (by many but not all) as a disadvantage to an advantage, from causing mental confusion to the benefits of dual language capability, from solitudes to synergies".

The 1980s, later on, marked the birth of additive rather than subtractive bilingualism where one language did not have to be sacrificed to learn another which allowed the emergence of the notion of translanguaging in educational contexts.

Translanguaging started as a pedagogical theory emphasizing on the learner rather than the teacher following the trend towards the shift to more learner-centered approaches in Welsh classrooms. It focused on the learners' use of their linguistic features and what they could achieve by doing so and reduced the role of the teacher in the classroom to that of a monitor (Williams, 2002).

On a broader level, the growing popularity of translanguaging relates to the reconceptualization of bilingualism and multilingualism as being rather an advantage to academic achievement. Notions such as additive bilingualism (adding a second language rather than replacing the first language) and holistic bilinguals (with a unique linguistic repertoire rather than two monolinguals in one) replaced the long-used subtractive bilingualism and fractional bilinguals respectively (Garcia, 2009, Grosjean, 2010). Translanguaging spread in Wales in the 21<sup>st</sup> century beyond academics to gain legitimacy through central government and official channels alongside the concept of “transliteracy” (Baker, 2003). This latter encompasses notions like translanguaging, transliterative skills, as well as dual literacy and is defined as “the added ability to move confidently and smoothly between languages for different purposes” (Estyn, 2002, p. 1).

The notion of translanguaging kept spreading outside Wales to catch the attention of North American and English educationalists in recent years. Lewis, Jones, and Baker (2012, p. 7) explain that “the term has been generalised from school to street, from pedagogical practices to everyday cognitive processing, from classroom lessons to all contexts of a bilingual's life”.

Garcia (2009) extended the term beyond pedagogy to encompass more than the mere alternation of languages of input and output. She suggests that translanguaging is a strategy used by multilinguals to make meaning, shape experiences and gain understanding through the exploitation of their full linguistic resources. She explains that it is uncommon to live and communicate among multilingual communities without translanguaging because “translanguaging is indeed a powerful mechanism to construct understandings, to include others, and to mediate understandings across language groups” (Garcia, 2009, pp. 307–308).

Translanguaging, being an educational theory, does not exclude it from requiring cognitive processing skills such as listening, speaking, reading, writing, and information assimilation and selection. Rather, it demands deeper comprehension than mere translation as it transcends finding parallel words in two different languages to linking meaning with understanding (Williams, 1996). The development of the term indicates that translanguaging is dynamic in nature and that it will continue to evolve and expand across disciplines such as sociolinguistics, psycholinguistics and neurolinguistics. Wei (2018) maintains that translanguaging developed to refer to any unconventional practice and that it gradually became an umbrella term for diverse multilingual and multimodal practices such as “code switching”, “code-mixing”, “code-meshing” and “crossing”. It also seems to be replacing notions like “polylinguaging, polylingual languaging, multilinguaging, heteroglossia, hybrid language practices, translingual practice, flexible bilingualism, and metrolingualism” (Wei, 2018, p. 9).

The next section probes into the theoretical foundation of translanguaging theory and explains how the notion is rooted in different fields of linguistics.

### **1.3. Theoretical Underpinnings**

Translanguaging as a theory of teaching and learning is multidisciplinary as it finds its roots in sociolinguistics, psycholinguistics, as well as to considerations of multilingual language processing models.

#### **1.3.1. Sociolinguistic Theory of Learning**

Multilingual educational programs provide opportunities for learners to develop language proficiency, content mastery and literacy skills in more than one language. To achieve such goals, classroom activities that require the inclusion of meaningful interaction and the integration of sociocultural intergroup relationships are of paramount importance (De Jong, 2016).

According to Garcia and Wei (2014), in multilingual contexts, language is interpersonally acquired by relying on others and the world before becoming internalized. In fact, learning is socially constructed in that it is the fruit of social practices that involve friends, peers, and classmates in specific situations and for precise purposes (Wink, 2005).

The initial occurrence of translanguaging in education was that of a practical pedagogical approach to bilingualism. Since then, translanguaging developed on more theoretical grounds with an established multidisciplinary theoretical framework.

As a pedagogical practice, translanguaging finds its theoretical roots in sociocultural theory of learning (Vygotsky, 1978) which is applicable in multilingual classrooms where “the teacher can allow a student to use both languages, but in a planned, developmental and strategic manner, to maximize a student’s linguistic and cognitive capability, and to reflect that language is sociocultural both in content and process” (Baker, 2011, p. 290). Indeed, for translanguaging practices to be fruitful in the classroom, the joint efforts of the different learners are required. Students scaffold each

other's knowledge and understanding as they participate in collaborative and exploratory talk leading to both language and subject matter learning.

Sociocultural theory, according to (Vygotsky 1978) is based on the belief that participation in social interaction influences cognitive development. This latter, along with communication and learning form interrelated processes that are deeply rooted in specific interactional situations and ultimately promote interthinking (Mercer 1995) which consists in linking social and cognitive functions to think collectively and engage with others' ideas.

Translanguaging fits into this theory for it represents a learning opportunity in the classroom which requires interaction and collaboration among learners.

According to Mercer (2002), interaction can only be advantageous to learning if a framework of reference is shared among learners. To shape this framework, a variety of interactional mechanisms such as questioning, recapitulating, reformulating, arguing and elaborating, etc. come into play. This space of shared understanding which Mercer (2002, p. 53) calls the "Intermental Development Zone (IDZ)" is particularly relevant when translanguaging is involved because this latter plays a central role in facilitating learning within this zone.

In reality, translanguaging provides room for quality interaction to take place as learners collaboratively use all the linguistic and semiotic resources that they have at their disposal to solve linguistic problems, understand new information, co-construct meaning and mediate learning. This interaction results in the diminishment of the zone of proximal development where more competent students assist less performant peers using the maximum of resources including the multiple languages that compose their linguistic funds. Important to mention is the fact that the learners operating within this zone must share the same linguistic

background in order to be able to interact with each other and to leverage their linguistic diversity to the fullest.

Teachers can also play a major role in helping their learners scaffold meaning through translanguaging by creating opportunities for them to exploit their multilingualism. For the sake, teachers can assign multilingual tasks, propose multilingual materials, and provide thoughtful multilingual instruction. For this instructional approach to bear fruit, sharing the same linguistic background as their learners is essential for teachers.

### **1.3.2. Psycholinguistic Theory of Learning**

Translanguaging also seems to emerge from psycholinguistic considerations of the multilingual brain. Indeed, within psycholinguistics, translanguaging theory contributes in our understanding of the languaging of multilinguals because it favors the multilingual performance over the monolingual one.

According to Vogel and Garcia (2017), translanguaging treats the named languages that are the object of multilingual instruction in a horizontal way as part of the learners' integrated linguistic repertoire rather than separate entities arranged in a hierarchical fashion. For Garcia (2009), both the subtractive and additive models of multilingual education, where either new languages are learned to the detriment of previously acquired ones or the latter are preserved respectively, have proved insufficient to explain the ways in which multilingual individuals acquire language and suggest that multilingualism should rather be seen as dynamic. In this respect, all speakers have a single linguistic repertoire from which they deploy certain features according to different contexts (Otheguy, García, & Reid, 2015).

Instead of considering the languages of the multilingual speaker as two separate “balloons” in the brain, it is more adequate to view them as an “iceberg”, the surface of which might imply that the speaker is performing

in two distinct languages but below the surface, they are part of a “common underlying proficiency” that develops through practice in one or both languages (Cummins, 1979, p. 112). This dynamic semiotic system does not only include linguistic features but also “social practices and features individuals embody (e.g., their gestures, their posture), as well as those outside of themselves which through use become part of their bodily memory (e.g., computer technology)” (García, 2016, p. 53).

These fluid linguistic practices are believed to be learned dynamically through the individual’s experience in his/her social milieu. In this vein, these linguistic practices cannot be put under any label or divided into distinct categories, rather, individuals are said to “translanguage” (Vogel and Garcia, 2017, p. 84). Multilingual individuals’ linguistic diversity is therefore deployed in their daily use of language where they make linguistic choices according to the situational demands that they find themselves in. They do not use L1, L2 or Ln separately, in a linear heterogeneous fashion, rather, they translanguage in a unique manner which englobes their linguistic variation.

All in all, translanguaging theory refutes the idea of separate linguistic systems and seeks to dismantle the social and political boundaries that result in independent categories of state endorsed, named languages. It views the multilingual speaker as having an integrated, all-encompassing linguistic repertoire as part of a broader semiotic system from which specific features are deployed according to communicative needs and contextual demands.

Translanguaging theory also argues that allowing learners to make use of their full repertoire creates room for meaningful interaction and collaborative talk to take place. This, from a socio-cultural perspective, is beneficial for learning as it creates a space for shared understanding and allows the co-construction of knowledge. Translanguaging, therefore, joins

both sociolinguistic and psycholinguistic perspectives of learning, making it a valuable theory in multilingual education.

### **1.3.3. Translanguaging and Language Processing Models**

Language processing refers to the way in which human beings use language to communicate as well as to how these communications are processed and understood. In other words, it is how the brain produces and receives language.

There exist a multitude of language processing models varying from monolingual, bilingual and more recently multilingual models. Developing and using models highly contributes in providing insight into the concepts involved in language production and comprehension and help grasp their relationships.

Suárez (1999, p. 168) explains that “model building is a pervasive feature of the methodology (or methodologies) employed by scientists to arrive at theoretical representations of real systems, and to manipulate reality.” Models are, in fact, the scientific explanations of hypotheses based on empirical data.

Models of speech production emerged from the psycholinguistic studies of word production in the late 1960s (Levelt 1989). They were initially based on error analysis and made use of a chronometric approach to word production and translation (measuring the time between stimulus and response in naming objects and translating words). Levelt (1989) was the pioneer in language processing model development. His work consisted of a model of monolingual language processing that sought to explain how the monolingual mind functions claiming that language processing happens at three levels, namely the semantic, the syntactic and the articulatory levels.

This initial model was later adapted to fit the bilingual mind by De Bot (1992) who explains that in the bilingual brain, the two languages are stored at the same place but each language has its own formulator which allows the creation of different syntactic structures. Other bilingual models of language processing soon followed among which are the Revised Hierarchical Model by Kroll and Sholl in 1992 and later refined by Kroll and Stewart in 1994 which assumes that the relationship between the L1 and concepts is bidirectional and strong and that gradual L2 learning develops a pathway linking L2 words to L1's preexisting lexicons. This was followed by The Distributed Feature Model (De Groot, 1992) which maintains that L2 develops faster through associations with L1 and that these associations are more similar across languages for concrete words and cognates than for abstract words and non-cognates. Further, the Bilingual Interactive Model by Van Heuven, Dijkstra, and Grainger (1998) suggests that both languages are automatically active when words are processed and that the selection of a specific language depends on the demand of the communicative event. The Inhibitory Control Model by Green (1998) assumes that when a bilingual uses his L1, his L2 is inhibited in that a hindering process mechanism limits the attention to the L1.

These models, although relevant to explaining the processing of languages in the brain, only accounted for bilingual individuals and failed to explain the processing of more than two languages. For this, models of multilingual language processing have been put forward such as the Role-Function Model by Williams and Hammarberg (1998). In this model, it is argued that both L1 and L2 play a role in the activation of L3 in that the former is mainly used for pragmatically functional language shifts for interaction or the acquisition of new words by playing an instrumental role while the latter serves as a supplier helping the learner cope with new

articulatory patterns as well as the construction of new words in the target language.

Despite the great insight that all the above-mentioned models brought to the understanding of the bi and multilingual brain, recent advancements in the field have refuted these models for they still viewed languages as separate entities. In fact, despite discarding the idea of the bilingual being “two monolinguals in one” (Grosjean, 1982, p.189), these models view languages as distinct entities which despite being stored in the same place in the brain only share some connections with one another.

Cummins (1979) explains that proficiency of multilinguals in two or more languages is not stored separately in the brain and that the two (or more) proficiencies are mutually interdependent. Garcia (2009) proposes another view of bilingualism gathering both Cummins’ view of linguistic interdependence and Heller’s integrative sociolinguistic practices in what she labels “dynamic bilingualism” (p. 21). It is worth noting that Garcia (2009) uses the terms bilingualism and multilingualism interchangeably to refer to the faculty of using two languages or more. In this regard, Garcia and Wei (2014) explain that

Unlike the view of two separate systems that are added (or even interdependent), a dynamic conceptualization of bilingualism goes beyond the notion of two autonomous languages, of a first language (L1) and a second language (L2), and of additive or subtractive bilingualism. Instead, dynamic bilingualism suggests that the language practices of bilinguals are complex and interrelated; they do not emerge in a linear way or function separately since there is only one linguistic system (pp. 13-14).

Dynamic bilingualism, Garcia and Wei (2014) further explain, transcends the idea of separate languages to consider the two or more languages as

part of a single system with integrated features that are more often than not used to conform to socially constructed languages.

This Dynamic Bilingual Model relates to theories of translanguaging in that it considers that there is but one linguistic system emphasizing the notion of languaging as a set of practices rather than on traditional understanding of languages as defined codes.

From a Dynamic Bilingual Model's standpoint, ideas of additive or subtractive bilingualism fail to capture the complex nature of the languaging produced by multilinguals. Garcia and Wei (2014) compare dynamic bilingualism to an all-terrain vehicle (ATV) where bilingual individuals make use of their full linguistic repertoire "to adapt to both the ridges and craters of communication in uneven (and unequal) interactive terrains and to the confines of language use as controlled by societal forces, especially in schools." (p. 16). This is because dynamic bilingualism stems from the challenges faced during interactions that require flexible adaptation of complex languaging practices.

Drawing from the above, it can be understood that once more, a translanguaging approach joins both sociolinguistics and psycholinguistics through a Dynamic System Theory since this latter posits that "there is interaction between internal cognitive ecosystems and external social ecosystems; thus, languaging is always being co-constructed between humans and their environments." (Herdina and Jessner, 2002, p. 31). That is, the broad integrated linguistic system that forms the multilingual mind can only come into play through interaction in the social context. For this, it is important to transform the notion of "language" into the idea of "languaging" to be able to capture plurilinguistic practices.

To sum up, translanguaging offers a framework to understand the wide complex linguistic practices of speakers who have to cope with an array of societal constraints by dynamically employing a plethora of semiotic

resources to make sense of their worlds as they interact with others in their environments.

The dynamic nature of these translanguaging practices forms an extension of the dynamism of language as a single integrated system and provides insight into language processing in the multilingual mind. Translanguaging, thereof, holds a transformative stance as to the notion of language favoring the term languaging to capture the complex, flexible nature of the linguistic practices of the multilingual individual.

#### **1.4. Translanguaging as an Ecological Approach to Language Education**

The increasing multilingual and multicultural nature of today's classrooms has imposed the need for the implementation of ecological approaches to language learning and teaching. As a matter of fact, the goal of language teaching is to develop both translingual and transcultural competencies which emphasize the learners' ability to operate between and within languages. This linguistic and cultural pluralism goes beyond the simple co-existence of languages to "the transcultural circulation of values across borders, the negotiation of identities, the inversions, even inventions of meaning" (Kramsch, Levy and Zarate, 2008, p. 15 in Kramsch, 2010, p. 23) rendering verbal exchange in today's globalized world more plurilingual and pluricultural. In light of this linguistic and cultural diversity, it is not only eminent to adopt teaching approaches that would encompass learners' differences but also of paramount importance to rethink the traditional monolingual and monocultural nature of language education (Kramsch, 2010).

An ecological approach to language education emphasizes all the components that shape the teaching situation including the learners and their environment. According to Haugen (1972, p. 325) who coined the term, language ecology is "the study of interactions between any given language and its environment". In this respect, language is said to exist in the mind of its users, and through its use in the environment,

part of its ecology is therefore psychological: its interaction with other languages in the minds of bi- and multilingual speakers. Another part of its ecology is sociological: its interaction with the society in which it functions as a medium of communication." (ibid).

An ecological lens views the language classroom as an ecological microsystem as being part of a larger linguistic ecosystem (Creese and Martin 2003). It is concerned with the promotion and maintenance of linguistic diversity, language evolution and the development of multilingual literacy. It encourages the questioning of linguistic hierarchies and hegemonies as it is “proactive in pulling apart perceived natural language orders” (Creese and Martin, 2008, p. 2) and works on avoiding what Skutnabb-Kangas and Phillipson (2008, p. 24) call “linguistic genocide”.

Drawing from the abovementioned, translanguaging clearly falls within an ecological approach to teaching and learning. In general terms, an ecological approach considers the already established with the new. When it comes to language, teaching techniques that allow translanguaging do just the same by not only permitting the intermingle of many languages in the classroom but also exploiting this linguistic diversity to enhance learning.

According to Van Lier (2008), an ecological approach would allow the equal development of all the languages the learners have at their disposal. Translanguaging is part of an ecological approach to language teaching and learning because an ecological perspective on multilingualism is “essentially about opening up ideological and implementational space in the environment for as many languages as possible” (Hornberger, 2003, p. 30).

Within an ecological pedagogy that sets room for translanguaging to prosper, learners feel more comfortable using their home as well as additional languages. For Lopez (2008), translanguaging within an ecological concurrent atmosphere is crucial for multilingual learners because all their “languages are needed many times in connection to one another and not as discretely separate as is often supposed” (p. 143).

Translanguaging is therefore ecological in nature as it preserves the naturalness of the linguistic ecosystem of the multilingual classroom.

### **1.5. Translanguaging for Learning**

The role of translanguaging in learning is being actively explored by many researchers. Studies have shown that by using translanguaging, learners manage to understand the complex nature of their bilingual world and are able to acquire the necessary knowledge to construct meanings.

Garcia (2011) identified six meta functions of translanguaging kindergartners use to develop their bilingualism. These include mediating comprehension among each other and jointly constructing meaning for one another. They also involve building and demonstrating their own knowledge as well as creating a sense of belonging by including or excluding others among groups according to their language practices. In that study, both emergent bilinguals who are at elementary stages of language learning and experienced bilinguals who have a relatively advanced level of proficiency in the target language were observed to use translanguaging as a strategy to learn. This observation aligns with Coneth & Meier's (2014) who explain that experienced bilinguals use translanguaging independently for self-improvement whereas emergent bilinguals use it in a dependent fashion for comprehension and knowledge building. In the multilingual language classroom, students tend to call upon all the languages they know to reformulate tasks and distinguish available knowledge to solve linguistic problems.

According to Duarte (2016, p. 13), "Translanguaging is used to scaffold meaning through interaction and contributes to jointly solve school tasks". In other words, language learners use translanguaging to hypothesize, negotiate meaning, express opinions and co-construct knowledge created by so collaborative learning opportunities. It might therefore be safe to claim that translanguaging occupies a major role in the development of multilingual learners' language skills in general.

A study conducted by Hassan and Ahmed (2016) exploring the role of a translanguaging approach in the critical analysis of historical and religious texts in a madrasah (private Islamic secondary school) found that translanguaging helped gain a better understanding of new vocabulary and aided in conveying meaning. Similar results were yielded by Martin-Beltran (2014) who investigated how Spanish speaking adolescents used translanguaging to expand their learning opportunities of English. In this study, translanguaging was observed to be a cultural and cognitive mediating tool which learners employed to co-construct knowledge and broaden their multilingual repertoires. In the Chinese context, Guo (2022) who investigated the motives behind translanguaging among 35 primary school students describes the practice as being a natural need that conveys two major goals: task completion and self-expression. The students were recorded to use Chinese during English classes despite it being unfavored in class.

The majority of literature relating to translanguaging explores the phenomenon in primary and secondary education. Nevertheless, the linguistic diversity resulting from the growing mobility in higher education imposed the need for the investigation of the role of such multilingual practices at this level. In this regard, Heugh, Li, and Song (2017) found a positive correlation between translanguaging and Chinese students' written proficiency in an Australian university in a context of English as a medium of instruction.

Implementing a translanguaging approach was also documented to bear fruits at Roskilde University in Danmark where Daryai-Hansen, Barford, and Schwarz (2017) found that translanguaging challenged monolingual ideologies and helped learners meet both language and content learning goals. Similarly, in a study conducted by Caruso (2018) in a Language and Communication Policies course at the University of Algarve in Portugal, it

was discovered that adopting translanguaging as a pedagogy for teaching and assessment was beneficial for learners. The study revealed that when the teacher permitted the use of the full linguistic repertoire, students achieved better in general as a consequence of a better comprehension of the subject matter.

Further, Rafi (2021) investigating the effect of a translanguaging approach on the development of the writing skill of EFL students in a Bangladeshi public university concluded that the approach promoted greater understanding and higher metalinguistic awareness.

Therefore, it may be concluded that translanguaging helps construct deeper thinking and increases linguistic knowledge by expanding language practices.

According to the studies reviewed above, and a plethora of others, translanguaging represents a valuable tool for learning in general and language learning in particular to take place. In these studies, a variety of research tools such as questionnaires, interviews, classroom observations, portfolios, audio recordings, or field notes were used to collect data. The geographical and educational contexts differed, and samples varying in size and nature were involved. The diversity of these parameters is an indicator of the validity of claims advocating the role of translanguaging as a support rather than a hindrance to learning.

On the other end of the educational continuum, teachers are increasingly using translanguaging as a holistic pedagogy to encompass the linguistic diversity in their multilingual classrooms. The next point will focus on translanguaging as a pedagogy for teaching, and by so doing, it will demonstrate how this natural linguistic practice can be utilized by instructors for the learners' benefit.

## **1.6. Translanguaging for Teaching**

As a pedagogical practice, translanguaging still has a long way to go in order to become theorized and strategized (Canagarajah, 2011). Williams (2012) who perceives translanguaging as a pedagogic theory which alternates the language of input and the language of output distinguishes between natural translanguaging, which refers to the learners' discursive linguistic practices used to learn, and official translanguaging which is set up by the teacher. This particular type of practice involves planned actions on the part of the teacher to deepen the students' understanding or to engage them in classroom discussions. In multilingual contexts, Garcia & Wei (2014, p. 92) emphasize the adoption of pedagogies that "ensure that all students are being cognitively, socially and creatively challenged". In fact, the linguistic, social and educational diversity of the profiles of multilingual learners impose the need for the adoption of a translanguaging pedagogy where each learner is treated holistically. On a further level, Sayer (2008) maintains that translanguaging is pedagogically valuable to multilingual learners. Its pedagogical value lies in the fact that it does not only valorize their multilingual identities but also provides them with common grounds to interact and opportunities to expand their "funds of knowledge" (Martin-Beltran, 2014, p. 210).

Pedagogical translanguaging, according to Ganuza and Hedman (2017) goes beyond simple translanguaging as it represents the pedagogical choices and the deliberate attempts that teachers make in order to promote learning through drawing upon the linguistic diversity of their learners. It is a thoughtful, demanding task since it requires the teachers to be multilingual themselves in addition to knowing where to set boundaries for the practice for it to be beneficial. In this respect, the teacher is assigned the challenging task of accommodating the classroom to become a translingual community where differences are an asset.

Anderson (2017) proposes a variety of tasks and activities in which translanguaging can be exploited to maximize language learning. These include:

- **The Translingual News Jigsaw:** In this task, students are required to search for a news or story online written in any language they know except English. After 10 minutes, the students work together to recreate the story noting points of consent and disagreement in their understanding. They come up with the English version of the story and one of them presents it orally to the class. This task is not only useful for practice translanguaging but also allows a purposeful use of technology in the classroom.
- **The Translingual Text Challenger:** in this activity students read a passage or listen to an audio script in English. Their task is to take notes in their L1 and then code them back in English. This procedure is said to help learners render information into more accessible and understandable. Taking notes in L1 is also said to be faster and more effective since learners are more familiar with the language.
- **The Meshed News Report:** Students listen to news in English and then are asked to report it in another shared language. While they do, they will naturally translanguage using multiple linguistic features from their multilingual repertoire. This task would therefore reflect the authenticity of the multilingual linguistic practices that happen outside the classroom.
- **The Translingual Posters:** Posters which are written in two or more languages tend to raise students' awareness of the existence of equivalents between languages. This helps create connections in their brains and facilitates making associations which result in learning. The posters can be made more interactive using two-sided cards with

a different language on each side. This would promote the simultaneous development of two languages.

As previously stated, in the classroom, adopting translanguaging as an approach for teaching and learning falls within the broader scope of what Creese and Blackledge (2010) call “Ecological Pedagogy”. Ecological pedagogies view the classroom as an ecological microsystem and aim at rendering education eco-friendly (Creese & Martin, 2008). Adopting an ecological perspective in multilingual education would therefore imply tolerance and acceptance of all the linguistic systems that pertain to learners.

To assess the pedagogical validity of translanguaging as a methodology for teaching in multilingual contexts, it would be relevant to question the pedagogical validity of current bilingual pedagogies that have, so far, called for language separation. In fact, language alternation in educational contexts has traditionally been frowned upon and attitudes of both teachers and learners have been noted to be negative towards the use of multiple languages in the language classroom. Terms like “Bilingualism through Monolingualism” (Swain, 1983), “Parallel Monolingualism” (Heller, 1999), the “Two Solitudes” (Cummins, 2005), and “Separate Bilingualism” (Creese & Blackledge, 2010) all describe language learning classroom contexts where there is an exclusive use of the target language and a complete denial of any other linguistic resources the learners have at their disposal.

Despite the constant educational rejection of pedagogies other than the conventional ones, language learners tend to exhibit linguistic behaviors that encompass the use of their full linguistic repertoire as it provides them with pragmatic tactics to cope with educational challenges (Lin, 2005). Indeed, learners unavoidably make use of all their languages even in contexts where only the language of instruction is tolerated. This, according

to Garcia and Wei (2014), is due to the fact that translanguaging is instinctive in bi/multilinguals.

Following the educational issues around parallel monolingualism, researchers are gradually shifting the emphasis to more integrative language pedagogies. There is an apparent need for devising and implementing new pedagogies that support flexibility rather than stricture and separation. It is important to blur the boundaries between languages and to allow their natural permeability to be reflected in practice. A further reason for the validity of translingual practices is the fact that the exploitation of the whole linguistic repertoire of multilinguals has proved to be effective in promoting learning (Hornberger, 2005). Another study by Lin (1999) revealed that when the teacher promotes the use of multiple languages in the classroom, learners understand better and their motivation is increased. Similarly, investigating the role of translanguaging in teaching mathematics in a university in Hong Kong, He, Lai, and Lin (2017) concluded that alternating between English and Chinese as media of instruction helped learners negotiate meaning and understand intercultural differences between concepts.

The pedagogical validity of translanguaging as a practice is especially emphasized when it comes to using it as a way to leave no room for any sort of discrimination in linguistically, socio-economically, and culturally diverse classrooms. Garcia and Wei (2014, p. 121) summarize the ways in which translanguaging is used by teachers as follows:

- To differentiate among students' levels and adapt instruction to different types of students in multilingual classrooms; for example, those who are bilingual, those who are monolingual and those who are emergent bilinguals.

- To build background knowledge so that students can make meaning of the content being taught and of the ways of languaging in the lesson.
- To deepen understandings and sociopolitical engagement, develop and extend new knowledge, and develop critical thinking and critical consciousness.
- For cross-linguistic metalinguistic awareness so as to strengthen the student's ability to meet the communicative exigencies of the socio-educational situation.
- For cross-linguistic flexibility so as to use language practices competently.
- For identity investment and positionality; that is, to engage learners actively.
- To interrogate linguistic inequality and disrupt linguistic hierarchies and social structures in a way to provide equal opportunities for all students.

From this list, translanguaging as a pedagogy seems to be, to a large extent, an exhaustive multilingual pedagogy. It encompasses various dimensions that may make or break the learning process ranging from the individual differences of the learners to the social and political variables. It might therefore be cautious to claim that translanguaging can be accounted for as being a valid pedagogical practice in multilingual contexts for the various advantages it provides.

Because teaching cannot be detached from assessment, and since the validity of the latter lies in the extent of its compatibility with the former;

it is paramount that translanguaging methods are deployed to assess learners' language development.

According to Lopez, Turkan, and Guzman-Orth (2017, p. 2), “assessments should embrace the fluid and dynamic bilingual practices present in today's classrooms and view languages as a unified system dynamically interacting in the minds of bilingual and multilingual students”.

Assessing multilingual learners on a monolingual norm, they argue, is unfair and disadvantageous. That is why one of the principles that should guide the assessment procedure is to draw on the integral linguistic resources of learners. In this respect, the purpose behind a translanguaging approach to assessment is to develop linguistically flexible multilingual practices within an assessment context. This would help test-takers to demonstrate their knowledge of the subject matter using the entirety of their linguistic repertoires.

A further principle to consider is that of engaging students in meaningful interaction through the employment of their linguistic resources. Accordingly, the teacher becomes a mediator who works on negotiating and making meaning with the learners through the exploitation of their multilingualism. This way, students would feel more comfortable answering test questions and demonstrating their knowledge of certain content.

Despite its apparent necessity, a translanguaging approach to assessment is still faced with reluctance from teachers and learners alike. Monoglossic language ideologies are deeply embedded in the collective consciousness of practitioners in the field, and consequently “a shift to a heteroglossic view of bilingual education is required that emphasizes hybrid language practices in the classroom and focuses on students' multiple discursive practices.” (Lopez, Turkan, and Guzman-Orth, 2017, p. 8), is required for

the translanguaging assessment method to work. It is also necessary that teachers are multiliterate in the subject area they teach. In other words, teachers should be knowledgeable about the content they teach in multiple languages in order to be able to score their learners and assess their achievements.

In a nutshell, translanguaging as a teaching approach has proved to be beneficial for learners of different levels and from distinct educational contexts. Assessing multilingual students with regard to their full linguistic repertoires is desirable but still has a long way to go to become a common practice.

### **1.7. Issues in the Translanguaging Pedagogy**

Despite its numerous benefits, the main issue in translanguaging pedagogy may reside in its decreased feasibility. In fact, in addition to needing time, change is often faced with resistance. The idea of language separation is embedded in the minds and deeply rooted in the beliefs of students and teachers alike. Consequently, time and effort are required to implement such a pedagogy from scratch. In this regard, Garcia and Wei (2014) posit that:

All teachers in the 21st century need to be prepared to be bilingual teachers; that is, they need to see themselves as building on and developing the students' additional languages while educating them. But in most teacher education institutions throughout the world, the students' multilingualism is an after-thought, and teachers learn little about the children's complex and dynamic language practices. (p. 122).

It is challenging for teachers to shift their long-used practices to adapt to the new demands of their multilingual classrooms. To implement a translanguaging pedagogy, teachers must be aware and proficient in the languages that form the linguistic landscape of their classrooms. Not only that, but it also demands the development of "a critical sociopolitical consciousness about the linguistic diversity of the children" as well as knowledge about "the historical glottopolitics of the languages they're trying to develop." (Garcia & Wei, 2014, p. 123).

Another issue in adopting a translingual pedagogy is that appropriate curricula, syllabi and activities must be designed. This would necessitate much time, money and effort, raising by so the issue of practicality.

Furthermore, since teaching and assessing are inseparable, changing teaching practices to fit translingual pedagogy would require assessment procedures to follow suit. On many occasions, incorporating

translanguaging in assessment has proved to be efficient in capturing a representative picture of multilingual students' abilities and achievements. However, the main challenge is that more thorough assessment procedures that comply with translanguaging pedagogy have yet to be developed.

According to Garcia and Wei (2014), the prevailing conventional monolingual assessment practices are a threat to multilingualism and hinder language development. On the other hand, a translanguaging approach to assessment would provide equal opportunities for learners with different linguistic, ethnic, and socioeconomic backgrounds to be fairly evaluated. In this vein, Garcia & Wei (2014, p. 134) explain that “translanguaging in assessment is then not accepted either by the policy makers who commission the development of tests nor by many teachers who have been taught to assess knowledge in accordance with artificial bounds of social norms and language.” This demonstrates how unusual translanguaging is perceived despite its naturalness.

Drawing from the above discussion, it seems that accepting translanguaging as a pedagogical practice for learning, teaching, and assessing is nowhere near to be achieved. It appears that translanguaging is unlikely to gain a higher status than that of an adaptive tool naturally occurring but almost never acknowledged.

### **1.8. Attitudes Towards Translanguaging**

Despite the stricture of language policies that call for the compartmentalization of languages in the classroom, teachers and learners tend to cross these artificial boundaries by engaging in multilingual practices. Creese and Blackledge (2010, p. 18) explain that “across all linguistically diverse contexts moving between languages is natural, how to harness and build on this will depend on the sociopolitical and historical environment in which such practice is embedded and the local ecologies of schools and classrooms.”.

Indeed, translanguaging comes as a natural reaction to the segregation imposed by language policies in language education. Although these practices are often discouraged and rarely legitimized, they keep occupying a major place in the multilingual classroom. In this respect, translanguaging is seemingly a natural practice among multilingual communities and classrooms, defying language policies and coming against the long-believed myth of language separation for effective language learning (Garcia and Lin, 2016).

According to Baker (2010), exploiting the full linguistic repertoire of the multilingual learner in the classroom should be encouraged as these latter tend to pragmatically make use of their resources to maximize comprehension. Translanguaging, he argues, allows both content and language learning to occur in an integrated way which is likely to lead to better academic achievement. Thus, it is going against the tide to separate languages or to impose the use of a single language in the classroom.

Translanguaging is therefore a natural way of developing language literacy and subject matter understanding. For Garcia (2009), this practice

is a spontaneous and pragmatic way of using language and is unavoidably recurrent in multilingual classrooms, she explains:

Despite curricular arrangements that separate languages, the most prevalent bilingual practice in the bilingual education classrooms is that of translanguaging. Because of the increased recognition of the bilingual continuum that is present in schools and communities that are revitalizing their languages, or schools where more than one language group is present, linguistically integrated group work is prevalent in many bilingual classrooms. Here, students appropriate the use of language, and although teachers may carefully plan when and how languages are to be used, children themselves use their entire linguistic repertoires flexibly. Often this language use appropriation by students is done surreptitiously. (Garcia, 2009, p. 304)

Although it is natural to engage in translingual practices in multilingual contexts, there is generally a negative connotation as regards these practices from teachers' perspectives. On many occasions, teachers reported feeling guilty and students feeling embarrassed for using languages others than the one imposed in the classroom. (Zentella, 1981, Setati, Adler, Reed, and Bapoo 2002, Shin, 2005). Martin (2005) explains that:

The use of a local language alongside the "official" language of the lesson is a well-known phenomenon and yet, for a variety of reasons, it is often lambasted as "bad practice," blamed on teachers' lack of English language competence . . . or put to one side and/or swept under the carpet. (p. 88)

This implies that, despite the spontaneous occurrence of translanguaging in multilingual settings, the practice has traditionally been frowned upon as it is associated with deficient language proficiency. Nonetheless, it is

important to understand that multilingual individuals use translanguaging as a pragmatic strategy to maximize language and subject matter learning.

Numerous times, translanguaging has been found to be a beneficial pedagogical approach to teaching and learning in multilingual contexts. Nevertheless, it is still difficult for teachers to accept it in the classroom due to the monoglossic ideologies entrenched in them.

Duarte (2016) who synthesizes research conducted in different places around the world on teachers' beliefs about accepting translanguaging practices in the classroom, explains that the proposal of a systematic use of translanguaging is met with skepticism. Teachers firmly behold that allowing the use of the full linguistic repertoire of the learners would hinder their development in the target language. By doing so, they expect to open the door for a "social homophily disrupting inter-language friendships and an increase in off-task talk" (ibid, p. 2) that would disturb the flow of the learning process. Although these assumptions contradict research results, pedagogical practices keep diminishing the value of the linguistic resources of the multilingual learner (Agirdag, Jordens, and Van Houtten, 2014). This separation, according to Cummins (2005) seems to stem from three main assumptions that:

1. there is no place for the students' L1 in the classroom and that instruction must be carried out exclusively in the target language;
2. there is no place for translation in language literacy as it is only a revival of the outdated, discredited Grammar-Translation Method;
3. the two (or more) languages must be kept rigidly separate as they constitute distinct codes.

In a study by Goodman (2017) in the Ukrainian context, it was revealed that monolingual ideologies are dominant among teachers in the Ukrainian university. Despite teachers' reluctance, translanguaging was witnessed to perform a resistance task against the hegemony of the English only method.

Similarly, Carroll and Van den Hoven (2017) report very strict language policies in higher education in the United Arab Emirates. In this area, native speakers of English are generally favored over locals to teach what is thought to be correct English. This approach is hoped to restrain students from using Arabic, but instead creates a tension between learners who expect to see their multilingualism acknowledged and policy makers who insist on prohibiting this linguistic diversity.

Generally, teachers report being conscious of the potential benefits of exploiting their learners' multilingualism and even employ translanguaging themselves. However, when made aware of the existence of these practices in their classrooms, they tend to hold a rather negative stance favoring the exclusive use of the target language. In the Indonesian context, Raja, Suparno, and Ngadiso (2022) who investigated two private high school teachers' perceptions of translanguaging in their classes found that despite the positive attributes associated with the practice, the latter was not given space to prosper in the classroom. Such ambivalent feelings were also reported by Al-Batainah and Gallagher (2018) who looked at how future teachers perceived the meshing of Arabic and English in children's storybooks. These attitudes were labeled paradoxical, highly fueled by erroneous, deeply embedded language ideologies.

Recent research is in favor of encouraging the use of all the linguistic features of the learner for learning an additional language or any other subject matter. It has been found that it is rather detrimental for the learner to be forbidden from having recourse to these resources both on the cognitive and the affective levels. Garcia and Lin (2016) call for the finding of a compromise and allowing space for translanguaging to occur in the classroom without fear or guilt on the part of both teachers and learners, they explain:

On the one hand, educators must continue to allocate separate spaces for the named languages although softening the boundaries between them. On the other hand, they must provide an instructional space where translanguaging is nurtured and used critically and creatively without speakers having to select and suppress different linguistic features of their own repertoire. Only by using all the features in their linguistic repertoire will bilingual students become virtuoso language users, rather than just careful and restrained language choosers. (p. 11).

This is an affirmation that it is the task of the teacher to foster translingual practices in the classroom and by so doing, to liberate learners' tongues, minds and imaginations. Their job is to regulate the occurrence of translanguaging and to monitor its use allowing learners to make intelligent choices as to when to select or suppress certain features of their linguistic system depending on different situations and communicative events. Nevertheless, it is paramount that teachers initially consider the potential benefits of translanguaging before rejecting the practice altogether.

Just like teachers, learners have been found to hold irresolute attitudes towards translanguaging, but unlike their counterparts, the feelings were more often positive. Lopez-Hevia and Luiz-Perez (2021) explored the translingual practices and attitudes of students in a Spanish undergraduate writing class at a university in the United States. They found that positive attitudes were associated with the use of translanguaging as a strategy for brainstorming and drafting provided that the final outcome was exclusively produced in the target language. At these stages, using the linguistic repertoire had the role of alleviating pressure and helping learners focus on the message they wanted to convey. In this study, translanguaging was appreciated for allowing proficient learners to monitor peers' work through scaffolding techniques.

Van Der Walt and Dornbrack (2011) see translanguaging as a coping mechanism against the “physical and emotional strain” (p. 95) students suffer from when solely the language of instruction is imposed on them. This corroborates with Makalela (2015) who found that translanguaging served to create an emotionally safe environment for learners. Carstens (2016) reports similar results in a university in South Africa where learners expressed positive sentiments towards multilingual instruction and learning.

Contrary to conventional beliefs that only low proficiency learners have recourse to translanguaging or find it useful, Zhou and Mann (2021) discovered that advanced Chinese university students rejected restrictive monolingual approaches to teaching and advocated the harness of their multilingualism for learning purposes. Similar results were yielded by Adamson and Coulson (2015) in the Japanese higher education context where multilingualism was viewed as a resource for classroom management and assignment completion.

Notwithstanding, despite the natural occurrence of translanguaging, learners generally confess a feeling of shame or guilt when using languages other than the target language in class. This claim is documented by Palfreyman and Al-Bataineh (2018) who, found that university students from the United Arab Emirates were rather reluctant to the embracement of their multilingualism in class.

The above discussed studies were conducted in different parts worldwide, in a distinct educational and pedagogical context. Nevertheless, corroborating results were observed in the different settings; both teachers and learners acknowledge the existence, importance, and usefulness of translanguaging but still hold disharmonious attitudes towards it.

Teachers are mostly bitter about the practice and prefer to overlook it while learners are positive about it despite the constraints. For this reason, instructors should not only allow but also encourage the use of learners’

multilingual resources and shift from separatist language ideologies to more inclusive ones.

## **Conclusion**

The first part of this literature review sought to clarify the main notion around which this study revolves. Definitions of translanguaging as well as the origins and the development of the concept were provided. Translanguaging in this context refers to the fluid discursive practices that characterize communication in multilingual contexts. It also represents an approach to content and language instruction that originated in Wales and then spread all over the world.

The theoretical grounds upon which translanguaging theory stands were reviewed and its relation to models of language processing models in the multilingual brain was established. In this sense, translanguaging joins both psycholinguistic and sociolinguistic considerations of language. It falls within a dynamic view of multilingualism and represents a manifestation of the sociocultural nature of learning. This first part also highlighted the role of translanguaging in teaching and learning in multilingual contexts and what makes it an ecological approach to instruction. Moreover, claims that translanguaging as the norm in the multilingual classroom were looked into along with the non-consensual attitudes of teachers and learners towards the practice.

The next part of the chapter will furnish an overview of monolingual and bilingual approaches to language teaching with an emphasis on mother tongue inclusion in multilingual settings. The purposes for the incorporation of that part are also explained.

**CHAPTER TWO**  
**THE LINGUISTIC SITUATION IN ALGERIA AND L1 IN THE**  
**TEACHING OF ENGLISH AS AN ADDITIONAL LANGUAGE**

## **CHAPTER TWO**

### **THE LINGUISTIC SITUATION IN ALGERIA AND L1 IN THE TEACHING OF ENGLISH AS AN ADDITIONAL LANGUAGE**

#### **Introduction**

Considering that translanguaging is characterized by the employment of the full linguistic repertoire of the multilingual learner including his/her first language (L1) and subsequent languages for instructional purposes, the first part of this chapter looks at the tenets of mother tongue use in the English as a Foreign Language (EFL) classroom. Monolingual instruction practices are tackled along with their pros and cons. Attitudes of both teachers and learners towards the inclusion of L1 in the target language (TL) class are also highlighted.

The second part of the chapter is devoted to the review of the linguistic situation in Algeria. This includes highlights of the multilingual nature of the Algerian society as well as a diachronic survey of the development of language education in the Algerian school. Light is also shed on the historical and political impact on decisions regarding language policy in the country.

**PART ONE**

**L1 IN THE TEACHING OF ENGLISH AS AN ADDITIONAL  
LANGUAGE**

**Introduction**

Heated debate has long been on regarding the role of the learners' mother tongue in the development of their L2. Traditionally, the first language was assumed to hinder the language learning process and was therefore kept away from the classroom. It is in this line that additional language teaching in general, and English as a second or foreign language instruction more particularly are characterized by the use of two major approaches: the monolingual method and the bi/multilingual approach.

The monolingual approach is one in which the target language is the only language of instruction. Teachers and learners make use of this language to conduct classroom dynamics where no other language is tolerated. In fact, this approach calls for the exclusion of any other language the learners have acquired or learned, including their mother tongue as they are thought to hinder the learning process.

In essence, monolingual approaches to language teaching stand on the assumption that a foreign or second language should be learned in isolation and that any interference from the learners' L1 would result in confusion delaying by so the learning process. This assumption transcends language learning to apply to classes where the learning of the target language is not the finality per se but is the medium through which content is delivered. This includes content and language integrated learning (CLIL) as well as content-based instruction (CBI) (Brown 2007).

Bi and multilingual approaches, on the other hand, are more flexible when it comes to considering the linguistic resources of the learners in the

classroom. In such classes, the target language is not exclusively employed and the mother tongue along with the other languages that constitute the linguistic repertoires of the learners are part of the instructional process.

In this second part of the chapter, an overview of monolingual instruction in language education is provided. The origins of the approach and arguments in its favor are discussed. Attention is also drawn to the opponents of the monolingual approach and their claims are discussed in light of theoretical and empirical studies. These studies are mainly concerned with the use of the L1 in the EFL, CLIL and CBI classroom including the frequency of its use, the purposes for its employment, and the attitudes of both teachers and learners towards it. Specifications regarding multilingual instruction are also discussed including its pros and cons supported by empirical evidence from various research contexts.

It is worth noting that this section is reviewed as it is of great relevance to the topic under investigation. In fact, it is consensual that translanguaging practices are not restricted to one language but are rather characterized by the use of a fusion of semiotic resources (Garcia, Menken, Velasco, and Vogel 2018). Nevertheless, the L1 seems to outgrow the remaining resources in terms of use when translanguaging is observed. Additionally, the context of this work does not only concern language learning, but also includes content instruction. In other words, students majoring in English at university receive language courses such as grammar, reading and writing, or listening and speaking. They also take content classes such as literature, civilization, and linguistics. It is in this vein that this section highlights the occurrences and uses of the mother tongue in the classroom as it is likely to be directly linked to the results of the study.

## **2.1. Monolingual Instruction: A Historical Overview**

Hall and Cook (2012) define Monolingual Instruction (MLI) as the exclusive use of the target language as the sole medium of instruction in the language classroom. This approach has long been the norm in language instruction, including the teaching of English as a foreign language where the English-Only method prevailed. The philosophy behind such a method is that using the target language increases exposure which is of great importance for its learning. In this regard, Auerbach (1993) advances that

the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it. (p. 5)

To understand the premise of monolingual instruction, it is important to look through language teaching methods throughout history. First of all, the most traditional approach to language instruction, the Grammar-Translation Method, relied in its essence on the development of the target language by using the L1 through translation. However, the Reform Movement in the 19<sup>th</sup> century came to defy this practice. In fact, the reform movement brought new assumptions and principles regarding language teaching and learning, mostly in phonetics and psychology (Meziani and Mahieddine, 2019).

The emphasis of language instruction shifted towards the study of spoken language and the mastery of good pronunciation. In this vein, the teaching of conversational patterns was put in context and the grammar instruction became inductive. Perhaps the most important change brought by the reform was the fact that the teaching of new meanings became a matter of

establishing links within the target language rather than with the mother tongue (Richards and Rodgers, 2001). Following these guidelines, translation seemed to lose its place in the target language classroom. It was at this time that “the first hardline rejection of translation” appeared (Cook, 2010, p. 6). That was because translation was thought to waste learning opportunities of the target language and to negatively interfere with the process (Howatt and Widdowson, 2004).

The new direction that language instruction took following the reform movement was “dogmatically opposed to the use of students’ own languages” (Hall & Cook, 2012, p. 275). It is in this context that monolingual instruction started to gain prominence. Fueled by these beliefs, the English-only method emerged. However, the reasons behind the adoption of English as the only language of instruction in the language classroom are also for political reasons.

As a matter of fact, mass migration from Europe to America rendered the latter linguistically diverse in an unprecedented way. This led to the emergence of multilingual and multicultural classrooms wherein learners with distinct linguistic backgrounds gathered. This linguistic diversity was impossible to contain, and therefore got banned (Harbord 1992, as cited in Meziani and Mahieddine, 2019).

The reasons for the prohibition of the mother tongues of the learners in this context were purely pedagogical in appearance since “other languages, including the mother tongue, are a hindrance in foreign language learning” (Phillipson, 2014, p. 187). Nevertheless, there were more political reasons for this ban as this method was set to maintain power relations where English was the superior language. The English-only method was also a way to demolish peoples’ identities and cultures through the destruction of

their native languages by reducing them to simple communicative purposes (Meziani and Mahieddine, 2019).

The monolingual method stands on the belief that “monolingualism is the default for human communication and that the learning of additional languages later in life is to be examined vis-à-vis monolinguals’ communicative competence” (Fallas-Escobar and Dillard-Paltrineri, 2015, p. 302). From this stand point, language learners are expected to acquire a native-like proficiency in a language that they do not originally identify with. Language learning is therefore measured by the degree to which learners operate as two separate monolinguals. Consequently, these learners find themselves stuck in a place where they have to deny their L1 in favor of a language they struggle to grapple with because their mother tongue is often regarded as being incomplete, inadequate, and short-falling.

The monolingual instructional method is not only popular in language learning classes where the aim is to develop an L2, it is also applied in contexts where the target language is the medium of instruction for the acquisition of skills and knowledge. In reality, one point in common between language learning settings and content-based classes remains the non-acceptance of the mother language of the learner and its intentional exclusion from the instructional process. Advocates of this linguistic separation have advanced a variety of arguments to back up their position. Some are discussed below.

### **2.1.1. Advocates of Monolingual Instruction**

Over the years, an abundant number of research has tried to demonstrate the benefits of segregating the mother tongue from the target language in the classroom. Spira (2007), for instance, recommends the encouragement of the exclusive use of the target language through appropriate teaching

activities and materials. According to him, L2 proficiency and students' confidence will increase if learners are exposed to the language through meaningful tasks.

As far as the target language is English, Phillipson (2014) argues that there exist a number of beliefs that represent the driving force for the English-only method. These involve that English is best taught monolingually, that the ideal teacher of English is a native speaker, and that the earlier English is taught, the better. Other assumptions include that more exposure to English results in better proficiency, and that the standards of English are only kept high if no other language is tolerated in the classroom. These beliefs resulted in common language teaching pedagogies such as communicative language teaching and the task-based approach (Crump, 2013) Under these methods, the learners' L1 is banned from the classroom as languages should be kept in isolation to be learned.

The monolingual instructional procedure can be traced back to the Direct Method. This latter was a reaction to the Grammar-Translation Method in which learners fundamentally relied on their L1 to analyze decontextualized chunks of the L2. According to Fallas-Escobar and Dillard-Paltrineri (2015, p. 303), "the pervasiveness of monolingual instructional practices is also partially nested in the assumption that bringing students' L1 into the classroom constitutes a return to the now demonized Grammar-Translation method". Conversely, the Direct Method emphasized the teaching of L2 through the exclusive use of this same language. Later on, Communicative Language Teaching also adopted this principle and both syllabi and teaching materials were developed accordingly.

Arguments advanced by the proponents of the monolingual approach mainly concern the notion of exposure. According to them, the more

exposure to the target language, the better the results. This principle is said to be inspired by the way in which individuals acquire their L1 which they pick from their environments. In this respect, Butzkamm and Caldwell (2009, p. 18) explain that “the mother tongue may occasionally be used as a useful linguistic resource [but] maximizing the use of the target language in the classroom is beneficial by providing linguistic exposure for the learners”. Furthermore, in the context of foreign language instruction, it is believed that the language classroom is the only space where learners can be exposed to meaningful input of the L2. Therefore, it is advisable to seize this opportunity for language exposure rather than allow other languages to interfere (Littlewood & Yu, 2011).

Other arguments advanced by researchers in favor of the monolingual approach include their beliefs about the strict separation of languages for a better proficiency in the language under development. These assumptions stem from different considerations of how multiple languages are arranged and processed in the brain of the multilingual individual (see section 1.3.3.).

Advocates of the monolingual method seem to believe that languages are stored in a compartmentalized manner and are in favor of “coordinate bilingualism in which the two languages form distinct systems in the mind rather than compound bilingualism in which they form a single compound system” (Weinreich, 1953 as cited in Cook, 2001, p. 407).

Not only this, but they also emphasize that there must be a continual use of the target language on the part of the teacher in order to set an adequate atmosphere for the learners to pick up the language. Littlewood and Yu (2011) explain that it is the teachers’ responsibility to maintain high levels of motivation in learners by refraining from using languages other than that of instruction as this has a significant impact on their acceptance of it.

This language segregation has long been favored because of the common belief that code-meshing is a manifestation of “laziness and lack of education” (Sayer, 2013, pp. 67-68). These monoglossic policies have been imposed in bi and multilingual contexts in an attempt at diminishing a possible cross linguistic contamination of the L2 by the mother language. Learners’ L1 was denied access to the L2 classroom because it was thought to be an obstacle to learning not only language but also content. Learners were made to believe that using their L1 would result in a corrupt L2 proficiency, or what Fallas-Escobar and Dillard-Paltrineri, (2015, p. 303) label "semi-bilingualism”.

For many decades, these ideologies, besides the heterogeneity of language classrooms and the naiveness of the teachers, have made the monolingual approach the star of language instructional methods. Nonetheless, following the demands of the 21<sup>st</sup> century multilingual and multicultural world, the position of language separatist practices increasingly became questioned and opponents emerged.

### **2.1.2. Debunking the Monolingual Bias**

Monolingual instruction has started to become subject to controversy following the multiplication of increasingly linguistically and culturally diverse classrooms in today’s globalized world (Crump, 2013). In fact, a considerable body of literature supports the idea that monolingual instruction in general and the English-only method in particular are resentful to students (Harbord 1992). Within such classes, not only the teacher-learner interaction suffers which may cause incomprehension (Kicir 2013) but also the learners’ L1 always finds its way in because “where bilingual children are present in classrooms, so are their languages, and those languages are put to use in their learning” (Bourne, 2001, p. 103).

The use of the L1 in language classes has extensively been investigated and research has shown its pivotal role in the learning of the target language. In reality, the mother tongue was found to serve plenty of purposes including comprehension checking, peer cooperation, presentation and reinforcement of language, as well as instruction giving. According to Crump (2013, p. 66), “The L1 can be used to scaffold learning, mediate understanding, move the lesson forward, engage learners, and foster positive multilingual identities”. It also represents an opportunity for learning skills, such as translation which is associated with an increased meta-linguistic awareness leading by so to the development of L2.

On the same note, Auerbach (1993) found that the L1 is mainly used for content negotiation, classroom management, language analysis, and the explanation of errors. The employment of the L1, was also found to establish a positive atmosphere in the classroom, an anxiety-free space where interaction is facilitated between the teacher and learners as well as among the learners themselves (Harbord, 1992; Samadi, 2011).

Allowing learners to use the languages they feel comfortable with was found to result in better self-expression (Atkinson, 1987). Because speaking is essential for language learning, it is important to provide learners who lack vocabulary in the target language with opportunities to voice their thoughts in any way they are at ease with. This will not hinder their linguistic development in the target language as much as it will alleviate their speaking anxiety, and thus, promote their comprehension (Kicir, 2013).

Erk (2017) who summarizes research on the role of the L1 in language and content learning explains that the use of the mother tongue is often positively associated with an increased lexico-grammatical knowledge and a higher metaphorical competence. It is also used as a psychological tool to

ensure comprehension as well as for cooperation and meaning scaffolding. As for teachers, they tend to rely on the learners' L1 for a variety of purposes among which are the presentation of vocabulary and grammar and managing the classroom.

Opponents of the monolingual approach propose that it is erroneous to treat the languages that shape the linguistic sphere of the multilingual learner as being detached especially when it comes to their L1. Cook (1999) pinpoints that

L2 users have L1 permanently present in their minds. Every activity the students carries out visibly in the L2 also involves the invisible L1 .... From a multi- competence perspective, all teaching activities are cross- lingual ... the difference among activities is whether the L1 is visible or invisible, not whether it is present or altogether absent” (as cited in Forman, 2005, p. 65).

It is therefore a failed attempt to try to separate the two or more languages from one another as they are internally connected as part of the same linguistic system.

In a study led by Atkinson (1987), L1 use was found to be of great value to the monitoring of classrooms with adolescents and young adults. Similarly, Saricoban (2010) came to conclude that L1 fulfills multiple roles in the classroom varying from input comprehension, task summarization, and error correction; to the presentation of new vocabulary and answering students' questions, among other things. In fact, when L1 is used as a facilitating tool in the classroom, language learning increases. This is because the L1 serves to help alleviate anxiety and increase motivation and self-confidence among nervous or reluctant students (Samadi, 2011). Moreover, when L1 is allowed in the classroom, learners are more likely

to proceed to peer and group discussions which creates communication opportunities which are likely to develop their target language proficiency. In this regard, Holliday (1994) maintains that “students working in groups or pairs do not have to speak English all the time; they can speak in their mother tongue about a text and if through this process they are producing hypotheses about the language, then what they are doing is communicative” (as cited in Carless 2008, p. 331).

Resembling outcomes have been reported by research worldwide through time. In a study conducted in the USA and Canada, Tarone and Swain (1995) found that students resorted to their L1 for social and interactional purposes. Later, Swain and Lapkin (2000) who observed how eight grade bilingual students completed different tasks noted that the L1 fulfills the role of redirecting attention towards task requirements as well as the completion of assignments in groups through meaningful interaction.

Scott and La Fuente (2008) who investigated the power of L1 use on setting an adequate atmosphere in the classroom for learning to occur uncovered that when allowed to use their mother tongues, learners communicated more effectively. In their experiment, students in the group which was denied access to L1 interacted in a fragmented, incoherent way whereas communication was more fluent and comprehensible among the remaining participants who made use of their mother tongue.

To discredit beliefs about the L1 being detrimental to L2 development, Alegria de la Colina and Garcia Mayo (2009) explored cross-linguistic influence of the learners’ first language on the target one and concluded that the L1 was a pro rather than a con. The use of the L1 in this context helped clarify task content and requirements, refocus attention, and develop useful learning strategies.

In the South African context known for the multiplicity of the languages spoken there, a number of studies investigating the role of L1 use on L2 and subject matter learning pinpoint a highly positive correlation. Van Der Walt, Mabule, and De Beer (2001) found that the guided use of the mother tongue allowed a better understanding of Physics, Mathematics, Science, and Biology. The role of the L1 in this situation was to maximize the comprehension of technical terms. Similarly, Joseph and Ramani (2004) discovered that the L1 served a variety of purposes ranging from interpersonal communication and simple exploratory talk about specific topics to higher-order academic areas. This implies that the mother tongue is not only a tool for self-expression and mediation for beginner learners but also a valuable instructional resource for more advanced students. On a similar note, university students were found by Praxton (2009) to be more at ease when allowed the discussion of difficult concepts in their L1. This gave them access to understanding information presented in English through the negotiation of the meaning of unfamiliar vocabulary. These studies conclude that L1 is a valuable means for the acquisition of terminology in various fields of study. The mother tongue serves for mediating challenging input and helps a better conceptualization of complex terms.

Based on these results, it is safe to believe that the learner's mother tongue plays a major mediating role and helps guide the learning process by remedying possible cognitive and affective issues that the exclusive use of the target language may beget.

Research has also shown that the role of L1 in the development of the target language is undeniably positive provided that the former is used in a thoughtful way. Undoubtedly, in order to exploit L1's full potential in learning and language development, the former should not be overused at

the expense of the latter (Mahmutoglu and Kicir, 2013). That is why it is necessary for the teacher to guide the process of L1 use through specific time frames or within precise situations to serve particular needs.

All in all, in the case of bilingual learners, we can only emphasize the benefits of the L1 but when learners are multilinguals one cannot deny the role of the learners' full linguistic repertoire as diverse as it might be. This is because contrary to the traditional belief, languages are inseparable in the multilingual brain as they form an integrated linguistic system. The languages that form the multilingual repository internally co-exist and so should they do externally.

## **2.2. Attitudes towards L1 Use in the Language Classroom**

For a long time, bilingualism in the language classroom has been frowned upon by both teachers and learners. As far as the teachers are concerned, they have often reported a feeling of guilt when using LOTEs despite acknowledging their benefits. Learners, on the other hand, regarded teachers who were not linguistically restrictive as being unprofessional or anti-pedagogical.

In a study investigating the attitudes of 300 Greek students of different levels towards the use of their L1 and its culture as learning resources in the target language classroom, Prodromou (2002) found that the lower the level of proficiency in the target language, the more positive were the attitudes of the learners towards L1 use.

By the same token, Sharma (2006) who explored high school teachers' and learners' attitudes towards using Nepali in the EFL classroom concluded that positive attitudes in this regard were only associated with specific uses of the L1. For instance, the role of L1 was praised for the comprehension of new vocabulary, the explanation of complex grammatical structures, and for making and maintaining social relationships in the classroom. Using L1 for giving instruction or increasing motivation was found to be regarded as being negative by both learners and teachers.

Likewise, Erk (2017) who investigated English language instructors' beliefs about the use of students' L1 in Croatia noted a mismatch between teachers' perceptions and their teaching practices. While the respondents seemed apprehensive about voicing their real sentiments regarding the issue under scrutiny, L1 was noticeably present in their classrooms. The study

suggested that teachers acquaint themselves with the benefits of exploiting learners' L1 as a resource as it is undeniably present in their classrooms.

In general, the partial providing of instruction in L1 during the language class was mostly observed to be welcomed by students. In a study by Brook-Lewis (2009) in which learners' diaries were relied on as a data gathering tool, it was found that students held extremely positive attitudes towards the inclusion of Spanish, their L1, in the EFL class. They reported that allowing them to use their mother tongue decreased their affective filter. They also claimed that when instruction was provided in Spanish, their comprehension increased.

Similarly, the use of the L1 was found by Pablo et al (2011) to be a learning strategy upon which learners relied when in difficulty. Learners reported that the L1 saved time, helped introduce new grammatical and lexical items, and promoted the building of student-teacher rapports.

Research conducted in different parts of the globe, including in the Arab world such as (Kharma and Hajjaj, 1989; Al-Alawi, 2008; Al-Nofaie, 2010; Elmetwally, 2012; Ahmed, 2015; Al-Balawi, 2016; as cited in Meziani and Mahieddine, 2019) conclude that few teachers but the majority of learners tend to hold positive attitudes when it comes to using the learners' linguistic resources in L1 for L2 improvement provided that this inclusion is a guided one. Limiting the use of the learners' mother language to certain functions and contexts would help benefit from it.

Nevertheless, it is important to note that negative attitudes towards L1 employment were also reported especially when this latter is overused. In their study, Meziani and Mahieddine (2019) conclude that teachers have mixed feelings regarding the use of the mother tongue in the English language class. More specifically, positive attitudes were associated with

certain uses and so were negative perceptions. This joins Atkinson (1987) in his claim that overusing the L1 in the language class would cause incomprehension and confusion and would result in negative feelings on both parts.

Drawing from the above, it can be inferred that attitudes towards the use of the L1 in the EFL classroom are conditionally more positive than not. The relatively positive feelings voiced by both teachers and learners are associated with specific uses of the L1. It is therefore crucial for the teachers to create the necessary balance for the exploitation of their learners' linguistic knowledge by providing guidance and setting limits and boundaries. Considering the fact that it is the learners' mother tongue, it is presumably more difficult for them to detach from the code that represents their very first encounter with the language. For this, teachers should be less restrictive when it comes to using it in class as it may constitute an asset rather than a detriment to learning.

## **Conclusion**

This part of the chapter aimed at elucidating the notion of monolingual instruction and how it developed through time. Emphasis was put on examining how monolingual instruction differs from bilingual approaches to language teaching and how the inclusion of the L1 is viewed in the multilingual classroom.

From this chapter, it can clearly be inferred that the monolingual approaches such as the English-only method clash with the realities of today's multilingual classes. The restrictive nature of these methods was found to cause an undesirable effect on learning both content and language. This sets room for translanguaging to be a potential alternative for better achievement. Nevertheless, despite the evidence, teachers and learners seem to remain resentful as to the acceptance of the mother tongue in the classroom.

The next section of this chapter will shed light on the linguistic situation in Algeria. It will demonstrate how linguistically diverse is the country and will look into the extent to which language policy is made to encompass this diversity. The socio-educational place of English alongside language attitudes in the country will also be tackled.

## **PART TWO**

### **THE LINGUISTIC SITUATION IN ALGERIA**

#### **Introduction**

It is unavoidable that language gets involved in issues related to power relations as it is closely linked to culture, religion, and identity. This can particularly be sensed in societies where the introduction of foreign languages has been part of a process of colonization and acculturation, as is the case in Algeria.

The linguistic situation in Algeria is one of the most sensitive and complex topics as it is intimately related to political issues. Many languages co-exist, each having a specific status and particular functions. This linguistic diversity has long been regarded as problematic in the field of education where many policies have been put forward throughout the centuries in an attempt at containing the country's multilingual nature. This issue, according to Berger (2002, p. 8), is “the most severe problem of Algeria in its present and troubled state”.

In this chapter, the premise of multilingualism in Algeria is traced back. An overview of language policy is provided with emphasis on English Language Teaching and the place of English in the country.

This section is reviewed to not only explain the multilingual nature of the Algerian community but also to showcase the role of educational language policies in making or breaking multilingualism. All for the sake of setting the ground for claims on the possibility of the implementation of a translanguaging space in the Algerian educational context in an attempt at exploiting this multilingualism.

### **2.3. Multilingualism in Algeria: A Historical Overview**

Algeria is host to a number of co-existing world languages which makes it a multilingual country. This complex linguistic situation stems from the rich history of the country in which many colonies settled through time. According to Benrabah (2014), the native inhabitants of North Africa, including Algeria, are the Berbers. These latter were unsuccessful at ruling their own lands which allowed several foreign groups to occupy their region. These new civilizations did not have an impact on the linguistic situation of Berbers of the interior but greatly influenced the linguistic practices of people living in urban centers along the coast where bilingualism and multilingualism became the norm (Djité, 1992)

The many colonies that settled in Algeria highly shaped its sociocultural and sociolinguistic profiles. For seven centuries, Phoenicians imposed their Carthaginian governance, followed by the Romans who stayed for six centuries than the Vandals and the Byzantines who settled for one century each. The domination of the Islamo-Arabo-Berbers soon followed and lasted four centuries, then the Turks reigned for about three centuries. This lasted until the French brought their domination to an end and settled for more than a century along with other colonies such as the Spaniards who occupied the region intermittently. Benrabah (2014, p. 43) explains that “One of the consequences of this long history of mixing peoples was language contact and its by-product, multilingualism -Berber-Punic, Berber-Punic-Latin, Berber-Arabic, Berber-Arabic-Spanish-Turkish, Berber-Arabic-French, and so on.”

The linguistic enrichment brought by the above-mentioned invaders quickly disappeared with the fall of the colonies except for two languages: Arabic and French. With the arrival of Arabs in the region to spread Islam,

many North Africans converted to the religion which gradually became the dominant religion in the area. This directly impacted the position of Arabic which became a highly estimated and a superior language. In fact, “the Berbers admitted the superiority of Arabic over their own language, probably because of this link between Arabic and religion, and maybe also because of the respect they felt for the written forms which their own language did not possess” (Bentahila 1983, p. 2). The high status of Arabic resulted in the progressive partial abandonment of Berber and the adherence to Arabophony (Julien 1994).

The co-existence of Berber and Arabic among the same community resulted in a mutual influence between the two languages. The effect of Berber on Arabic can particularly be sensed when it comes to phonology, morphology, and syntax. We hence speak of “Berberized” Arabic in North Africa in general and Algeria more specifically (Chtatou, 1997). Despite the high prestige of Arabic in the region, Berber was still widely spoken and acknowledged as the only language for natives. Benrabah (2014) explains that thirteen centuries after the Arab invasion, half the population of Algeria was still monolingual in Berber.

Perhaps the most impactful colonisation that marked the history of Algeria was the French one. The arrival of the French invaders in 1830 resulted in a clash between the European world and the Arabo-Berber one. Throughout its stay in Algeria, France endeavored to erase the Algerian identity through the implementation of “a methodical policy of deracination and deculturization” (Benrabah, 2014, p. 44). For this purpose, France worked on inculcating a sense of inferiority by spreading cultural cringe and negative attitudes among Algerians towards their own mother tongues. French scholars purposefully reduced local languages to mere dialects, predicted the disappearance of Berber for it had no written form and described the diglossic nature of the Algerian Dialect (AD) as “incurable”

due to its extensive borrowing from French (Messaoudi 2012, p. 285). France's motivations in Algeria did not stop at occupational levels but exceeded to the hope of exterminating all the native inhabitants and contemplating an Algeria without Algerians. The war which took the form of an ethnic cleansing resulted in the death of more than one million people and a linguistic genocide (Kateb 2012). In fact, the Berber-speaking community diminished from 50% in 1830 to only 18.6% in 1966.

By July 1962, the date of the independence of Algeria, language rivalry was at the horizon. Three language groups were present at the time in Algeria: Arabophones, Berberophones, and Francophones. The majority of Algerians (70 to 75%) belonged to the first category. Berberophones represented about 25 to 30% of the population, and French was considered an additional language as part of an Arabic-French or a Berber-French bilingualism (Benrabah, 2014, p. 45).

The spread of Literary Arabic as an institutional language has been rapid due to the Arabization policy in an attempt to "de-Frenchify Algeria" (Benrabah, 2014, p. 72). The Algerian dialect further splits into the different dialects of the North, the East, the West, and the dialect of the South; as for Berber, four major varieties derive, namely "Mزاب", "شوايا", "شونوا", and "كابيل" which is spoken by about two-thirds of the Berber-speaking population.

Arabization aimed at assimilating dialectal Arabic, Berber varieties, and French into Literary Arabic. This was faced by reluctance from Kabyles who rebelled on many occasions against this assimilationist policy. Their efforts were only fruitful in 2002 when the government acknowledged Berber as a national language.

By the independence, the French occupation had left an irreversible impact on the Algerian society. Within its 132 years of settlement, France had made a deep impact on Algeria's culture and language. The tribal

structure of the Algerian community no longer existed, illiteracy rate reached 90% with only 5.5% of the population literate in Literary Arabic, and French was spoken by six million people but only written by one million. As for Berber, only 18.6% of the population spoke it by 1966.

These statistics clearly indicate the extent of the linguistic diversity of the Algerian population. The languages that form this diversity seem to clash yet coexist forming a valuable resource for individuals to make sense of their multilingual being.

Normally, language planning in such contexts should be expected to be an extension of the linguistic heterogeneity present among the community, however, the situation in Algeria is far more complex.

## **2.4. Language Policy in Algeria**

After the independence, the number of students significantly increased in schools and so did the literacy rate. The period saw an increase in the use of Arabic at the expense of French namely in education, law, religious affairs and city halls. This led to the formulation of the first language policy, Arabization.

### **2.4.1. Arabization**

Arabic had become the medium of instruction in primary, secondary and high schools in addition to some fields at university such as humanities. French, however, remained the language of instruction at the university level in scientific disciplines.

Since the independence, the two languages have been allotted two distinct functions, Arabic was the language of religion and literature whereas French was associated with development and modernity. In other words, Arabization rhymed with Islamization and Francophonie with secularization (Ruedy 1992). This separation was the fruit of the persistent belief of the superiority of French over Arabic despite the Arabization policy. This belief was a direct consequence of the colonizer's indoctrination and his endeavor to acculturate the Algerian people.

Benrabah (2014) explains that in Algeria, Arabic was not used to its full potential but rather was penetrated by the ex-colonial language, French. He speaks of a "complementary distribution" whereby "Arabic is used for spiritual needs and represents cultural power, while French symbolizes worldly needs and economic power." (p. 48).

The rivalry between Arabic and French persisted and was fueled by political and socio-economic changes in the country. Notwithstanding, the two languages found room to co-exist within the Algerian society with each having specific functions and denoting a certain status.

By the late 1990s, the Algerian population had significantly increased in number and more children were schooled. Literacy rate jumped to around 73% in 2004 with the majority of the population proficient in institutional Arabic. The political scene had also witnessed a significant change with the dismantlement of the single-party system in view of political liberalization. The market economy had started to diversify and telecommunication media became widespread.

#### **2.4.2. The Prevalence of French**

Amidst this global shift in the Algerian socio-economic infrastructure, the Arabization policy seemed to have no place. The increasing demands of the globalized world imposed the need for Algeria to envisage a bilingual approach to education by the early 2000s. This created a clash between Arabo-Islamists who were in favor of Arabization and secular francophones who called for an Arabic-French bilingualism. The opposition went even further with the Islamists issuing a “fatwa” against the bilingual educational reform (Abdelhai 2001, p. 7) and labelling their opponents as “enemies of Islam and the Arabic language” and the “supporters of forced Westernization of Algerians” (Djamel, 2001, p. 3).

The said reform consisted of the proposal of the introduction of French in primary schools as a mandatory first foreign language starting from grade two instead of grade four as had been the case since 1970s.

French was also set to replace Arabic in teaching scientific disciplines in secondary schools with the aim of improving students’ bilingual literacy and enhancing their achievement.

The place of French in the Algerian educational system has been unstable for decades for many reasons, mainly political ones. The succession of presidents and ministers of education with each trying to impose different ideologies resulted in the implementation of distinct language policies.

Nevertheless, French eventually kept its position of first foreign language introduced as early as grade 2 in primary schools starting from 2004 and later changed to grade 3 in 2006 (Benrabah, 2007). Its maintenance, along with the survival of dialectal Arabic and Berber can be interpreted as resistance to the dominance of Arabization.

Amid this language rivalry, both dialectal Arabic and Berber seemed to have no place in the Algerian educational system despite being the mother tongues in the country. The policy makers worked on suppressing these vernaculars and replacing them with what they considered world languages by adopting a subtractive approach to multilingualism. Nevertheless, dialectal Arabic and Berber kept being used by Algerians as a major means of expression and communication despite the government's attempts at abolishing them. Berber, more particularly, has gone through many challenges ranging from censorship to strikes in order to be recognized as a national language in 2002, an official language later in 2016, and partly introduced in schools.

#### **2.4.3. English as an Additional Language**

Another language which is part of the linguistic educational spectrum in the Algerian context is English. Having the status of an additional language, English is introduced starting from the 1<sup>st</sup> year of middle school. It is “additional” since it is introduced in a subsequent position to Arabic and French.

There were attempts at introducing English in primary schools as a competitor to French in 1993, but the majority of students unexpectedly preferred sticking to French at this level. The introduction of English as a potential replacement for French was also faced with reluctance because laymen considered this political move as an attempt at hindering their development since French was considered the language of economic power

at the time. Moreover, Algerian youth did not consider French and English as real rivals but rather regarded them as being part of the large repertoire that would potentially encompass their multilingualism.

By the middle of the year 2000, the Algerian government sought to institute educational reforms where English would have a better place. The approach was, however, political rather than pedagogical as Miliani (2001) explains

In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and education ones. (p. 13)

Following these reforms, English has gradually begun to gain the status of the language of science and technology and the means and methods for its instruction were deployed.

Since its instillment, two approaches have been widely adopted in the teaching of English in the Algerian school. The Communicative Approach was first opted for but did not seem to fit the context as its implementation was not practical in terms of time and class size. For this, the method soon got replaced by the Competency-Based Approach which emphasizes learner-centeredness and the notion of the teacher as a facilitator. Nonetheless, ELT in the Algerian educational system still needs to be rethought in terms of content and methodology as it fails to keep up with a constantly evolving field. In this regard, Bouabdesselam (2001) maintains:

The English syllabus in secondary education in Algeria is narrowly defined and restricted to a collection of functions that are randomly selected... however; the major lack of harmony between the various official documents is over the degree of specificity of overall objectives:

instructions in the English syllabus are not in harmony with those in new lines and pedagogical instruction. (p.103).

In general terms, the aim of teaching English as an additional language (EAL) is to equip learners with the necessary skills to find their way through English-speaking contexts or communicative events. According to Scott (2009, p.2), EAL instruction should strive to enable learners to:

- Producing and understanding the sounds of English that differ from their first language
- Distinguishing between different sounds in English (e.g., bed/pet, hard/heart/art)
- Understanding oral sets of instructions ■ Processing language that is expressed quickly
- Understanding and using appropriate intonation and stress
- Following whole group interactions
- Understanding and using statements, questions, offers and commands
- Understanding the meaning of particular language features in texts which we might take for granted, such as prepositions (e.g., between, under) or adverbs (e.g., quite, very)
- Understanding oral texts not supported by visual/concrete cues
- Learning appropriate non-verbal communication
- Identifying the key words in a message
- Putting words in the right order
- Understanding new vocabulary, especially increasing technical language
- Understanding lexical metaphor (e.g., ‘I’m pulling your leg’, ‘time flies’)

- Learning the appropriate language for playing collaboratively
- Learning the appropriate language to interact socially with adults and peers
- Developing an understanding of appropriate school behavior.

To reach these objectives, and considering the fact that learners of EAL already have a relatively well-developed linguistic repertoire encompassing at least one language, it is advised that instructional choices take into account this linguistic diversity and exploit it to the advantage of the learners. According to Gibbons (1991), using the learners' first language is an extremely valuable element in language teaching. He explains that this allows learners to develop their understanding of concepts in addition to providing a safe atmosphere that would help "lessen the trauma and alienation that children may experience in a new environment surrounded by an unknown language" (Scott, 2009, p.4). Exploiting learners' linguistic schemata also allows them to build on their previously acquired abilities and competencies. It is in this vein that the teaching of EAL can be seen as an inclusive pedagogy that suits multilingual classes and in which learners are not denied their identities.

Notwithstanding the above-mentioned recommendations, teaching English in the Algerian school followed a rigorous English-Only method whereby it is the only language tolerated in the classroom. Despite its richness, the learner's preexisting linguistic repertoire is completely overlooked. What is more, the languages that constitute the learner's linguistic system are considered a hindrance to English language development and are therefore banned from the classroom. (Mouili, 2021).

The inclusion of the learners' L1 in the English class is a controversial topic among Algerian practitioners. According to Negadi (2021, p. 23),

“teachers often feel they are not doing things right if they have to resort to L1 to be understood. Moreover, they may feel embarrassed or even guilty to transgress the traditional monolingual methods if L1 is used during classes”. By so doing, teachers are unconsciously averting students from benefiting from their linguistic schemata to develop the target language.

#### **2.4.4. English in Higher Education**

In Algeria, higher education is governed by the Ministry of Higher Education and Scientific Research. The institution is responsible for organizing, regulating, and monitoring the sector through the enactment of appropriate laws. Madani (2018, p. 13) explains that the role of the said ministry is:

- Setting a new university system which is based on three cycle degrees; Bachelor, Master, and Doctorate.
- Updating and adapting the teaching programs. This involves the generalization of information technology, scientific laboratories, modern languages, especially English, and research methodology.
- Introducing optional and interdisciplinary modules.
- Implementing a semester system.
- Engaging students in practical projects and encouraging training.

Realizing the importance of English along with the growing demand for the language, the Algerian government directed its efforts towards its promotion at the level of universities. The teaching of English in this context has gained prominence in the last few years. Before that, English language instruction was restricted to departments of languages around the country. These ELT departments mostly provide instruction in the language skills as well as specialized courses such as Socio and Psycho Linguistics,

British and American Literature, and Research Methodology among others (Madani, 2018)

Nowadays, with the implementation of the LMD system, the goal of higher education is to equip learners with the necessary skills and knowledge to become successful individuals and skillful tutors (Madani, 2018). To this end, courses of English for Specific Purposes (ESP) have been devised to meet the needs of learners from scientific branches such as medicine, engineering, mathematics, etc. as well as in humanities like law and social sciences. The implementation of an ESP instruction, however, still faces several issues among which are the teachers' lack of knowledge in the subject area and the absence of official consented syllabi and scarcity of teaching materials to cite a few.

## **2.5. The Role of English in Algeria**

In recent years, English has gained a higher status among the Algerian society. Research conducted by Benrabah (2013) has shown that students' perceptions of English are considerably positive marking it as having a unique position at a global level despite the fact that Algerians are less proficient in this language compared to their MENA counterparts.

Belmihoub (2018) explains that there are many reasons for the spread of English in Algeria, the first of which is the oil and gas industry. In fact, companies established mainly in the Saharian regions of Hassi Messaoud and Hassi R'mel cover 96.5% of the demand for English language proficiency among all industries nationwide. The majority of these companies only require their employees to have a basic level of English for communication and exchange among the company.

In other sectors, English is not always necessary but represents an additional skill that would be rewarded with a higher salary, especially for directors, managers and secretaries. (Euromonitor, 2012; as cited in Belmihoub, 2018).

Another prompt for the increase of the use of English in Algeria is the government and the language policies it has put into place to promote the spread of the language. English is introduced as early as the 6<sup>th</sup> grade rather than the 8<sup>th</sup> grade as it has previously been the case, and human resources are deployed to facilitate the learning process. Additionally, private language centers such as the British Council and the American Embassy provide various language programs that aim at promoting the level of Algerian youth in the language.

Perhaps the most influential cause behind the gradual adoption of English among Algerians in recent years is the internet. In reality, the fast spread of social media like Facebook, Instagram and YouTube has paved the road for

the language to take place among the Algerian virtual community. Belmihoub (2018) argues that the internet and social media more specifically have given space for English to spring among Algerians at varying degrees. He explains:

The cline of English user proficiency on social media tends generally to be a function-based sub-variety of educated English and hovers on the lower end around zero, but some users of English are found to be on the central point or the higher ambilingual point. (p. 7).

The spread of English in Algeria seems to go hand in hand with major advances in today's globalized world where English is an international lingua franca. Its use is not limited to a certain category of individuals, rather, the language is used by a large heterogeneous number of people varying from school teachers, university students, researchers and scientists to more recently include journalists, tourist guides and artists. (Negadi, 2021).

The use of English in Algeria fulfils a variety of functions, the first of which is interpersonal. As a matter of fact, the majority of Algerians learn English to communicate with people from around the world in an attempt at expanding their knowledge in a plethora of disciplines (Madani, 2018). English is also learned for instrumental purposes as it is required for professional development. Indeed, the gradual opening of the Algerian economy to the world market has allowed English to gain a place in the Algerian linguistic landscape.

All in all, the status of English in Algeria has positively developed due to a variety of reasons, namely the demands of globalization. English is now used by different groups of people to fulfil distinct functions ranging from interpersonal interaction to professional exchange.

In spite of the seemingly important position that English occupies in the Algerian context today, the language is still found at the heart of a sociopolitical struggle between those who are in favor of it gaining greater expansion and others who are reluctant as to its dominance (Belmihoub, 2018). This raises the discussion of language attitudes towards the many languages co-existing in the Algerian context and the historical and political reasons which fuel these perceptions.

## **2.6. Language Attitudes in Algeria**

Before justifying language attitudes in any given context, it is important to understand the linguistic rights people have and the international laws that have been put into place to sustain these rights. According to the UNESCO's Declaration of Linguistic Rights, individuals have "the right to maintain and develop one's own culture" and groups have "the right to an equitable presence of their language and culture in the media, [and] ...to receive attention in their own language from government bodies and in socioeconomic relations" (as cited in Friedrich, 2007, pp. 68-69). The declaration also defends the right of multilingualism since "all language communities are entitled to an education which will enable their members to acquire a full command of their own language... as well as the most extensive possible command of any other language they may wish to know" (as cited in Friedrich, 2007, p. 73). These rights are highly important for language ecology and linguistic peace among any community.

In the Algerian context, linguistic rights have not always been promoted or preserved. In fact, it took Berbers decades of activism to get part of the linguistic recognition they sought through the creation of the High Commission of Amazighity and the addition of Tamazight as a national language in 2002 and an official language in 2016. On the other hand, the Algerian dialect still has a long way to go to be recognized as a language as it is largely neglected by authorities and has an inferior status in the view of its speakers as compared to Modern Standard Arabic (MSA) for historical and political reasons (Belmihoub, 2012).

Proficiency in French and English in Algeria could reach higher levels if positive attitudes towards multilingualism are reflected in official language policies. Having positive attitudes towards the languages that are in

competition in the country would ease the tension and promote linguistic ecology, linguistic empowerment and linguistic peace (Friedrich, 2007).

In Algeria, positive attitudes towards Berber are sensed among the Berber community who demands opportunities and policies to preserve their language which they estimate to be as prestigious as other languages in the region (Benrabah, 2007). MSA is also said to be worthwhile for social inclusion while French and English are considered important for openness to the world. In recent years, English has gained more prominence in the Algerian context thanks to its tolerant, de-ethnicized nature, leading Benrabah (2013) to predict a potential raise of English at the expense of French.

On the contrary, negative attitudes are held towards the Algerian Dialect which is considered impure (Benrabah, 2007). This, according to Belmihoub (2012) is the direct result of the Arabization policy which disparages the AD and favors MSA. Speakers of the AD in their turn dispraise Tamazight considering it unworthy of recognition.

In a study investigating Algerian high school students' attitudes towards bi and multilingualism, Benrabah (2007) found that the majority of the students consider Berber as the least pure and the most difficult language in the region. These attitudes, Benrabah (2007) suggests, are due to the mainstream belief that Berbers are divisive and separatists. Further results yielded by the same study show that respondents seem to reject policies seeking to displace French in favor of English and demonstrating by so that students are in favor of an additive rather than a subtractive approach to multilingualism.

In the field of education, language attitudes are clearly reflected in teaching practices and methodological choices. Since the first year at primary school, students are expected to leave out their mother tongue outside the classroom for it to be replaced by MSA. Growing up with the

idea that their mother tongue is inferior compared to other languages, students will try to neglect their multilingual identities and deny their multilingualism.

According to Mouili (2021) who investigated the use of L1 in the English language class at multiple secondary schools in Algeria, the employment of the mother tongue is only acceptable when other methods such as gestures fail to convey meanings. The learners' linguistic repertoire can only be called upon in specific situations for practical purposes. In this study, teachers acknowledged holding a negative stance towards L1 use as they claimed that the latter may have an undesirable effect if excessively relied on as it would make learners dependent on it.

Language attitudes play a major role in making and maintaining multilingualism. Negative perceptions towards a certain language would result in reluctance towards learning it. These attitudes are directly influenced by historical, social, and political events and are mostly unintentionally passed through generations. Nonetheless, the impact of such attitudes is not to be neglected as it may result in the creation of "bilingual illiterates" with low proficiency and limited educational achievement (Miliani, 2001, p. 20). These repercussions can not only be sensed in the economic market with individuals who are unequipped to face the demands of such fields but also in society as they become turbulent elements who are expected to misbehave at any moment. It is therefore necessary to instill a positive atmosphere for languages to co-exist dependently from socio-political tensions and conflicts. The resulting positive attitude towards these languages would, in turn, result in the improvement of multilingualism in the country.

## **Conclusion**

The above-discussed overview of the linguistic situation in Algeria clearly shows the diversity of the Algerian linguistic landscape. Many languages compete, clash and eventually co-exist in a country where cultural values and history are passed in various tongues. This rich linguistic heritage can only be exploited if positive attitudes are adopted and fair policies are devised.

The use of the many languages the learner disposes of in the Algerian classroom should not be seen as a deficient practice but rather as “a strategy students engage in to negotiate values and content” (Canagarajah, 1999, pp. 185-186). Allowing such practices and implementing them as part of a critical pedagogy permits students to “become better equipped to resist possible nationalist, fundamentalist and Western corporations’ propagandas reflected in the curriculum and/or in the real world.” (Belmihoub, 2012, p. 27).

In Algeria, English seems to increasingly find a place amidst this linguistic dilemma parallel to its gaining prominence worldwide and by so adding an undeniable element to the already diverse linguistic map of the Algerian society. As for language attitudes, there is still room for progress to be made in this particular area in order to exploit multilingualism to its full potential.

**CHAPTER THREE**  
**RESEARCH DESIGN**

## **CHAPTER THREE**

### **RESEARCH DESIGN**

#### **Introduction**

This chapter outlines the research methodology employed to conduct the present study and highlights the research techniques used to eventually answer the questions stated in the general introduction.

This methodological section includes a description of the research method followed throughout the work along with the participants and context of the study. It also specifies the tools employed to collect data, pointing out the reasons behind their adoption, their pros and some of their cons. The section also provides a descriptive account of the data collection procedure, as well as clarifications regarding the data analysis methods.

#### **3.1. Research Paradigm**

The research methodology is an overall plan for connecting the conceptual aspect of a study with its practical part. It represents the general framework within which the research is to be conducted including all decisions regarding the research paradigm, data collection methods and data analysis procedures. Adhering to a certain research methodology requires careful ontological and epistemological considerations depending on the nature and aims of the work.

The following section explains the relationship between ontological, epistemological, and methodological considerations in research. The effect that certain broad choices have on research specificities is highlighted. The aim of this section is to justify the adoption of a certain methodology to conduct this study. This includes the selection of the type of study along with the research tools and the collection and analysis procedures.

### **3.1.1. Ontology**

Before opting for a certain methodology, one must understand the ontological premises of the different available research designs since the choice of the latter is crucial in determining the success or failure of any study.

Roughly put, ontology is the rationale for methodological options. It refers to a set of assumptions that give rise to epistemological approaches which in turn bring about paradigmatic considerations (Cohen, Manion, & Morrison, 2011). The appellation derives from the Latin “ontologia” which combines “onto” or existence and “logia” which translates to theory or science to refer to “the study of being or reality” (Ma, 2015, p. 566).

Two ontological assumptions about the nature of social reality can be distinguished from people’s endeavor to understand this latter; namely, Realism and Nominalism. Realism, on the one hand, believes that social reality is external to individuals and is independent of the knower of its existence. For realists, the world has rigid, intangible forms that exist irrespective of social descriptions. On the other hand, nominalism adheres to the belief that social reality is the outcome of individual consciousness. Nominalists assume that it is the individuals who structure the world which makes reality relative (Burrell & Morgan, 1979; Cohen, Manion, & Morrison, 2011).

In synthesis, ontology seeks to elucidate being and existence. It is concerned with what is true and endeavors to understand the nature of reality.

### **3.1.2. Epistemology**

On a narrower level, ontological assumptions are at the origin of epistemological considerations. While ontology seeks to explain the nature

of existence, epistemology is concerned with the nature of knowledge and the means by which it is acquired.

Two opposing views, Empiricism and Rationalism, form the major epistemological assumptions in science. Empiricists believe that knowledge is acquired through inductive reasoning and adopt a positivist approach to explaining the world. This view holds that the society functions according to laws that could be understood by means of objective research and that the only reliable source of knowledge is one which relies on mathematical and logical treatments as well as our sensory experience (Ma, 2015, Khaldi, 2017). Empiricists and Positivists treat social phenomena the same way as natural sciences are studied by adopting an objective approach that would seek to explain what happened and predict what might happen based on patterns and relationships among different variables. From this perspective, experience is highly emphasized as it is believed to be the foundation of all new knowledge.

On the other hand, Rationalists adopt deductive reasoning as the starting point of what is a general statement or theory later on confirmed or refuted through the formulation of hypotheses and the observation of a specific phenomenon (Khaldi, 2017). Rationalism relates to post-Positivism, a movement that perceives knowledge as being hypothetical, changing, and can be questioned making the researcher prone to have multiple perspectives and points of view (Popper, 1968).

In this sense, epistemology is concerned with the nature of knowledge and the ways to acquire it. It seeks to answer questions such as what do you know? and how do you know it?

### **3.1.3. Methodology**

The different epistemologies give rise to distinct methodologies directly affecting research in social sciences. Methodology is defined as “a general research paradigm that outlines how a research project is to be undertaken and, among other things, identifies the specific methods to be used” (Ma, 2015, p. 567). It represents a pathway that would help in the completion of the research shaping decisions regarding the methods to be employed in the collection and analysis of the data.

Two major research methodologies can be distinguished based on the two main epistemological assumptions discussed above. Rationalism may be equated with qualitative research while Empiricism is associated with the quantitative design.

Qualitative research is defined as “a paradigm of inquiry that allows researchers to examine human behavior in depth and the reasons that govern such behavior” (Ma, 2015, p. 567). It is a research design that can be opted for when exploring new topics or investigating complex issues. It is employed when the research seeks to answer the “why”, and “how” questions to understand phenomena and describe processes (Hennink, Hutter, & Bailey, 2011). Qualitative data collection methods include participants’ observation, in-depth interviewing, field notes, document analysis, etc. These methods yield non-numeric data which need to be codified before being analyzed and interpreted. A major characteristic of qualitative data analysis is that it does not adhere to any correct approach or technique, rather, it is imaginative, flexible, and reflective (Coffey & Atkinson, 1996). The data analysis process can be completed through the researchers’ own efforts or with the help of software like NVivo or ANOVA set for the purpose.

Quantitative research, on the other hand, refers to the systematic empirical investigation of social phenomena by means of mathematical and statistical techniques (Given, 2008). It involves the collection of numerical data analyzed using statistical methods and aims at developing hypotheses, theories, and models for certain social phenomena (Mackey & Gass, 2011). The methods of quantitative data collection involve experiments, tests, questionnaires, etc. These data are analyzed using the researchers' statistical knowledge with the help of statistical analysis software such as the Statistical Package for Social Sciences (SPSS) which allows an easy exploration of the relationship between variables.

Because of the heterogeneous nature of social reality, one research paradigm often provides limited insight as it fails to capture the full picture of the phenomenon under scrutiny (Greene, 2008). The polarization of the two research paradigms obscures the fact that they are closely related to each other. For this, the Mixed-Methods paradigm is designed to account for the non-binarity of phenomena as being either qualitative or quantitative.

It is used when research is mixed in nature including variables of both types. A mixed-methods research makes use of both qualitative and quantitative data collection and analysis instruments and seeks to answer questions of “what”, “why”, and “how” combining a plethora of research types. It is also worth noting that following this approach, qualitative data can be analyzed quantitatively when turned into numerical values while quantitative data can be handled qualitatively if coded and interpreted accordingly. This, once more, highlights the flexibility of the mixed-methods in approaching issues.

### **3.1.4. The Present Study**

From the above discussion, it can be deduced that the present research is a mixed-methods study of an exploratory type. It aims at unveiling students' linguistic multilingual practices (the what), the reasons for which they make use of these practices (the why) as well as the ways in which these practices can be exploited to maximize learning (the how). The research also seeks to uncover how students' multilingual languaging is perceived and received by their teachers.

The driving force behind conducting this study is a desire to reveal whether the multilingual nature of the Algerian society is extended to its classrooms or not. Correspondingly, the following first research question is addressed:

#### **1. Is translanguaging a common practice among EFL students in the Department of English?**

Subsequent to this main question, three sub-questions are posed. The first inquires about the ways in which translanguaging practices occur, if any, in hope of understanding the mechanisms behind them. It is put as follows:

##### **1.1. In what ways is translanguaging used by EFL students in the Department of English?**

The second sub-question looks into the reasons behind translanguaging by investigating the contexts in which the practice is mostly used. The question is worded as follows:

##### **1.2. In which situations do EFL students resort to translanguaging in the Department of English?**

In the third sub-question, attention is directed towards the courses which are more prone to eliciting translanguaging practices. This query does not only allow to discover whether the content of the course impacts the

frequency of use of multilingual practices but also permits the adequate exploitation of translanguaging in specific contexts:

**1.3. Which courses are more likely to be associated with translanguaging among EFL students in the Department of English?**

While the first part of this research is concerned with translanguaging on the part of students, the second facet of the study relates to how teachers perceive and receive this multilingual aspect of their learners. In this vein, a second research question is formulated:

**2. What attitudes do teachers in the Department of English hold towards translanguaging in the classroom?**

Because multilingualism was repeatedly found to be an asset to learning, it is important to survey the possibility of the implementation of a teaching pedagogy where translanguaging is exploited in our context. To probe this possibility, a third research question is addressed:

**3. To what extent can translanguaging be advantageous for learning among EFL students?**

It is hoped that answers to the above-mentioned questions bring insight into students' practices of translanguaging including how, why, and where it is used. It is also an endeavor to contemplate the attitudes of teachers towards their students' use of their full multilingual repertoires and an attempt at providing pedagogical means to leverage this multilingualism.

The study makes use of three major data collection instruments; a questionnaire, the results of which are quantitatively analyzed along with classroom observation and a structured interview which are techniques for

gathering qualitative information. This research method was opted for as it succeeds in capturing a thorough image of the phenomenon under examination. It employs different research tools and therefore yields data of distinct natures which allows the drawing of conclusions and the proposition of relevant recommendations.

### **3.2. Population and Setting**

The present study investigating students' translanguaging practices and teachers' attitudes towards these latter was undertaken in the Department of English at the University of Algiers 2, Abou Elkacem Saadallah. The research involved first year EFL students and teachers from the said department as follows:

#### **3.2.1. The Sample**

Two hundred and fifty-one (N=251) first year students and thirteen (N=13) teachers participated in this study. Demographic data about the ages and genders of the students were surveyed along with their linguistic practices. Information such as the number of languages spoken by these participants and the number of years they have been studying English were investigated. On the other hand, the teachers were asked to specify their genders as well as the number of years of their teaching experience. This latter is particularly important in capturing an inclusive picture of the attitudes of both experienced and less experienced teachers.

As far as the selection of the students is concerned, a probabilistic sampling procedure was opted for. The exploratory nature of the research makes this type of sampling the most adequate for the needs and purposes of the study. Indeed, probabilistic sampling is a sampling scheme wherein every individual of the population has a known and equal chance to be chosen. More particularly, simple random sampling was used for practicality and accessibility purposes. According to Yasara (2017), this sampling technique offers ease and fairness in the selection of the sample. It also ensures that the sample is more or less representative of the broader population. Consequently, possible generalizations can be made back to the population involved in the research.

The selection of the teachers followed a different path. For relevance matters, they were chosen using a non-probabilistic approach. The intention behind such a procedure was to guarantee that teachers of specific courses are involved in the study. It also aimed to amass as wide a range of perspectives as possible and to ensure that the data yielded reflects the broad view of participants in the setting. In this regard, the teaching experiences of these informants varied from experienced to less experienced. They majored either in Literature and Civilization or in Didactics and English Linguistics. Twelve were females and one was a male.

It is worth mentioning that despite the fact that the students were from different groups, of different genders and ages, and the teachers had distinct teaching experiences and majored in different fields, the sample is relatively small compared to the broader population. Therefore, the outcomes of the research will only be representative of the sample it involves.

### **3.2.2. The Setting**

The present study took place in the Department of English at the University of Algiers 2, Abou Elkacem Saadallah.

The Department of English is part of the Faculty of Foreign Languages. This latter englobes two other departments, namely the department of French and the department of Italian, Spanish, and German with a total of around 10000 students.

The Department of English offers a three-year Licence, followed by a two-year Master, then a Doctorate (LMD) training. During the academic year 2020/2021, for instance, the department hosted no less than 4000 students across the three academic levels. As far as the three years of

Licence are concerned, students are offered a thorough training to develop the four language skills (Reading, Writing, Listening, and Speaking) as well as their overall knowledge of English Linguistics, Didactics, Literature, and Civilization. The students are acquainted with the language through a variety of courses all aiming at reaching an advanced proficiency in the English language.

According to the official curriculum followed by the department (Descriptif de la licence d'anglais, 2016-2017), the training also aims at improving students' methodological skills leading to the rigorous analysis of cross disciplinary skills such as translation, foreign languages, and study skills. All in all, in compliance with the aims of the LMD system set by the Ministry of Higher Education; the major objective of the Licence is to prepare students to function in the job market be it educational (such as the field of teaching) or economic (like working in a company).

The choice of the department of English as a setting for this study was based on thoughtful considerations. Studies investigating translanguaging among multilingual learners are generally conducted at lower levels, namely in primary, middle, and high schools. (Garcia, 2009, Garcia and Wei, 2014; Martin-Beltran, 2014; Garcia and Lin, 2016, Duarte, 2016, etc.). This may wrongly imply that at higher levels, translanguaging is not a common practice among learners. However, continuous recurrent observations during both the study and teaching experiences of the researcher led to the conclusion that translanguaging is actively employed even when students have been learning the language for several years.

As a student, the researcher recalls having had recourse to translanguaging whenever the situation demanded. Classmates were also observed to use LOTEs for a variety of reasons in class. Later, students taught by the researcher were not any different since they seemed to call upon their

multilingual linguistic repertoires to make sense of classroom input. These observations contradict common beliefs about translanguaging being a simple transitory temporary strategy proper to beginner learners since in the aforementioned situations, the learners were adults majoring in English at university. Therefore, the lack of studies of the sort at a higher level, more particularly in Algeria is one of the driving forces behind the choice of this setting.

A further motivation for the selection of the present setting is the familiarity with the department which relatively eased the process of gathering relevant information for the research. The researcher has been a student in the department since September 2012 and a teacher there from 2017 to 2021. This helped in approaching teachers, students, and conducting classroom observations.

### **3.3. Research Tools**

Allwright (1998, p. 274) explains that the “central methodological question for any research lies in the collection of relevant data”. For this purpose, the appropriate data collection instruments must be adopted in order to ensure the validity and reliability of any work.

The choice of the information gathering instruments depends not only on the mixed nature of the research but also on the need of yielding information of distinct kinds. Varying the research tools aims at answering the research questions from different angles and capturing various perspectives. This triangulation is hoped to increase the validity and reliability of the research which a single-method and a single-instrument approach would fail to ensure.

For the present study, three data collection tools were used; a questionnaire, a structured interview, and classroom observation episodes.

#### **3.3.1. The Students’ Questionnaire**

The first data collection tool deemed appropriate for this research is the questionnaire. It was selected because it has the capacity of collecting survey information from a large sample. It is also easy to administer and relatively straightforward to analyze. As a matter of fact, questionnaires are one of the most popular data gathering instruments in research for the many advantages they provide. They are an economical tool which generally yields objective results. They are flexible and ensure a certain degree of uniformity and validity as they are less likely to be subject to the researcher’s bias. The questionnaire is hoped to generate responses prone to be statistically processed.

The questionnaire used in this research was distributed to two hundred and fifty-one (251) first year students at the department of English. It

consisted of seventeen (17) questions which mainly sought to explore students' translanguaging practices and the results of which were crosschecked with those brought about by the remaining tools.

The questionnaire comprised items of different kinds as follows:

- Close-ended questions which are the most common type of questionnaire items and in which respondents choose one response option from a ready-made list.
- Open-ended questions which provide the respondents with the opportunity of producing free-writing answers.
- Checkboxes questions in which informants select one or more items from a given list of options, with an open-ended option in case the list is found to be limited.

#### **3.3.1.1. The Pilot Study**

This questionnaire was validated after a small-scale pilot study which involved thirty (30) participants who were handed a first questionnaire comprising 22 questions. The informants were allowed to evaluate the questions in terms of difficulty and clarity. They were asked to highlight the questions which were ambiguous or difficult to understand and to answer.

Drawing from their contribution, five (5) questions were deemed of peripheral interest, thus unnecessary, and were omitted. The remaining questions were either kept intact or reformulated in a simpler way. Despite retaining seventeen (17) questions only, the exhaustiveness of the questionnaire was not compromised. In reality, a common research pitfall is making questionnaires which are too long in an attempt at covering every possible angle of the research or addressing issues which are not within the scope of the study. In this regard, Moser and Kalton (1971, p. 309) explain

that “The temptation is always to cover too much, to ask everything that might turn out to be interesting. This must be resisted”. Indeed, this approach is undesirable because it tends to render the questionnaire rather vague and boring which consequently impacts the quantity and quality of the answers (Dornyei, 2003).

### **3.3.1.2. The Questionnaire Items**

The questionnaire handed to the students aimed at seizing their translanguaging practices in the classroom. The seventeen (17) questions targeted areas of concerns grouped as follows:

#### **➤ Students’ Background Information**

**Question 1, 2, 3, and 4** covered the classical demographic information involving age, gender, and linguistic background including the number of languages students speak and the number of years they have been studying English.

- **Q1:** Gender
- **Q2:** Age
- **Q3:** How many languages do you speak?
- **Q4:** How long have you been studying English?

#### **➤ Translanguaging Use in the Classroom**

**Questions 5, 6, and 7** investigated the frequency of use of translanguaging in the classroom along with the languages that constitute this practice. The aim of these questions is to find out how familiar are students with translanguaging and how diverse are these practices in terms of languages employed.

- **Q5:** During classes, do you use languages other than English?
- **Q6:** If yes, how often?

- **Q7:** Besides English, which languages do you use most in the classroom?

**Question 8** sought to highlight the reasons behind using translanguaging in the classroom. Participants were provided with a non-exhaustive list of reasons to which they could add more suggestions. Similarly, **question 9** tried to unravel the ways in which translanguaging practices are employed. The objective of these questions is to unfold the rationale as well as the mechanism behind translanguaging in order to be able to exploit it appropriately.

- **Q8:** In the classroom, you use languages other than English for: (You can tick more than one answer)
- **Q9:** When your classmate has difficulties understanding something, you: (You can tick more than one answer)

**Question 10** concerned the specific courses in which translanguaging is most common. It aims to disclose the instances in which these practices are more recurrent in order to target specific areas in which the students' linguistic diversity can be taken advantage of.

- **Q10:** You use languages other than English MORE in classes of: (You can tick more than one answer)

#### ➤ **Perceived Usefulness of Translanguaging**

**Questions 11, 12, 13, and 14** tried to capture the participants' points of view towards the use of the full linguistic repertoire to enhance learning by them and their teachers. These questions are asked to explore students' readiness and willingness to accept the inclusion and exploitation of their multilingual linguistic practices in the classroom.

- **Q11:** Do you find it useful to use all the languages you know in the classroom?
- **Q12:** If yes, why? If no, why not?
- **Q13:** What do you think of teachers who let you use other languages in class?
- **Q14:** If it is a positive thing, why? If it is a negative thing, why?

#### ➤ **Teachers' Attitudes as Perceived by Students**

**Questions 15, 16, and 17** endeavored to obtain information about teachers' attitudes towards translanguaging from their students' lens. These questions are meant to provide a different angle from which the answers provided by the teachers can be crosschecked.

- **Q15:** Do teachers allow you to use languages other than English in the classroom?
- **Q16:** Do teachers encourage you to use languages other than English in the classroom?
- **Q17:** Do teachers prohibit you from using languages other than English in the classroom?

It is Important to mention that the data collected using the above-described questionnaire was verified using results from the teachers' interview and the classroom observation sessions. The purpose of this triangulation procedure is to increase the validity of the research.

#### **3.3.2. The Teachers' Interview**

The second instrument used to collect information from participants was a structured interview administered to thirteen (13) teachers. The aim for

using this tool was to explore teachers' attitudes regarding their students' translanguaging practices. Furthermore, the interview was selected for this research for its appropriacy in gathering qualitative in-depth information from a small sample.

Interviews allow the researcher to collect what is "in and on someone else's mind" (Patton, 1990, p. 278). More specifically, the structured type permits the interviewees to express their ideas and allows flexibility and adaptability in an organized way. Interviews also have the faculty of disclosing information which cannot be observed such as thoughts, beliefs, or attitudes (Merriam, 1998). Structured interviews are effective data collection tools as they group both close and open-ended questions. They are relevant for gathering attitudinal information despite being demanding both in terms of design and administration (Mathers, Fox, Hunn, 2000).

### **3.3.2.1. The Interview Questions**

The interview used for this research consisted of 13 questions including close-ended, open-ended, and Likert scale questions. These questions which aimed to unveil the attitudes of teachers towards their students' multilinguistic practices in their classroom settings were as follows:

#### **➤ Teachers' Background Information**

**Questions 1, 2, and 3** concerned the participants' genders, teaching experience, and the type of courses taught respectively. These demographic questions aimed to provide a picture of the kind of participants involved in the study.

- **Q1:** Gender
- **Q2:** How long have you been teaching at university?
- **Q3:** Which modules are you currently teaching?

### ➤ **Translanguaging Use as Perceived by Teachers**

**Questions 4 and 5** looked for occurrences of translanguaging in the classroom as reported by teachers. Its aim was twofold, first whether teachers are aware that the practice is part of their classes and second how common is the practice in their classrooms.

- **Q4:** During your classes, do you notice that 1st year students use languages other than English?
- **Q5:** If yes, how often?

**Question 6** concerned the languages other than English students use in the classroom. This question was asked to grasp the degree of diversity of students' linguistic practices and to crosscheck information provided by learners in this regard.

- **Q6:** When they do, which languages do they use?

**Question 7** tried to unravel the reasons behind the use of translanguaging by students in the classroom as perceived by their teachers. This hoped to understand the rationale behind the practice with the aim of devising the right strategies to effectively exploit it.

- **Q7:** In your opinion, what are the reasons for using these languages?

### ➤ **Teachers' Attitudes towards Translanguaging**

In the **8<sup>th</sup> question**, the informants were given statements about which they had to tell their degree of agreement or disagreement. The statements mainly intended to expose teachers' opinions about translanguaging practices and students who make use of them.

- **Q8:** Give your opinion regarding the following statements:

- Only students with a low proficiency use languages other than English in the classroom
- Students who use other languages understand better
- Good students use English only in the classroom
- It is helpful for students to use other languages
- Students co-construct knowledge by using other languages than English
- Students complete tasks faster when they use other languages
- Students acquire more knowledge when they use other languages
- Students participate more when they are allowed to speak in other languages
- Student feel more at ease when they use other languages
- Students are more motivated when they are allowed to use other languages
- Using other languages in the classroom is a good compensatory strategy

**Questions 9 and 10** sought to reveal how acceptant and tolerant were teachers towards translanguaging in their classrooms. Their responses helped to determine the degree of feasibility of a potential translingual pedagogy in the Algerian EFL classroom at this level.

- **Q9:** Say whether you:
  - Allow 1<sup>st</sup> year students to use languages other than English in class?
  - Encourage 1<sup>st</sup> year students to use languages other than English in class?
  - Prohibit 1<sup>st</sup> year students to use languages other than English in class?
- **Q10:** Why?

### ➤ **On the Possible Exploitation of Translanguaging**

**Questions 11 and 12** aimed to divulge the informants' opinions about the possible exploitation of multilingualism in the EFL classroom at university as well as the reasons behind their reasoning. These questions were asked to investigate the readiness of the participants to accept and eventually adopt a multilingual approach to teaching.

- **Q11:** What do you think about exploiting multilingualism in EFL classes at university?
- **Q12:** Why?

In the last question, the participants were required to provide their suggestions regarding the good use of translanguaging in the classroom. Their answers are highly valuable since they would guide and enrich the process of designing adequate teaching materials for the multilingual classroom.

- **Q13:** What do you suggest to make good use of multilingualism in EFL classes at university?

The outcomes of these interviews were crosschecked with results generated by the questionnaire administered to students as well as to the fruits of the classroom observations. This procedure intended, once again, to increase the validity and reliability of the research.

### **3.3.3. The Classroom Observation**

The last information gathering instrument used in this research is the classroom observation. As part of classroom research, observation is widely employed. Classroom observation is “looking with a purpose” and consists of “seeing and noting what is happening in a particular time and place” (Grady, 1998, p. 22).

Mason (2002) maintains that observations are “methods of generating data which involve the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting; interactions, relationships, actions, events and so on, within it.” (p. 60). The major asset of classroom observation is that, when conducted unobtrusively, it permits to seize a representative stance of reality. It provides a more holistic view of the teaching situation and allows to grasp nonverbal information such as gestures, body movements and patterns of interaction in addition to the verbal ones.

This structured observation can take place with the aid of an observation grid that serves as a guide to the observer. Indeed, observation schemes are tools for recording aspects of teaching and learning in a classroom. They are similar to checklists and are generally composed of a set of categories. (Byram and Hu, 2013).

To ensure a systematic observation, a scheme adapted from Garcia and Wei (2014) was used in this research. The original form of the scheme consisted of a list of items representing a contrast between instances of translanguaging and non translanguaging practices. The items were further developed based on readings, then grouped into categories.

The resulting observation schedule comprised three major parts corresponding to three different patterns of interaction in the classroom:

- **Part one:** concerned the students’ intrapersonal use of translanguaging.
- **Part two:** looked into the multilingual linguistic practices involved during student-student interaction.
- **Part three:** observed teacher-student linguistic interplay.

The three categories included items describing situations in which translanguaging either spontaneously occurred, was elicited and encouraged by the teacher or, on the contrary, was constrained and prohibited.

The scheme took the following form:

**Table 1**

*Classroom Observation Scheme*

<b>Type of Interaction</b>	<b>Observed Behavior</b>	<b>Frequency of occurrence</b>
<b>Individual</b>	Student uses another language to make sense of English	
	Student searches for difficult words in a language other than English (LOTE).	
<b>Student-Student</b>	Students explain things to each other in LOTE	
	Students help peer translate something he struggles to say in English	
	Student seeks peer help in another language to understand English	
	Students use LOTEs while solving tasks in groups/peers.	

---

**Teacher-  
Students**

Teacher allows students to help peer using another language to say something in English then student repeats in English

---

Teacher provides input in another language and requires output in English

---

Teacher urges/allows translation to another language

---

Teacher allows/encourages discussion in any language

---

Teacher writes ideas on the board in as many languages as students provide (brainstorming).

---

Teacher uses cognates to make connections between words to clarify concepts

---

Teacher comments on task/assignment in another language

---

Teacher uses/encourages the use of multilingual reading materials for research projects

---

Teacher prohibits students from using languages other than English

---

---

Teacher uses English exclusively

---

Teacher assigns multilingual reading tasks

---

Teacher uses multilingual materials

---

The classroom observation allowed the collection of qualitative data which took the form of field notes guided by the previously described scheme. This method was chosen for convenience matters since most teachers refused to be audio or video recorded during their lessons.

It was also used in order not to disturb the genuineness of the classroom interaction. In reality, because the process of being observed might be inconvenient for both teachers and learners, the observations were carried out in the smoothest way possible by sitting at the back of the class and avoiding any interaction or intervention.

The classroom observations were particularly used in this research for the purpose of catching sight of the spontaneous occurrences of translanguaging practices in the moment-to-moment interaction in the classroom setting. It was also employed to crosscheck results yielded by means of the questionnaire administered to the students and the interviews held with the teachers.

### **3.4. Data Collection Procedure**

The data collection procedure plan which was set at the start of the study consisted of a yearlong procedure. However, it had to be adjusted on many occasions for multiple reasons. Perhaps, the most impactful one was the Corona Virus outbreak which hit the world in November 2019.

The academic year of 2019/2020 marked the start of the data collection process. The procedure was meant to extend through the two semesters but the global Covid19 pandemic stroke. This disturbed the data collection process, especially the classroom observations since classes of the second semester were delivered online. The data collection procedure resumed as soon as the next academic year 2020/2021 started. The missing data, namely those related to the teachers' attitudes, were gathered.

The first data to be collected were those related to the questionnaire directed to the students. The students who consented on participating in the study were informed that their identities would remain anonymous and that their answers would be used for research purposes only. The questionnaires were handed to groups of approximately 30 participants at a time. Only the exhaustive questionnaires were taken into consideration in the data analysis procedure, this represents a total of 251 questionnaires. It is pertinent to note that before this procedure, a pilot study was conducted (see section 2.3.1.).

The second data elicitation tool, the classroom observation sessions, took place during different classes of different courses. The courses included skills modules, i.e., reading and writing, listening and speaking, grammar, and study skills; as well as content modules, namely linguistics, anglophone cultures, anglophone literature, and phonetics.

In view of achieving a certain degree of exhaustiveness, two classes of each course were observed and each class was taught by a different teacher. Therefore, a total of sixteen (16) classes were observed. This procedure was undertaken in order to capture the maximum of translanguaging occurrences in various contexts of interaction. In other words, the purpose was to see whether the nature of the course influenced the ratio of the multilingual practices and whether these latter followed similar patterns and had resemblant aims in the distinct contexts. The observation sessions were distributed over a period of 7 weeks during the first semester of the academic year 2019/2020, with the approximate rate of two observations a week. The classes observed were randomly selected and they were delivered both in the morning and the afternoon. Each observation session lasted 1h30 even for the classes of Reading and Writing, and Listening and Speaking which usually take 3 hours.

As far as the structured interview is concerned, the procedure of data elicitation took longer than expected. In fact, because of the consequences of the pandemic, namely the necessity of social distancing, it was not until the academic year of 2020/2021 that it was possible to meet with teachers and extract the necessary information. Before that, a piloting procedure of the interview was conducted with two colleagues via the videoconferencing tool, Google Meet. The outcomes of the pilot were the refinement of the structure and the different items that constitute the interview.

### **3.5. Data Analysis Procedure**

The mixed nature of the research is reflected in the data analysis techniques used. As a matter of fact, distinct instruments were applied to inspect the data yielded by means of the three information elicitation tools. Quantitative data resulting from the questionnaire were analyzed through descriptive statistics. Descriptive statistics was employed here since it “consists of procedures used to summarize and describe the important characteristics of a set of measurements.” (Mendenhall, Beaver and Beaver (2014, p. 4). It, therefore, aims to delineate and outline information in meaningful and useful ways. The results yielded from this type of statistics are generally reported in numerical tables or presented in the form of pie, bar or line charts.

For this study, the data were analyzed using a simple Excel sheet. In practice, it is conventional in research to make use of statistical software like the Statistical Package for Social Sciences (SPSS) to investigate this type of evidence. Nevertheless, the simple nature of the quantitative data at hand did not require the utilization of such a software. Indeed, neither the mean score nor the standard deviation were looked at throughout the analysis since they have no relevance to the research; therefore, no specific statistical software was needed.

As for the qualitative data resulting from the open-ended items of the questionnaire, the structured interviews as well as the classroom observation sessions; a content analysis approach assisted by the NVivo software was used.

NVivo is a qualitative data analysis software package produced by QSR International. It “helps qualitative researchers to organize, analyze and find insights in unstructured or qualitative data like interviews, open-ended

survey responses, journal articles, social media and web content, where deep levels of analysis on small or large volumes of data are required.” (“NVivo”, 2021). The software was deemed suitable for the analysis of the data because it ensured a relative degree of reliability and clarity of evidence. Considering the voluminous quantity of the data, the software served for coding the information and generating categories. Content analysis was judged appropriate in this context because as a scientific tool, it offers new insights and permits better comprehension of specific phenomena since it is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.” (Krippendorff, 2013, p. 24). This kind of analysis is systematic and replicable, and essentially consists in classifying and coding messages into a structured scheme with the objective of drawing significant conclusions.

In synthesis, the data gathered throughout the study were analyzed using a mixed-method approach, relying on descriptive statistics and content analysis using a qualitative data analysis software for the latter.

## **Conclusion**

This chapter outlined the practical part of the present study. First, the research paradigm highlighting the philosophical underpinnings of the work was explained. The sample and setting were described and their choice was justified. This was followed by specifications of the data collection tools and procedures which were used to elicit information from the respondents. The three information gathering instruments employed, the questionnaire, the interview, and the classroom observation were described and the purpose for the selection of each was explained. The chapter also provided clarifications regarding the data analysis procedure and the software involved in the process.

This methodological chapter provided a detailed account of the rationale and the process of the research with the purpose of laying the foundations for the next chapter which is concerned with the presentation and the interpretation of the collected data.

**CHAPTER FOUR**  
**DATA PRESENTATION AND ANALYSIS**

## **CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

### **Introduction**

This chapter displays the outcomes of the previously detailed data collection procedure. It outlines the results gathered by means of the three information gathering instruments; the questionnaire, the interviews, and the classroom observations. Different kinds of data are analyzed using distinct procedures.

Descriptive statistics is employed to quantitatively examine the results yielded by the close-ended items in the questionnaire administered to the students. These results are presented in tables and illustrated by pie or bar charts. As for the open-ended questions, the interviews held with the teachers along with the classroom observations, a qualitative content analysis procedure is adopted. Similarly, tables are used for a clear presentation of the data.

### **4.1. Presentation of the Results of the Questionnaire**

For the main purpose of investigating students' translanguaging practices in the classroom, a mixed questionnaire comprising closed and open-ended questions was used. The results obtained by the questionnaire are as follows:

#### **4.1.1. Students' Demographic Data**

The four first questions sought to capture the conventional demographic information, namely the age and gender of the participants. Their linguistic profiles and the duration of their English language learning experience were also surveyed for their relevance to the study.

**Table 2**

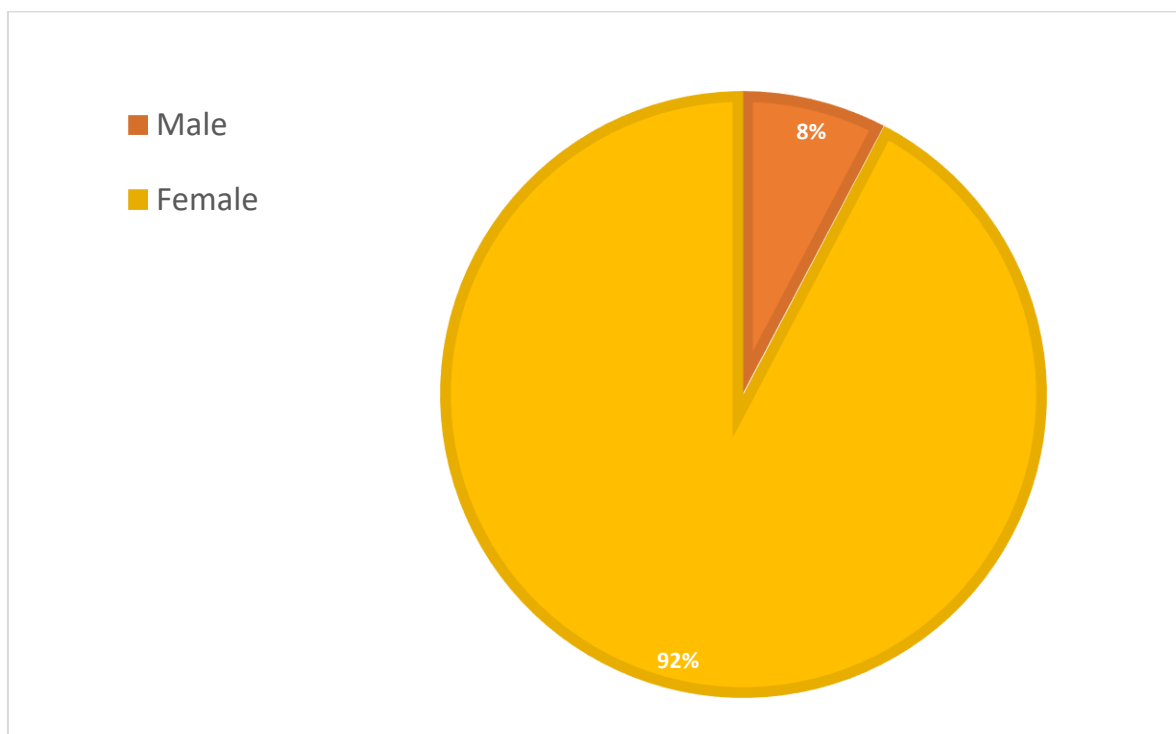
*Students' Gender Distribution*

<b>Gender</b>	<b>Male</b>	<b>Female</b>
<b>Number</b>	63	188
<b>Percentage</b>	25.1%	74.9%

This first table demonstrates the unequal gender distribution of the participants of this study. In fact, the majority of the respondents are females with a percentage of 74.9% while the remaining 25.1% are males. This could be explained by the larger number of female students compared to males enrolled in the department in general, as well as to the sensed reluctance of males to participate in the survey during the data collection process.

**Figure 1**

*Students' Gender Distribution*



**Table 3**

*Students' Age Distribution*

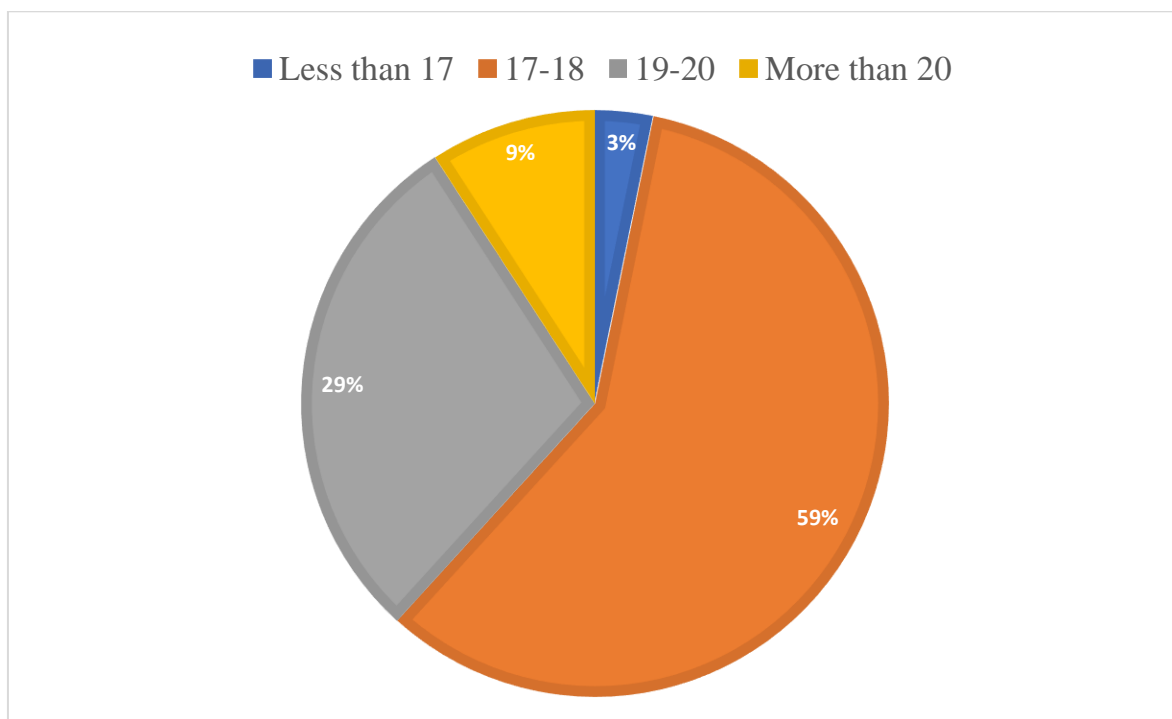
Age	Less than 17	17-18	19-20	More than 20
<b>Number</b>	8	147	73	23
<b>Percentage</b>	3.2%	58.5%	29.1%	9.2%

Table 3 displays the disparities in the ages of the respondents. The majority of the participants are aged between 17 and 18 while a little more than the quarter are aged between 19 and 20. Only 3.2% of the informants are less than 17 years old and the remaining 10% are aged more than 20.

This sample is clearly heterogeneous in terms of age which might imply a higher diversity in their responses to subsequent questions.

**Figure 2**

*Students' Age Distribution*



**Table 4**

*Students' Linguistic Profiles*

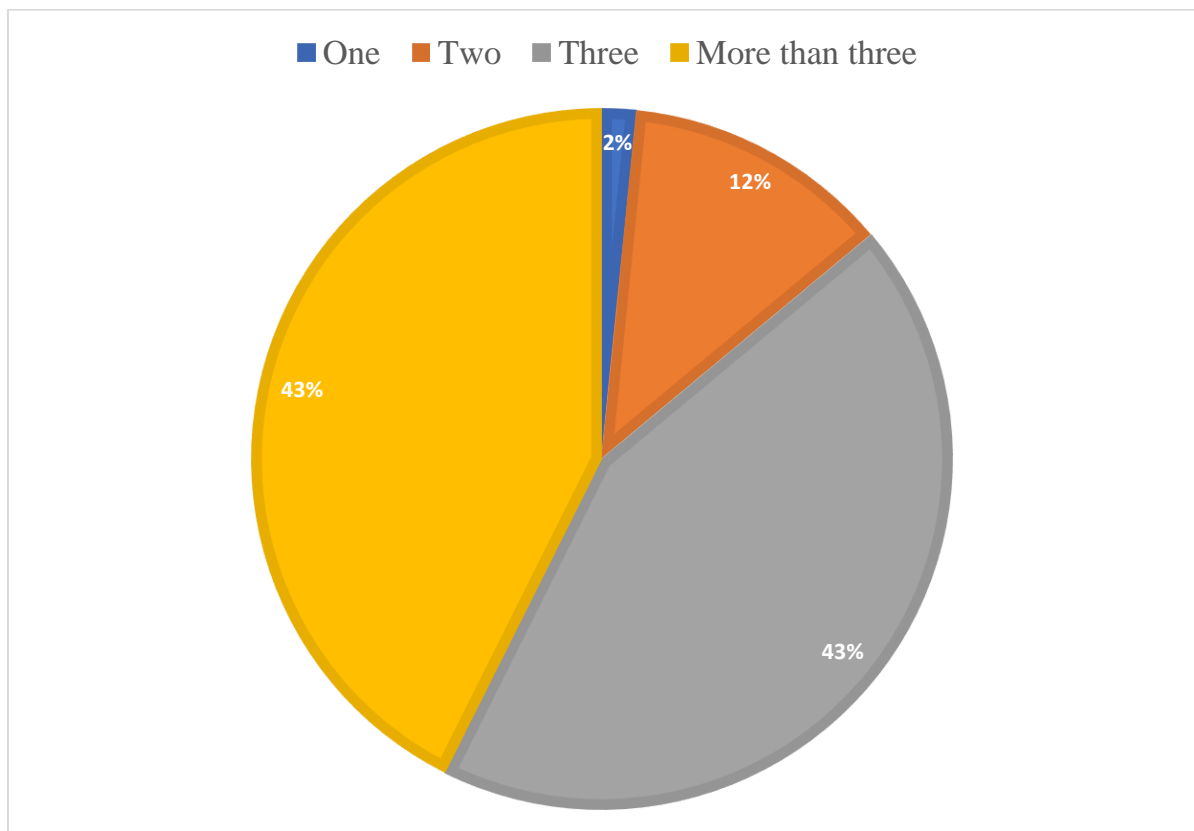
Number of Languages Spoken	One	Two	Three	More than three
Number of Answers	4	31	109	107
Percentage	1.6%	12.4%	43.4%	42.6%

When asked about the number of languages they speak, the majority of the respondents 43.4% explained that they used three languages followed by 42.6% who confessed speaking more than three languages. A small 12.4% reported speaking two languages whereas only 1.6% admitted speaking one language only.

These results visibly demonstrate the linguistic diversity among the respondents.

### **Figure 3**

*Number of Languages Spoken by Students*



**Table 5**

*Years of Learning English*

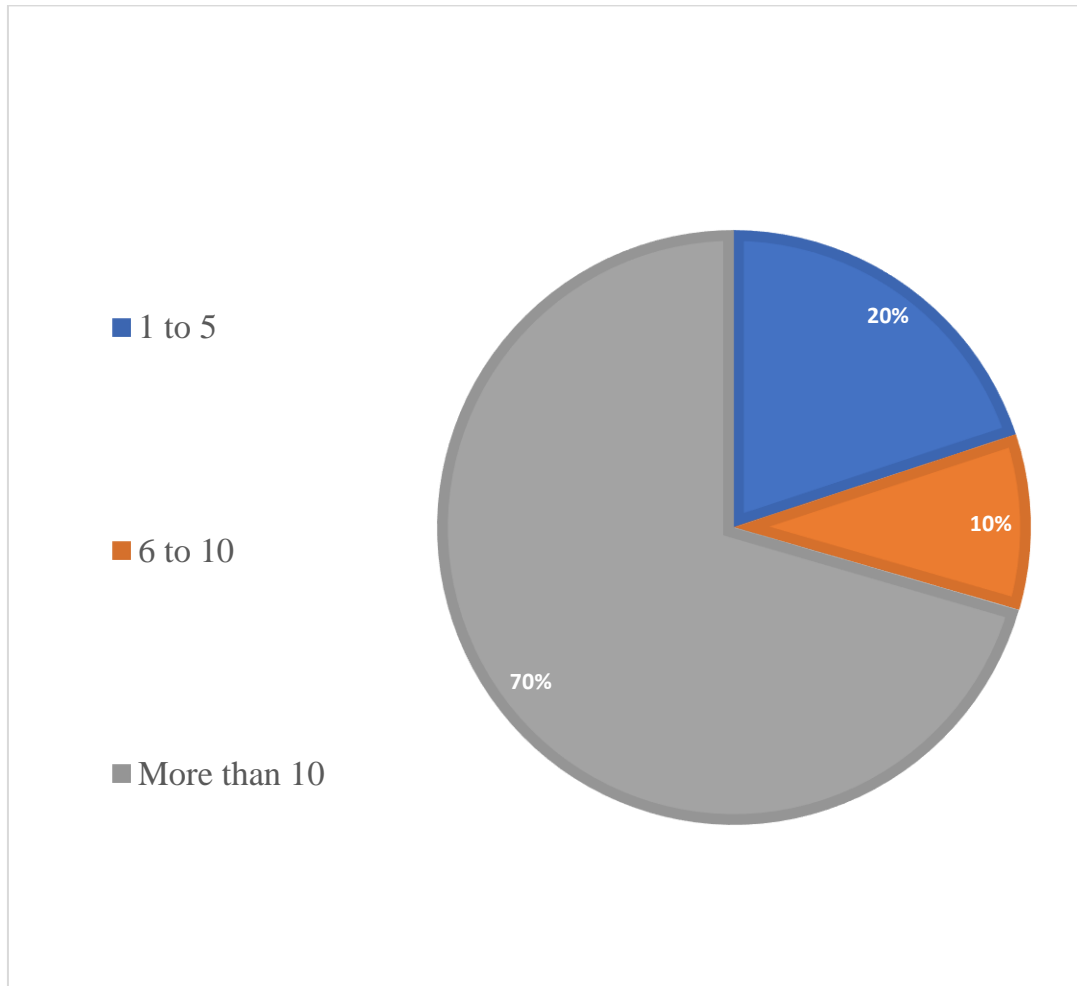
<b>Number of Years</b>	<b>1-5</b>	<b>6-10</b>	<b>More than 10</b>
<b>Number of Answers</b>	50	24	177
<b>Percentage</b>	9.6%	19.9%	70.5%

Table 5 exhibits students' responses as regards the number of years they have been studying English. It is explicitly shown that the great majority of the participants have been studying English for more than 10 years. A little less than 20% explained that they have embarked on their English language learning journey 6 to 10 years ago whereas 9.6% informed that they have been learning English for a period of 1 to 5 years.

If these results are to indicate anything, they demonstrate that most of the participants are familiar with the language since they have been speaking it for more than 10 years. This is to be taken into account when considering their linguistic practices in the classroom.

**Figure 4**

*Years of English Learning*



#### **4.1.2. The Use of Translanguaging in the Classroom**

The following three questions sought to explore translanguaging practices in the classroom including their frequency of occurrence and the languages that constitute them.

**Table 6**

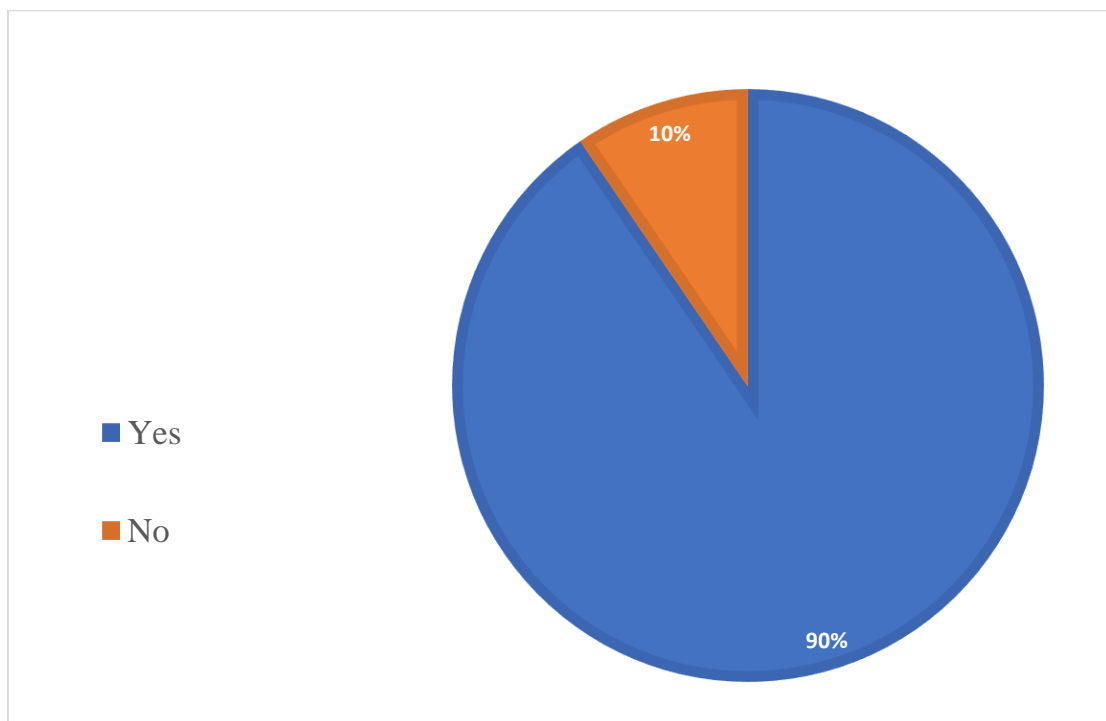
*Occurrence of Translanguaging*

<b>Occurrence</b>	<b>Yes</b>	<b>No</b>
<b>Number of Answers</b>	227	24
<b>Percentage</b>	90.4%	9.6%

When asked whether they used languages other than English (LOTEs) during classes, the great majority of the participants with a total of 90.4% responded with a yes. The remaining 9.6% claimed not using LOTEs in the classroom.

**Figure 5**

*Occurrence of Translanguaging*



**Table 7***Frequency of Use of Translanguaging*

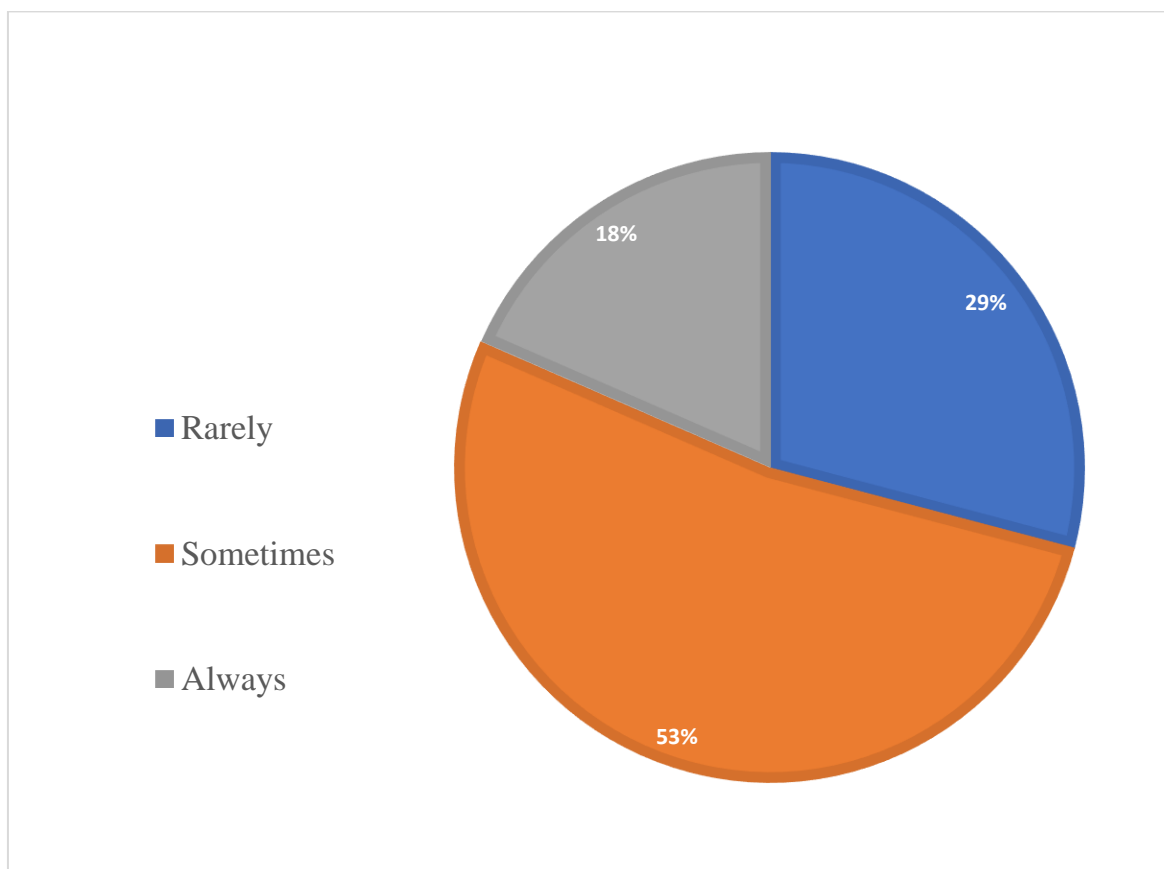
<b>Frequency</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
<b>Number of Answers</b>	71	128	45
<b>Percentage</b>	29.1%	52.5%	18.4%

In Table 7, only the answers of the 227 participants whose response was positive to the previous question were taken into consideration. It displays that translanguaging is sometimes used in the classroom by a little more than half of the respondents. 29.1% claimed that they rarely have recourse to such practices whereas, conversely, 18.4% explained that they always use LOTEs during different classes.

These results show that translanguaging is more used than not despite students being at the university level where the practice allegedly tends to be less recurrent.

**Figure 6**

*Frequency of Occurrence of Translanguaging*



**Table 8**

*Languages Spoken in the Classroom Besides English*

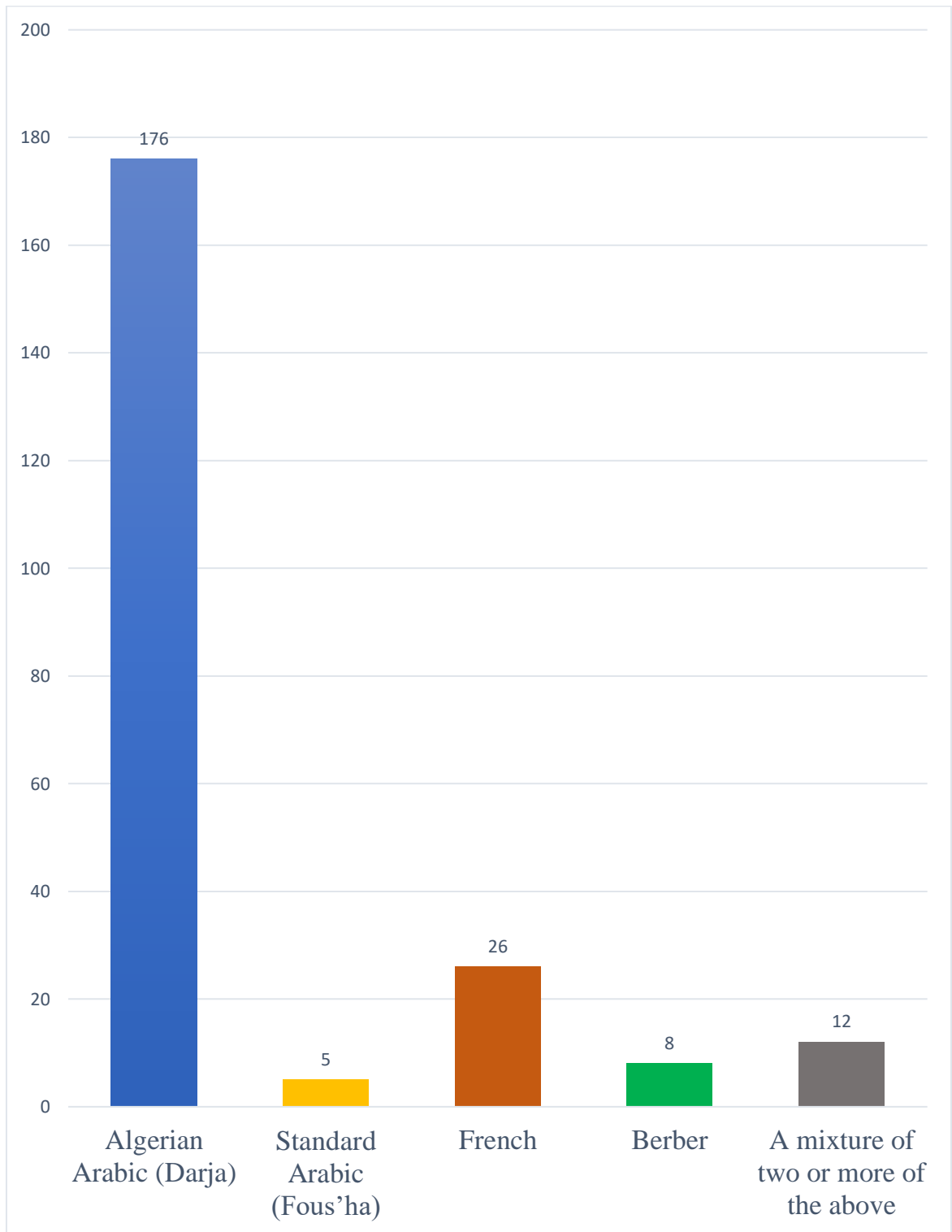
<b>Languages</b>	<b>Dialectal Arabic (Darja)</b>	<b>Standard Arabic (Fous'ha)</b>	<b>French</b>	<b>Berber</b>	<b>A mixture of two or more of the above</b>
<b>Number of Answers</b>	176	5	26	8	12
<b>Percentage</b>	77.5%	2.2%	11.4	3.6%	5.3%

Table 8 exhibits the remarkable diversity present in students' linguistic practices during classes. In fact, the lion's share is devoted to the Algerian Dialect (DA) with a total of 77.5% of the respondents using it while in class. It is followed by a shy 11.4% of informants using French, a small 3.6% using Berber and a smaller 2.2% using Modern Standard Arabic (MSA). 5.3% reported employing a mixture of two or more of the previously mentioned languages.

Unsurprisingly, the results displayed in this table show that students' linguistic practices during classes are dominated by the use of their mother tongue. This might be due to their proximity to their native language or it could be used for convenience matters.

**Figure 7**

*Languages Spoken in Class Besides English*



**Table 9***Reasons Behind Using Translanguaging*

<b>Reasons</b>	<b>Number of Answers</b>	<b>Percentage</b>
Understanding new concepts	74	32.6%
Explaining things to a classmate	152	67%
Understanding and solving tasks	54	23.8%
Understanding difficult words	167	73.6%
Interacting with classmates	133	58.6%
Interacting with the teacher	21	9.2%
Other	4	1.8%

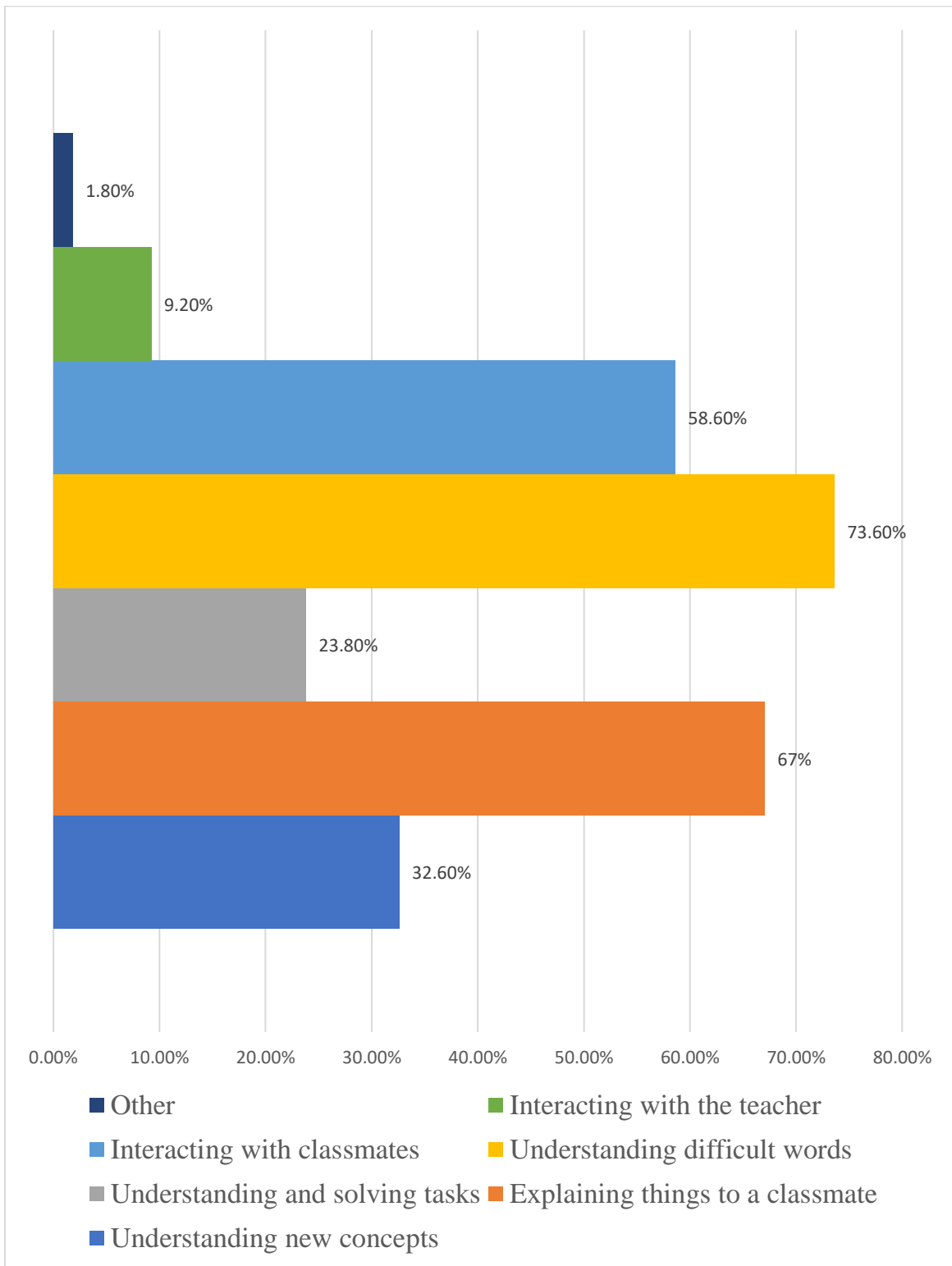
For this question, the respondents were given the opportunity to tick more than one option which explains the total number of answers (605). The table above shows that translanguaging is employed for a multitude of reasons during classes, the most recurrent of which is understanding difficult words.

The second most frequent cause is explaining things to a classmate followed by interaction with peers. 32.6% of the participants reported using languages other than English to make sense of new concepts, 23.8% employed them for the comprehension and completion of tasks whereas only 9.2% addressed their teachers in LOTEs.

The other reason students stated to justify the use of other languages consists of their habit of doing so. The results yielded by this question clearly show how varied the reasons behind employing LOTEs during classes are. Students utilize them to fulfil a multitude of tasks which all seem to aim at facilitating their classroom learning experience.

**Figure 8**

*Reasons Behind Using Translanguaging*



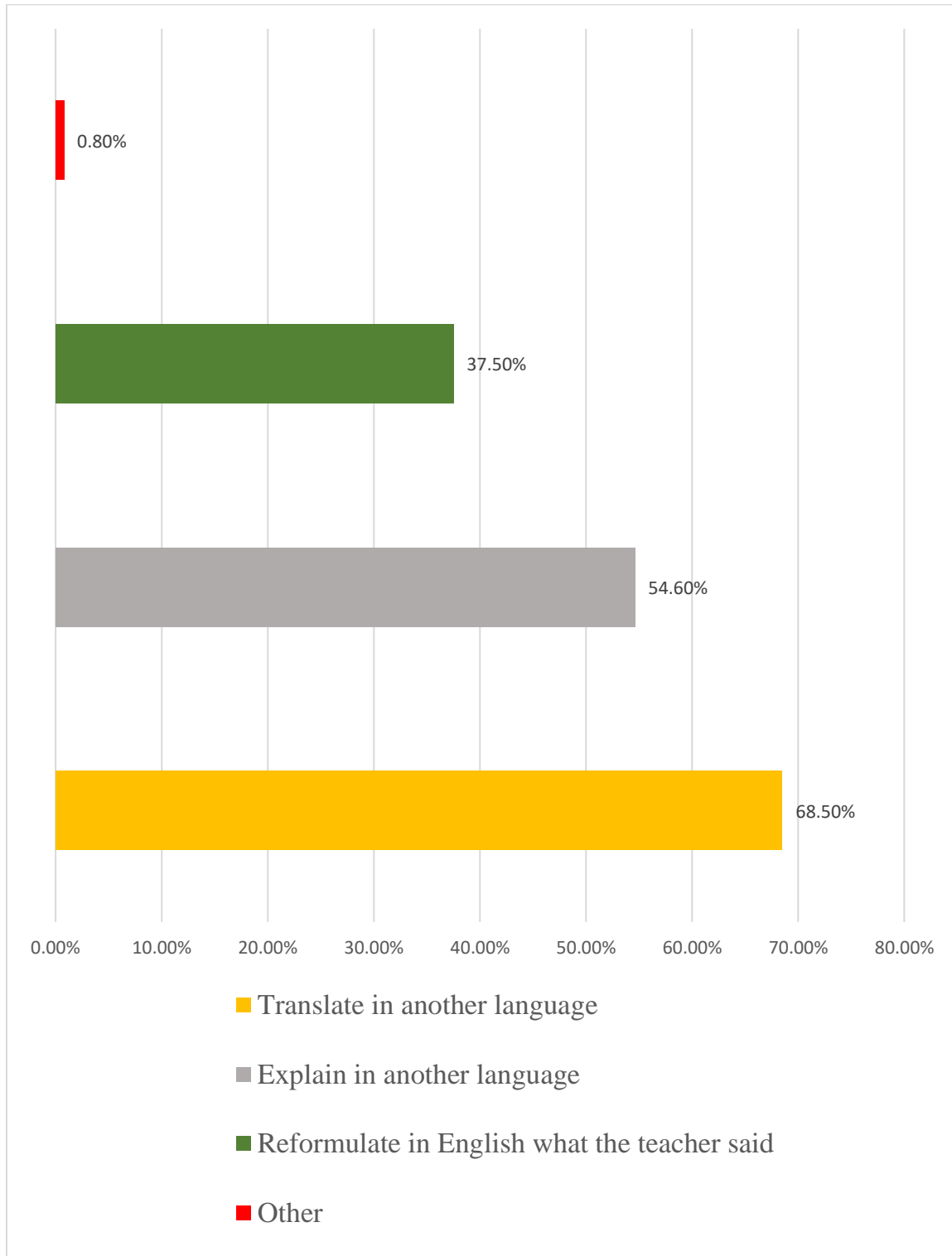
**Table 10***Ways of Using Translanguaging*

<b>Ways</b>	<b>Translate in another language</b>	<b>Explain in another language</b>	<b>Reformulate in English what the teacher said</b>	<b>Other</b>
<b>Number of Answers</b>	172	137	94	2
<b>Percentage</b>	68.5%	54.6%	37.5%	0.8%

For this question, the informants were given the chance to tick more than one option and add their own if necessary. This resulted in a total of 405 responses distributed with disparities across the different options. In fact, the major part of the respondents reported having recourse to translation when a peer has difficulties understanding input. 54.6% confessed explaining in another language while 37.5% reported reformulating the information in English. Only 0.8% suggested other ways of helping a classmate which consist of providing real life examples and using body language. The outcomes of this question demonstrate that there exist a multitude of ways in which languages can be exploited to enhance understanding of information delivered in English including non-linguistic ones which could still be considered as part of translanguaging.

**Figure 9**

*Ways of Using Translanguaging*



**Table 11***Courses with most Frequent Occurrences of Translanguaging*

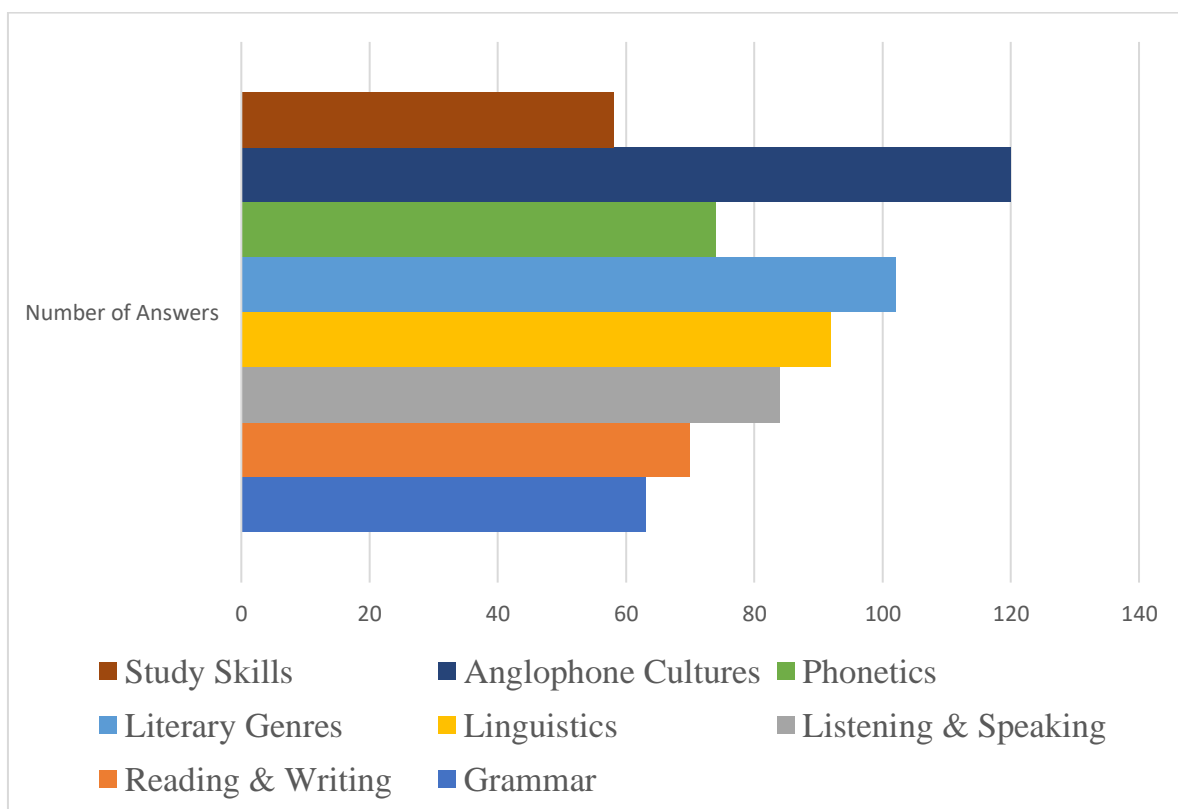
<b>Course</b>	<b>Grammar</b>	<b>Reading &amp; Writing</b>	<b>Listening &amp; Speaking</b>	<b>Linguistics</b>	<b>Literary Genre</b>	<b>Phonetics</b>	<b>Anglophone Cultures</b>	<b>Study Skills</b>
<b>Number of Answers</b>	63	70	84	92	102	74	120	58
<b>Percentage</b>	25.1%	27.9%	33.5%	36.7%	40.6%	29.5%	47.8%	23.1%

In this table, the courses in which translinguaging is more prevalent are displayed. It is shown that the multilingual practices are actively employed during classes of Anglophone Cultures, Anglophone Literature, and Linguistics consecutively. These are followed by classes of Listening and Speaking, Phonetics, and Reading and Writing successively. The least frequent occurrences of translinguaging according to the participants is recorded in the classes of Grammar with 25.1% and those of Study Skills with 23.1%.

According to the table, it seems that content courses are more likely to elicit translinguaging practices among students. This might be due to the nature of the content, the learners' degree of familiarity with the subject matter as well as its difficulty.

**Figure 10**

Courses Where Translinguaging is Most Frequent



**Table 12**

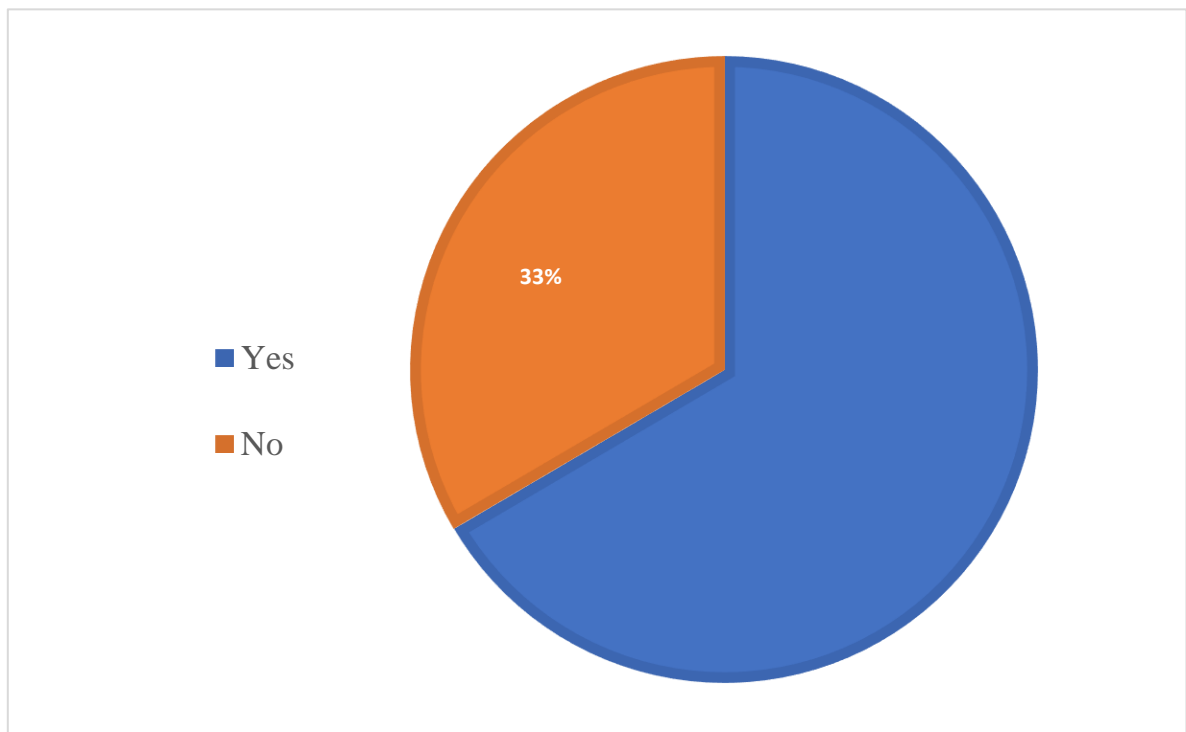
*Perceived Usefulness of Translanguaging in the Classroom*

<b>Option</b>	<b>Yes</b>	<b>No</b>
<b>Number of Answers</b>	167	84
<b>Percentage</b>	66.5%	33.5%

Table 12 displays the opinions of the participants regarding the advantages of using their full linguistic repertoire in the classroom. It shows that more than half of the informants, 66.5% find it beneficial. They provide a variety of reasons in the following table.

**Figure 11**

*Perceived Usefulness of Translanguaging*



**Table 13***Justifications of Opinions regarding the Perceived Usefulness of Translanguaging*

<b>Option</b>	<b>Yes</b>						<b>No</b>			
<b>Reason</b>	<b>comprehension</b>	<b>Increase of</b>	<b>Practice of languages</b>	<b>Expression of ideas</b>	<b>Ease of interaction</b>	<b>Practicality</b>	<b>Vocabulary expansion</b>	<b>Hindering of English development</b>	<b>Linguistic confusion</b>	<b>Unnecessity</b>
<b>Number of answers</b>	98	30	12	14	13	5	69	13	5	
<b>Percentages</b>	39%	12%	4.8%	5.6%	5.2%	2%	27.5%	5.2%	2%	

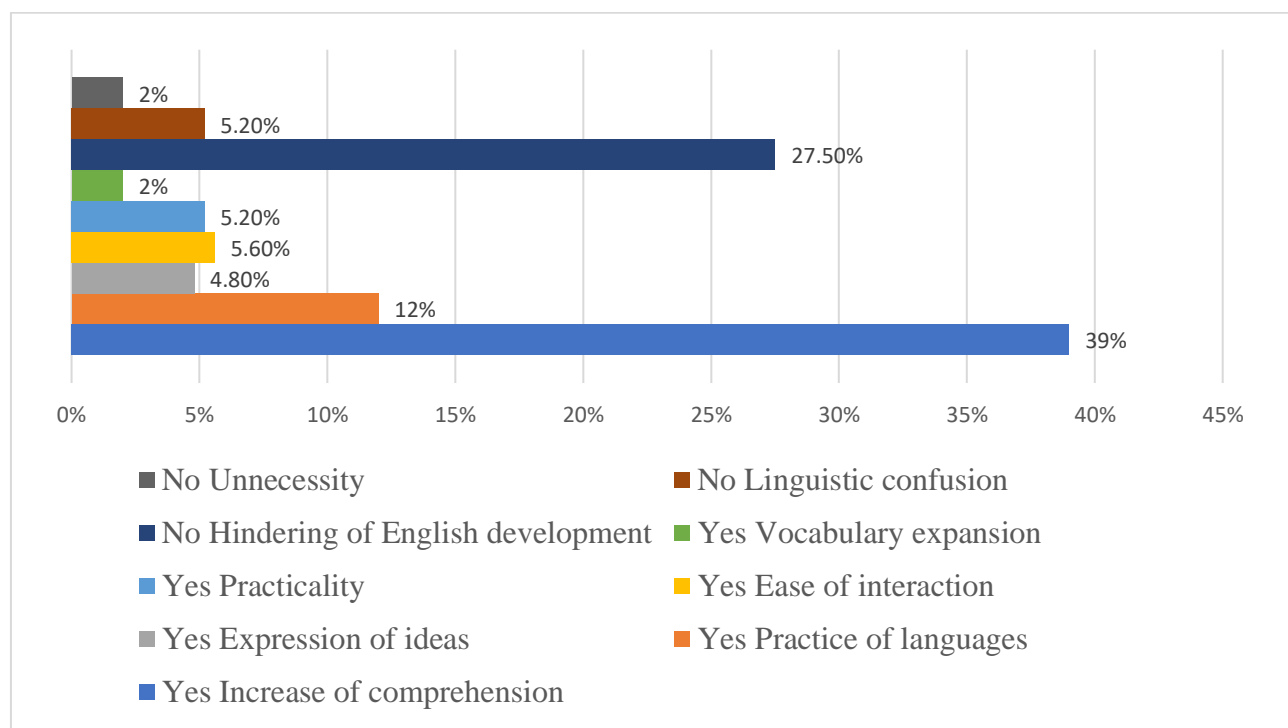
According to the above table, there is a plethora of reasons which led the participants to view translanguaging as either a positive or a negative practice in the classroom.

As far as its benefit is concerned, students provided reasons such as the increase of comprehension of content and instruction, the ease of interaction and the expression of ideas as well as an opportunity to practice their languages and expand their vocabulary in their wide linguistic repertoire.

However, the opponents of the practice explained that using LOTEs in the classroom only hindered the development of the language of instruction or slowed it down. Translanguaging was also found guilty of causing linguistic confusion or was judged unnecessary altogether.

**Figure 12**

*Justifications of Opinions regarding the Perceived Usefulness of Translanguaging*



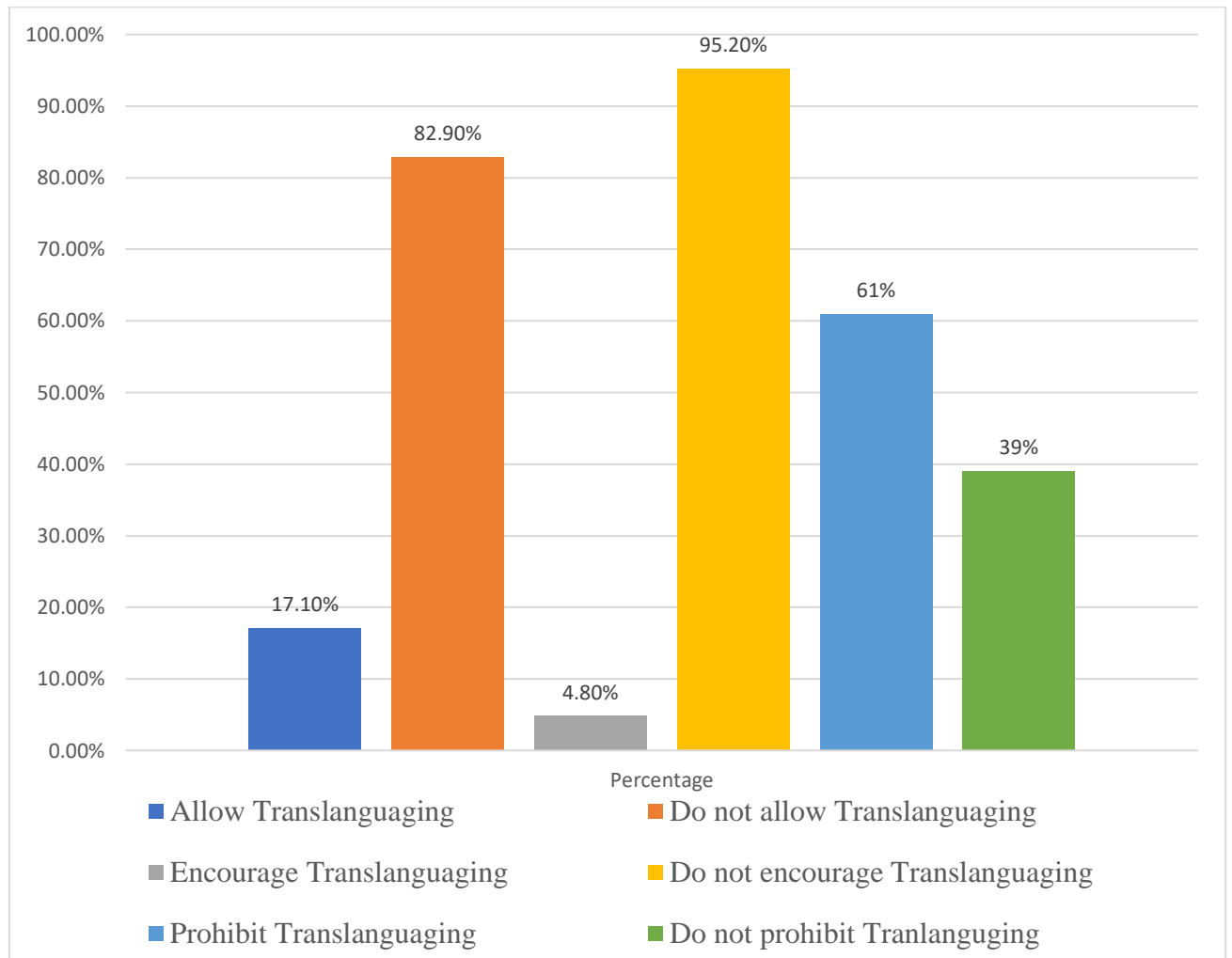
**Table 14***Teachers' Attitudes Towards Translanguaging as Perceived by Learners*

<b>Attitude</b>	<b>Allow</b>		<b>Encourage</b>		<b>Prohibit</b>	
	<b>Translanguaging</b>		<b>Translanguaging</b>		<b>Translanguaging</b>	
<b>Option</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>Number of answers</b>	43	208	12	239	153	98
<b>Percentage</b>	17.1%	82.9%	4.8%	95.2%	61%	39%

Table 14 summarizes the answers to 3 questions posed to the participants to infer the reactions of their teachers regarding their multilingual practices. The results clearly show that the crushing majority of the teachers hold negative feelings towards translanguaging as only 17.1% of the respondents reported that their teachers allow its use, 4.8% stated that they encourage its occurrence, whereas 61% confessed that it is prohibited to use LOTE in class.

**Figure 13**

*Teachers' Attitudes Towards Translanguaging as Perceived by Learners*



**Table 15**

*Students' Opinions about Teachers who Allow Translanguaging in the Classroom*

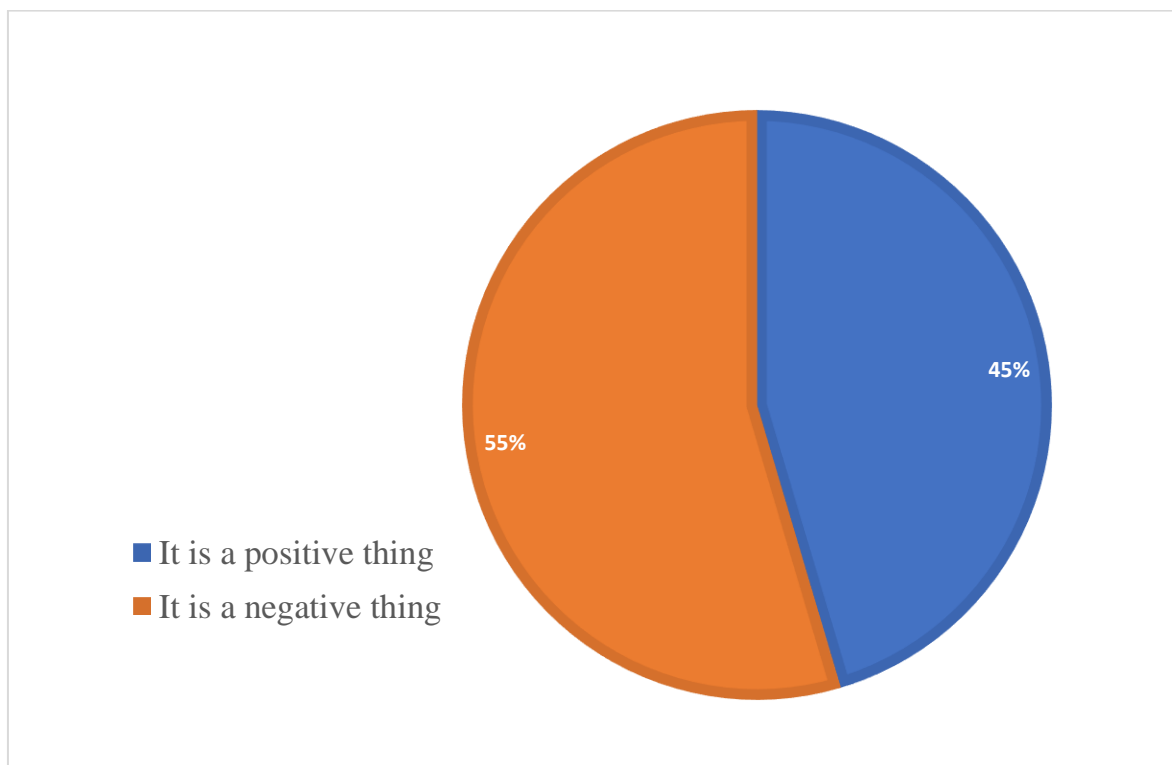
<b>Opinion</b>	<b>It is a positive thing</b>	<b>It is a negative thing</b>
<b>Number of answers</b>	114	137
<b>Percentage</b>	45.4%	54.6%

For this question, the participants were asked to give their opinions regarding the teachers who are tolerant with them participating in any language they feel comfortable with. It seems that the informants have mixed feelings about the issue since a little more than half of them find it negative while 45.4% describe it as being positive.

This shows that even some of those who have recourse to translanguaging in the classroom do not feel comfortable with it when it comes to using it. This might be due to the inherent negative connotation that speaking in other languages during the class of English has, or perhaps has to do with a sense of shame or discomfort felt when being constrained to make themselves understood using other languages.

**Figure 14**

*Students' Opinions about Teachers who Allow Translanguaging in the Classroom*



**Table 16**

*Justifications of Students' Opinions about Teachers who Allow Translanguaging in the Classroom*

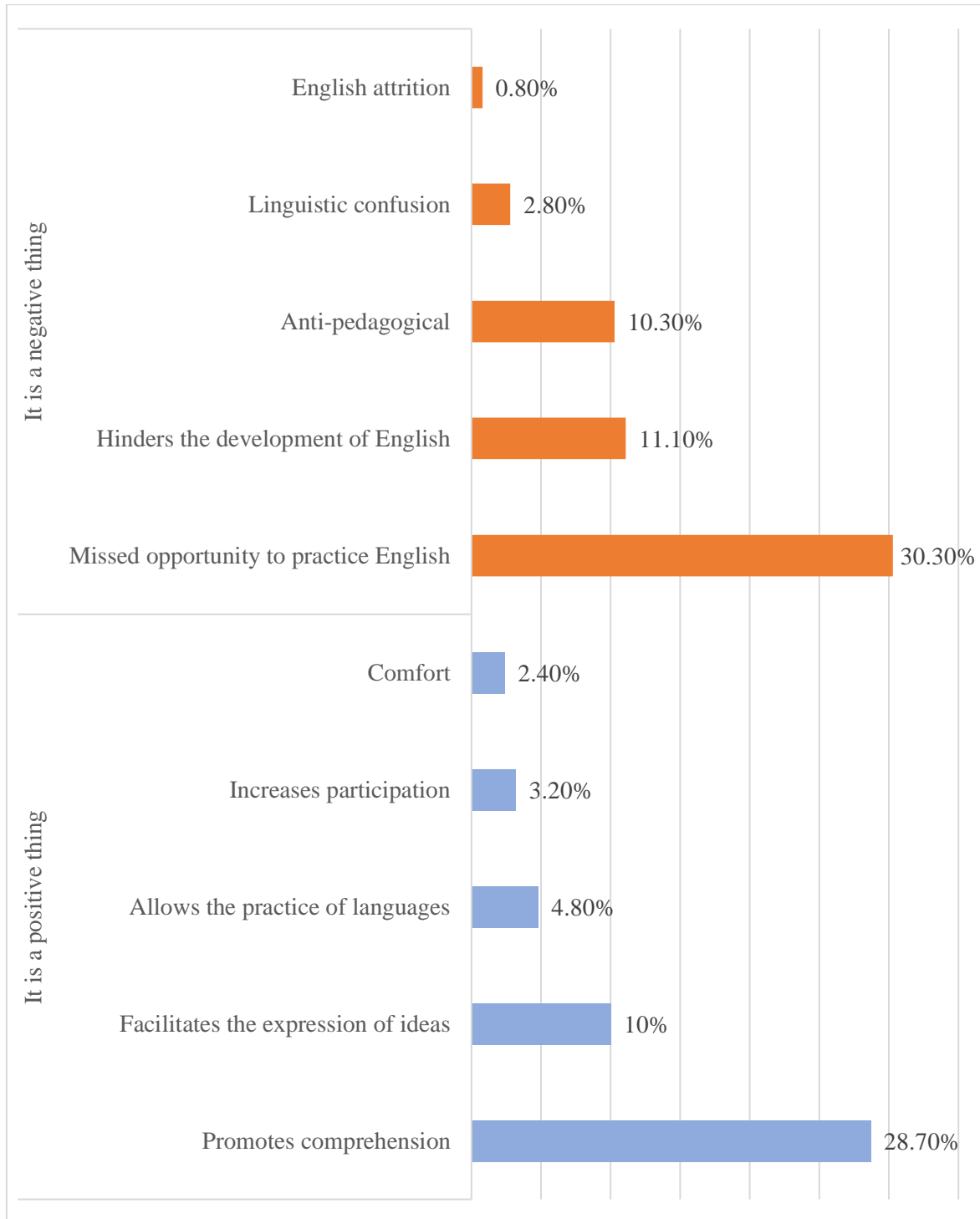
<b>Opinion</b>	<b>Justifications</b>	<b>Number of Answers</b>	<b>Percentages</b>
<b>It's a Positive Thing</b>	<b>Promotes comprehension</b>	72	28.7%
	<b>Facilitates the expression of ideas</b>	25	10%
	<b>Allows the practice of languages</b>	12	4.8%
	<b>Increases participation</b>	8	3.2%
	<b>Comfort</b>	6	2.4%
<b>It's a Negative Thing</b>	<b>Missed opportunity to practice English</b>	76	30.3%
	<b>Hinders the development of English</b>	28	11.1%
	<b>Anti-pedagogical</b>	26	10.3%
	<b>Linguistic confusion</b>	7	2.8%
	<b>English attrition</b>	2	0.8%

In Table 16, the sample provided a variety of reasons to explain their opinions. The majority of those who find it positive that the teacher lets them use all their linguistic repertoire in the classroom justified it with a considerable increase of input understanding. They also reported being more at ease while expressing their ideas in LOTEs. Other reasons for their choice included a higher rate of participation and a better practice of their linguistic repertoire. Six of the respondents confessed feeling more comfortable when allowed to use LOTEs in the classroom.

On the other hand, students who deemed the practice negative mostly explained that using LOTEs represented a missed opportunity to improve their skills in English. Twenty-eight confessed that the employment of other languages is an obstacle to the development of their English while 26 deemed the practices as being anti-pedagogical especially when initiated by the teacher. Other informants explained that the use of LOTEs by their teachers is likely to spark linguistic confusion particularly when not all students are familiar with the language used. Others accused LOTEs of provoking an English language loss if used extensively.

**Figure 15**

*Justifications of Students' Opinions about Teachers who Allow Translanguaging in the Classroom*



The analysis of the questionnaire directed to students allowed the exploration of the phenomenon under investigation from an important angle. The learners being at the center of the instructional process, their contribution has a crucial role in the understanding of the underlying reasons and mechanisms of translanguaging. Nonetheless, it is also important to probe the issue from the standpoint of the teachers who represent an equally strong pillar in the teaching-learning situation.

The following section presents the results of the structured interviews held with the teachers and which hoped to capture their opinions about translanguaging.

## 4.2. Presentation of the Results of the Interview

The interview which involved thirteen teachers from the department of English at the University of Algiers 2, Abou Elkacem Saadallah sought to explore their attitudes towards translanguaging in their classrooms. Whenever necessary, the results were coded using NVivo Software for qualitative data analysis. They are presented below:

### 4.2.1. Teachers' Demographic Data

The genders, teaching experience and the nature of the courses taught by the participants were first surveyed and are as follows:

**Table 17**

*Teachers' Gender Distribution*

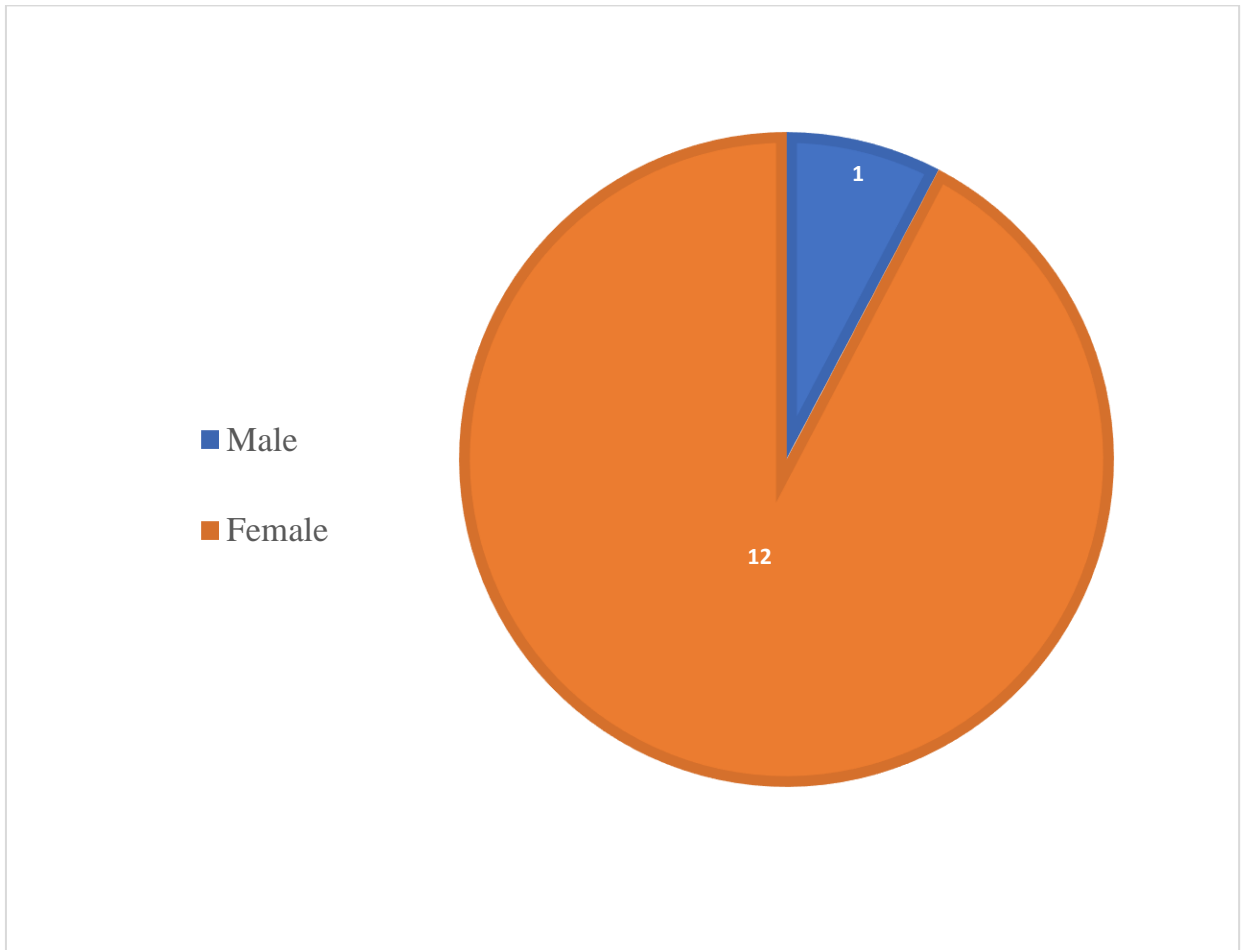
<b>Gender</b>	<b>Male</b>	<b>Female</b>
<b>Number of answers</b>	1	12
<b>Percentage</b>	8.3%	91.7%

Table 17 shows that the majority of the teachers who agreed to participate in this study are females with the number of 12 female teachers among a total of 13 informants.

This is due to two main reasons. First, teachers in the department are mostly females as there are very few male teachers in general and fewer who are in charge of 1<sup>st</sup> year classes (excluded from the list are teachers of sociology and Italian for their contribution is of no relevance to the study). As for the second reason, female teachers were more accessible and available during the data collection procedure. This resulted in an imbalanced, gender-heterogeneous sample.

**Figure 16**

*Teachers' Gender Distribution*



**Table 18**

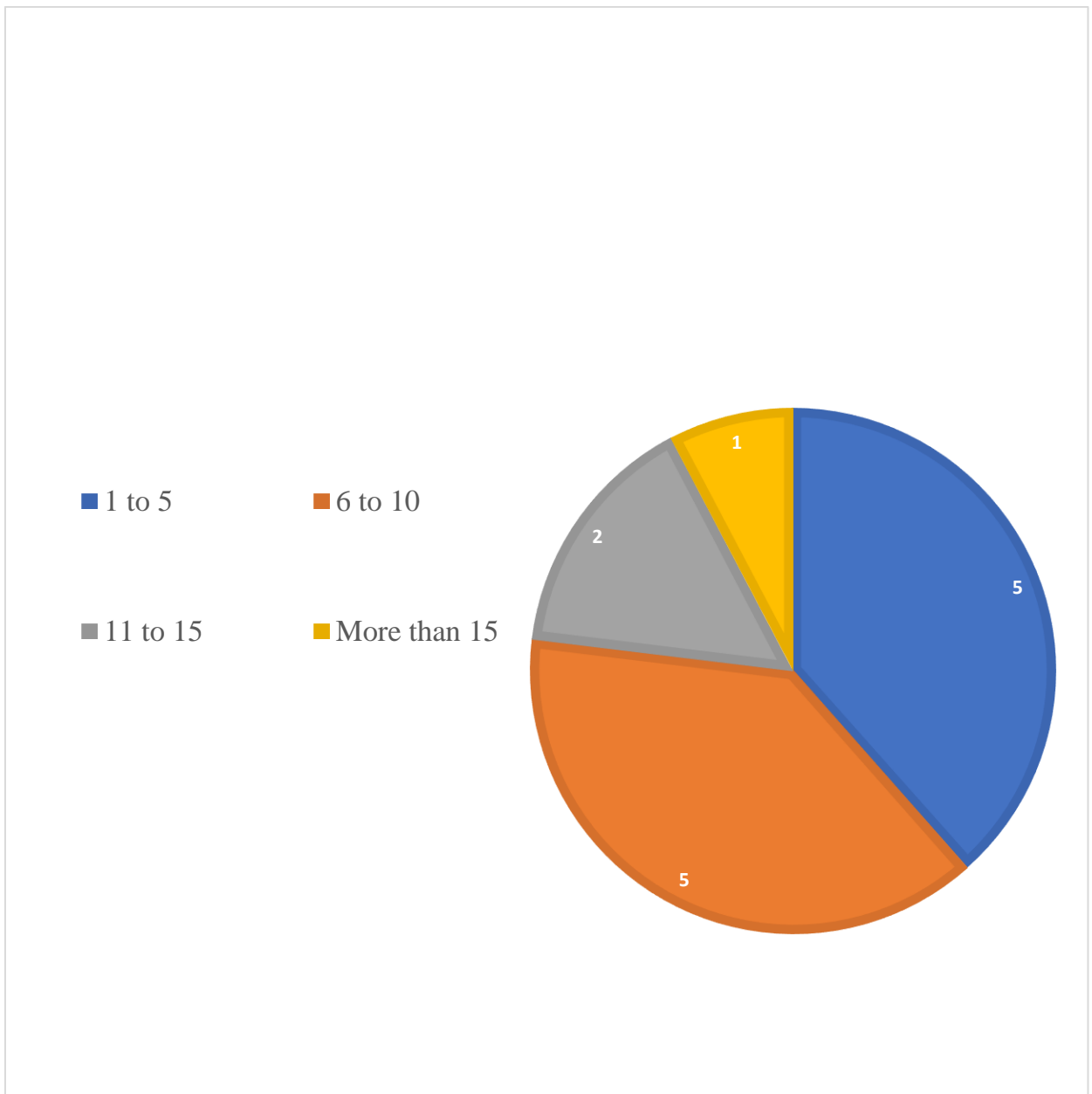
*Years of Teaching Experience*

Number of Years	1-5	6-10	11-15	More than 15
Number of answers	5	5	2	1
Percentage	38.5%	38.5%	15.4%	7.7%

Table 18 displays the years of teaching experience of the participants. It can be said that the sample is a mixture of new, relatively experienced and highly experienced teachers. This represents an advantage to the study as the attitudes of teachers with different teaching experiences are captured.

**Figure 17**

*Years of Teaching Experience*



**Table 19***Courses Taught by the Teachers*

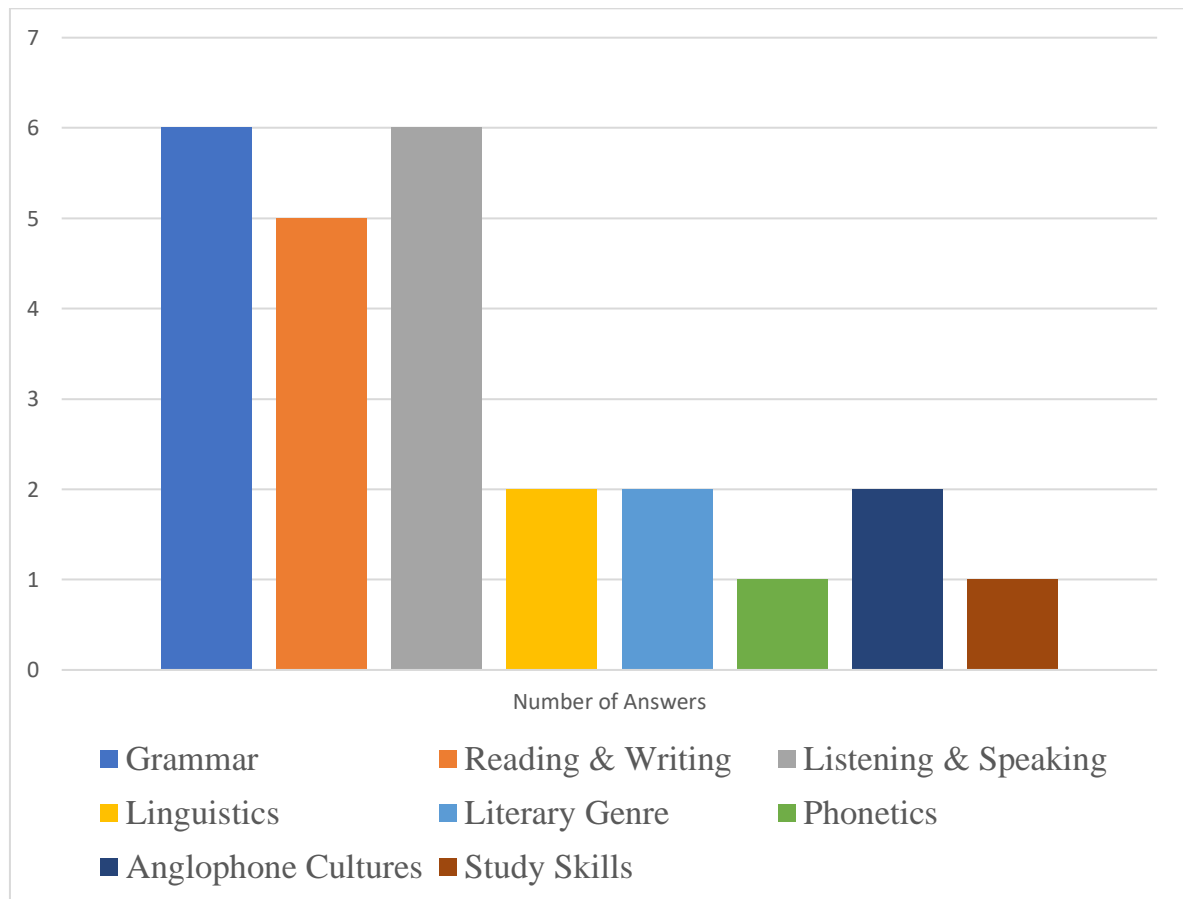
<b>Course</b>	<b>Grammar</b>	<b>Reading &amp; Writing</b>	<b>Listening &amp; Speaking</b>	<b>Linguistics</b>	<b>Literary Genre</b>	<b>Phonetics</b>	<b>Anglophone Cultures</b>	<b>Study Skills</b>
<b>Number of Answers</b>	6	5	6	2	2	1	2	1
<b>Percentage</b>	46.1%	38.5%	46.1%	15.9%	15.9%	7.7%	15.9%	7.7%

Table 19 displays the variety of courses that the informants are in charge of teaching. Listening and Speaking and Grammar seem to have the lion's share whereas Study Skills and Phonetics are only represented by one participant each.

It is important to note that it was a purposeful approach to select teachers who taught these different classes in order to seize their attitudes based on their distinct teachings. This was also done intentionally to be able to crosscheck their answers with those provided by their students or noted during the classroom observations.

**Figure 18**

*Courses Taught by the Teachers*



#### 4.2.2. Translanguaging as Perceived by Teachers

**Table 20**

*Occurrence of Translanguaging as reported by the Teachers*

<b>Occurrence</b>	<b>Yes</b>	<b>No</b>
<b>Number of Answers</b>	13	0
<b>Percentage</b>	100%	0%

Table 20 shows that teachers unanimously noticed that translanguaging was employed in their classes. This implies that not only the practice is present but also that teachers are aware of its existence.

**Table 21**

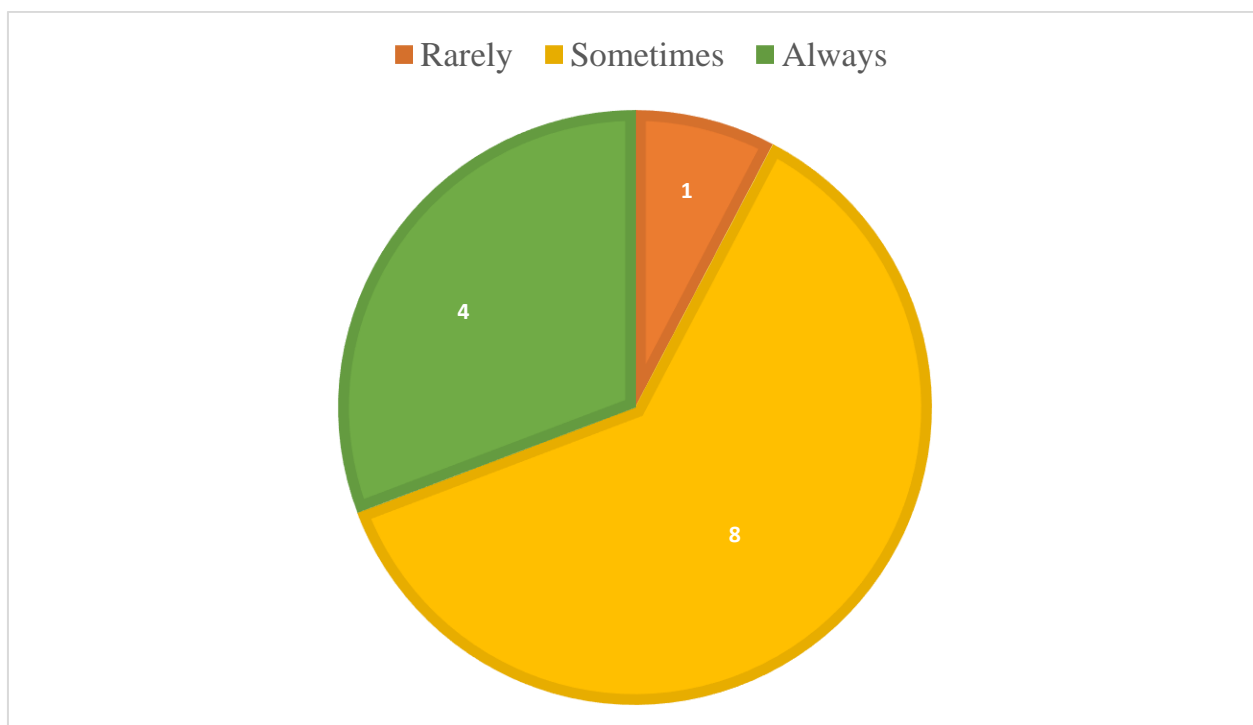
*Frequency of Occurrence of Translanguaging as reported by the Teachers*

<b>Frequency</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
<b>Number of Answers</b>	1	8	4
<b>Percentage</b>	7.7%	61.5%	30.8%

According to Table 21, translanguaging seems to be a relatively common practice among learners as reported by their teachers. The majority of these latter reported noticing the practice occasionally or always. This correlates with results obtained from the students earlier.

**Figure 19**

*Frequency of Occurrence of Translanguaging as reported by the Teachers*



**Table 22**

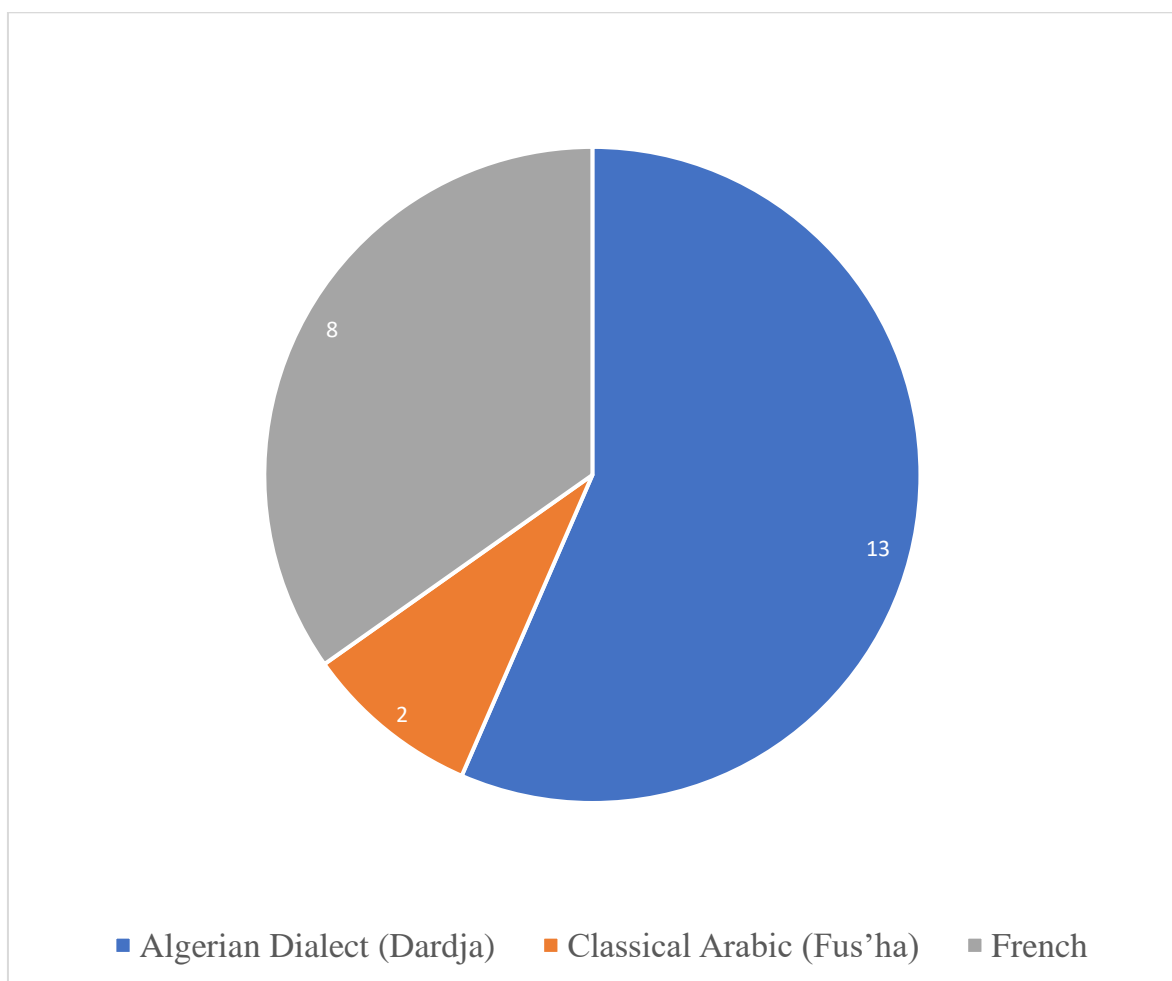
*Languages Spoken in Class Besides English as Reported by Teachers*

Languages	Algerian Dialect (Dardja)	Classical Arabic (Fus'ha)	French
Number of answers	13	2	8
Percentage	100%	15.9%	61.5%

Table 22 demonstrates that teachers notice their students using LOTEs during their classes. The most used one is the Algerian Dialect, followed by French, then Classical or Modern Standard Arabic. The results, are once more in accordance with those obtained from the questionnaire administered to the students. These latter seem to feel comfortable with using their mother tongue and their second language to make sense of classroom input.

**Figure 20**

*Languages Spoken in Class Besides English as Reported by Teachers*



**Table 23**

*Reasons for Translanguaging as Reported by Teachers*

<b>Reason</b>	<b>Small group discussions</b>	<b>Peer assistance</b>	<b>Brainstorming</b>	<b>Word difficulty</b>	<b>Concept comprehension</b>	<b>Answering questions</b>	<b>Asking questions</b>
<b>Number of answers</b>	9	11	3	10	2	4	1
<b>Percentage</b>	69.2%	84.6%	23.1%	76.9%	15.4%	30.8%	7.7%

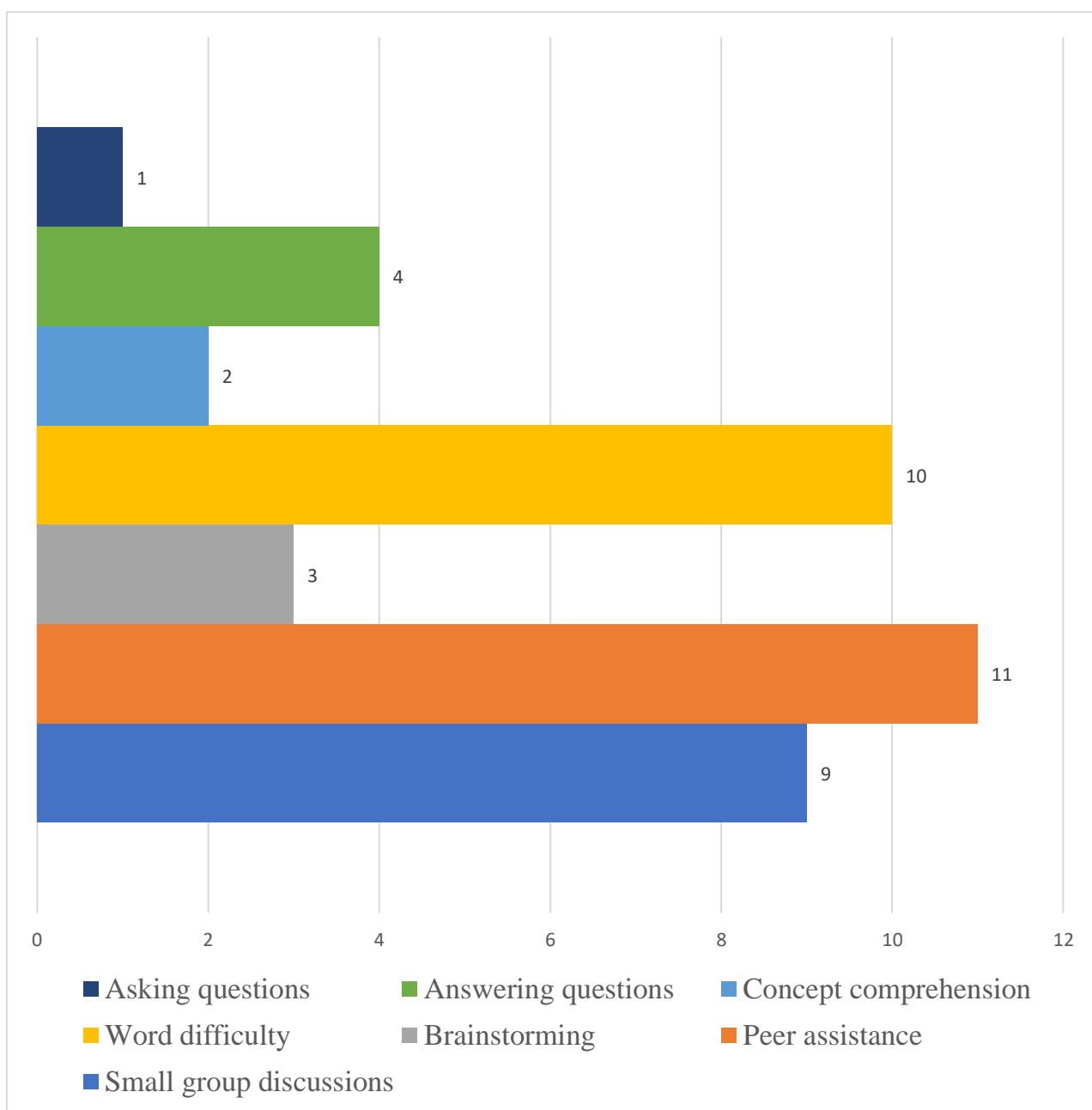
For this question, the informants were required to provide the most recurrent reasons for translanguaging that they have observed in their students. Their answers were coded in 7 options as displayed above.

The most common motive for the use of LOTE is to provide assistance to peers to complete activities, followed by the translation of difficult words to classmates. The next reason advanced by teachers is to discuss content or activities in small groups. Interaction with the teacher soon follows as 30.8% of the respondents reported that the learners tend to answer the teacher and 7.7% to ask questions in a LOTE. Brainstorming ideas during activities was also mentioned by 23.1% of the informants besides grasping new concepts.

Table 22 explicitly demonstrates that translanguageing is ceaseless in the classroom and that it fulfills a multitude of tasks ranging from peer help to interaction with the teacher. This confirms its undeniable omnipresence and its significant role.

**Figure 21**

*Reasons for Translanguageing as Reported by Teachers*



**Table 24***Teachers' Opinions regarding the Use of Translanguaging in the Classroom*

For this question, the teachers were given a list of 12 items with which they had to strongly disagree, disagree, agree, or strongly agree. They also had the opportunity of remaining neutral if they wished to. Their answers were as follows:

<b>Item</b>	<b>Option</b>				
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Only students with a low proficiency use languages other than English in the classroom</b>	0	6	2	3	2
<b>Students who use other languages understand better</b>	0	7	3	3	0
<b>Good students use English only in the classroom</b>	1	3	3	3	3

<b>It is helpful for students to use other languages</b>	0	3	1	5	4
<b>Students co-construct knowledge by using other languages than English</b>	0	0	1	10	2
<b>Students complete tasks faster when they use other languages</b>	0	3	2	6	2
<b>Students acquire more knowledge when they use other languages</b>	1	1	4	6	1
<b>Students participate more when they are allowed to speak in other languages</b>	0	4	1	5	3

<b>Student feel more at ease when they use other languages</b>	0	1	2	7	3
<b>Students are more motivated when they are allowed to use other languages</b>	0	4	1	7	1
<b>Using other languages in the classroom is a good compensatory strategy</b>	0	4	2	7	0
<b>I feel uncomfortable when I let my students use languages other than English</b>	1	1	1	4	6

The results displayed in Table 24 help furnish valuable insight into the respondents' feelings about their learners' employment of their full linguistic repertoire in the classroom.

In fact, the table shows that despite acknowledging the benefits of translanguaging on their students, teachers hold negative attitudes towards

its excessive use. When asked whether only the students with a low proficiency used LOTEs in class, 6 out of 13 teachers disagreed with the statement. 7 of them acknowledged that students who use LOTEs acquire more knowledge, and 5 agreed that LOTEs were helpful for learners in general. Almost all the informants agreed that learners co-construct knowledge when they are allowed to utilize all their linguistic resources and 6 of them noticed that tasks tend to be completed faster when LOTEs are allowed.

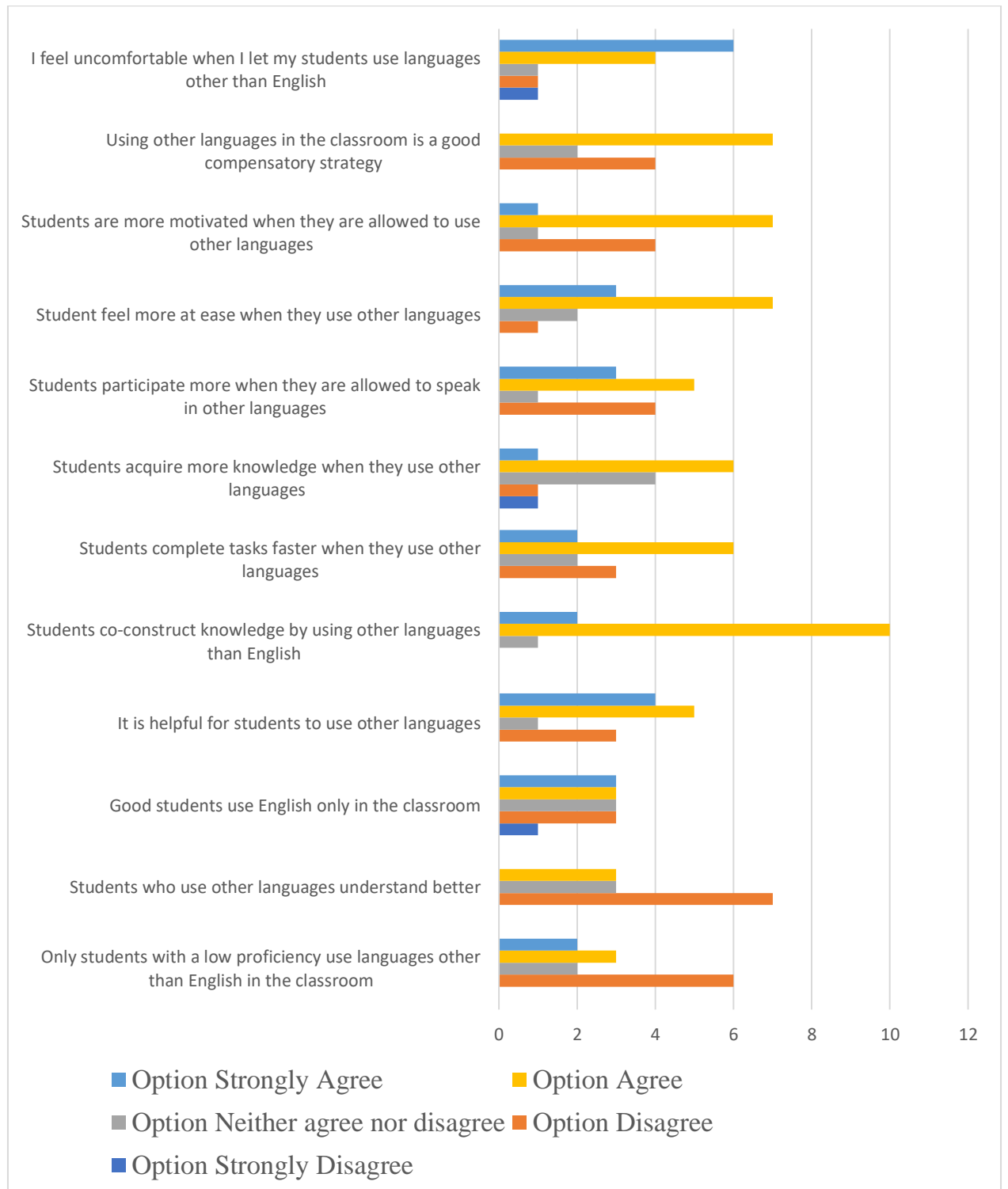
The use of translanguaging was also allegedly beneficial for higher rates of classroom participation. It was also reported that it contributed in increasing students' motivation and alleviating their anxiety.

Despite attesting that translanguaging was a good compensatory strategy in the classroom, half of the informants rejected the idea that learners who employ the strategy understand better.

It seems that the sample holds ambivalent feelings towards translanguaging. The participants rarely disagreed and almost never strongly disagreed with statements showcasing the positive effects of the practice. Nevertheless, they mostly agreed or strongly agreed with feeling uncomfortable when they provided space for multilingual practices to occur.

**Figure 22**

*Teachers' Opinions regarding the Use of Translanguaging in the Classroom*



**Table 25***Teachers' Handling of Students' Translanguaging*

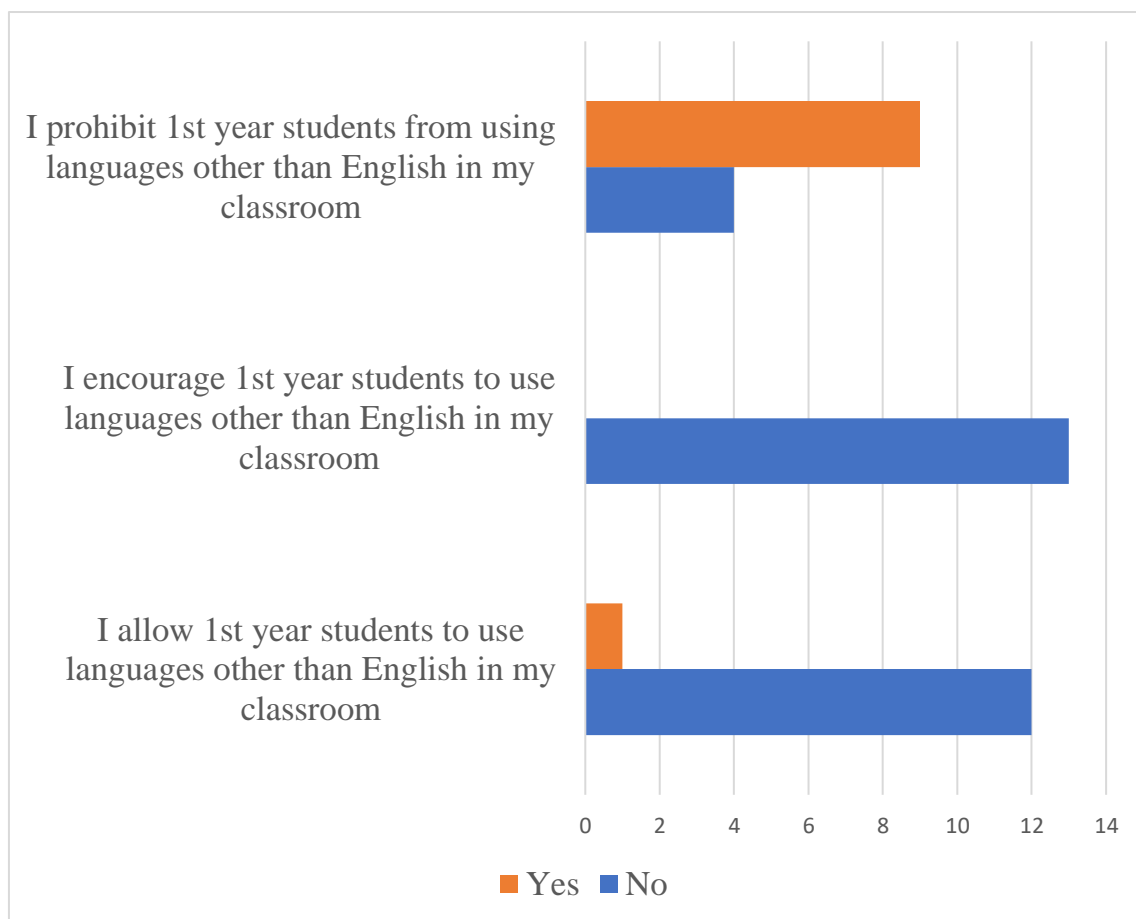
<b>Item</b>	<b>Option</b>	
	<b>No</b>	<b>Yes</b>
<b>I allow 1st year students to use languages other than English in my classroom</b>	12	1
<b>I encourage 1st year students to use languages other than English in my classroom</b>	13	0
<b>I prohibit 1st year students from using languages other than English in my classroom</b>	4	9

For this question, the participants were asked to say whether they allowed, encouraged, or prohibited their 1<sup>st</sup> year students from using translinguaging during classes.

The results displayed above divulge the negative attitude held by the majority of the respondents towards the multilingual practice. 12 out of the 13 informants confessed never allowing learners to use their full linguistic repertoire. All admitted never encouraging the practice and 9 said that they always prohibited translinguaging. This visibly demonstrates that despite its seemingly natural presence and the multiple tasks it fulfills, translinguaging is not welcome in the classroom.

**Figure 23**

*Teachers' Reactions to Students' Translinguaging*



Each time, the participants were asked to explain the reasons behind their choice. For each answer, the most recurrent motive is illustrated as follows:

- The most recurrent reason for never allowing translanguaging in class is the fact that it was deemed “anti-pedagogical” by the majority of the respondents. One participant explained, “Students come here to learn English and subject matter in English. Allowing them to speak in any other language than English does not serve them nor is it an appropriate pedagogical choice to make”.
- Most participants confessed never encouraging translanguaging in class because of their learners’ assumed advanced level. Nevertheless, they almost all acknowledged the presence and the role of the practice in increasing the classroom dynamics. One justified, “I generally notice that they use other languages, sometimes they even participate in other languages, but I never push them to do it. I think that it is just not right considering that they are university students.”
- The majority of the teachers explained that they always prohibited the use of LOTEs in class. For them, languages other than the language of instruction are not welcome in the classroom because of their negative influence. In this regard, one participant admitted, “The mother tongue has no place in the language class. It only stops learners from learning because they keep translating from and to it.” While another maintained, “Students’ first language should stay outside class. It is not appropriate to mix it with el Fus’ha, let alone English!”. These answers imply deep negative attitudes towards AD embedded in teachers’ language ideologies.

## **Table 26**

*Teachers' Opinions about the Exploitation of Translanguaging*

<b>Option</b>	<b>Desirable</b>	<b>Sometimes Desirable</b>	<b>Undesirable</b>
<b>Number of answers</b>	2	8	3
<b>Percentage</b>	15.4%	61.5%	23.1%

According to Table 26, the majority of the respondents are relatively ready to consider translanguaging in their classes from time to time for the advantages it may provide. However, it is a matter of limited exploitation as one of the teachers explained “I would only use it on rare occasions during my explanation, as a shortcut to draw parallels with the first language mainly, and rarely with French”.

Another respondent affirmed that “It is true that it can be very helpful, but I also think that relying on other languages to express oneself prevents from fully exploiting one's capacity to use English as efficiently as possible”.

A third teacher highlighted the possibility of eliciting answers in other languages for better understanding “I don't encourage my students to speak in another language than English, but I insist to have the equivalent meanings of key words and sometimes some idiomatic expressions in Arabic, French and Berber.” Whereas another explained “It would be beneficial for students in terms of comprehension and when working in groups but they will not improve their target language”.

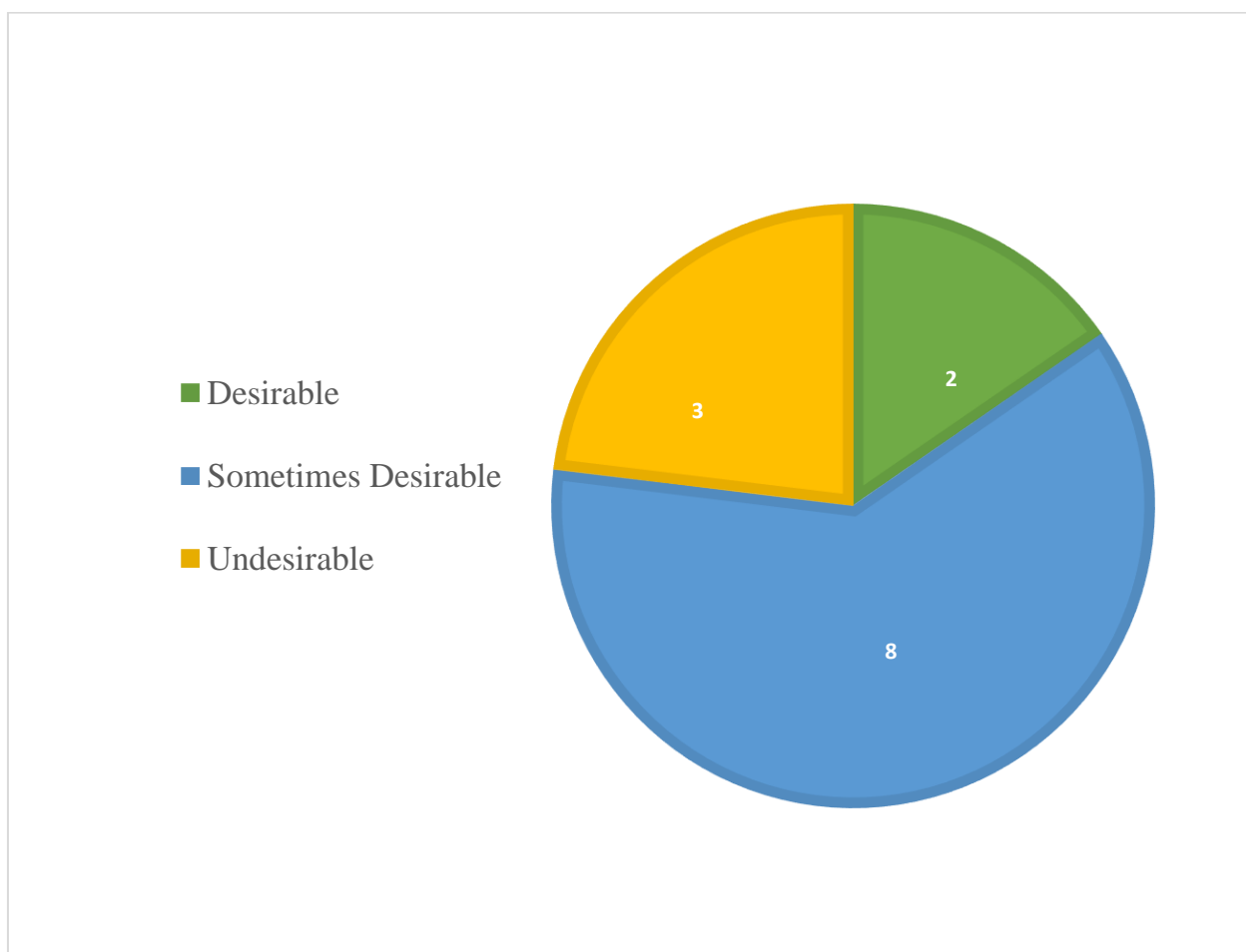
As far as concerns those who are against multilingualism in the classroom, one teacher categorically explained that “In EFL classes, we have to use

only the target language” while another maintained “Relying on multilingualism in EFL classes should not be allowed”

Three of the respondents seemed to be in favor of the practice as one claimed that “Using multilingualism in class is very effective for the comprehension and the assimilation of the students”. This clearly demonstrates that there is no consensus among the teachers when it comes to their willingness to exploit their students’ multilingual practices.

**Figure 24**

*Teachers’ Opinions about the Exploitation of Translanguaging*



**Table 27***Teachers' Justification of their Opinions about the Exploitation of Translanguaging*

<b>Justification</b>	<b>None</b>	<b>Lack of exposure to English</b>	<b>Lack of practice of English</b>	<b>Lack of cultural immersion</b>	<b>Deviation from English</b>	<b>Error Transfer</b>	<b>Comfort zone</b>	<b>Importance of translation</b>
<b>Number of answers</b>	1	2	2	2	1	1	3	1
<b>Percentage</b>	7.7%	15.9%	15.9%	15.9%	7.7%	7.7%	23.1%	7.7%

The teachers provided a number of reasons which led them to construct their opinions regarding the exploitation of translanguaging in the classroom.

The advocates of the practice claimed that using languages other than English could help learners operate within their comfort zone as it could help to decrease their affective filter. In this vein, one teacher explained “When students are allowed to use other languages than English, they are more comfortable in class and they participate more” while another maintained that “sometimes low-level students feel demotivated when they can't achieve a task using 100% English words, so I allow using other languages.”

Opponents of translanguaging, on the other hand, voiced their concerns regarding the practice being an obstacle to exposure to English and its culture. One teacher firmly held that “I am against students using other languages because students are in need to use their target language and practice it more in classrooms.” while another explained “I hold the view that a language should be learned hand in hand with its cultural aspect, and therefore if you allow EFL students to use another language, you help but to dissociate the language -English- from its origin. Thus, the learning process might take longer and be disordered.”

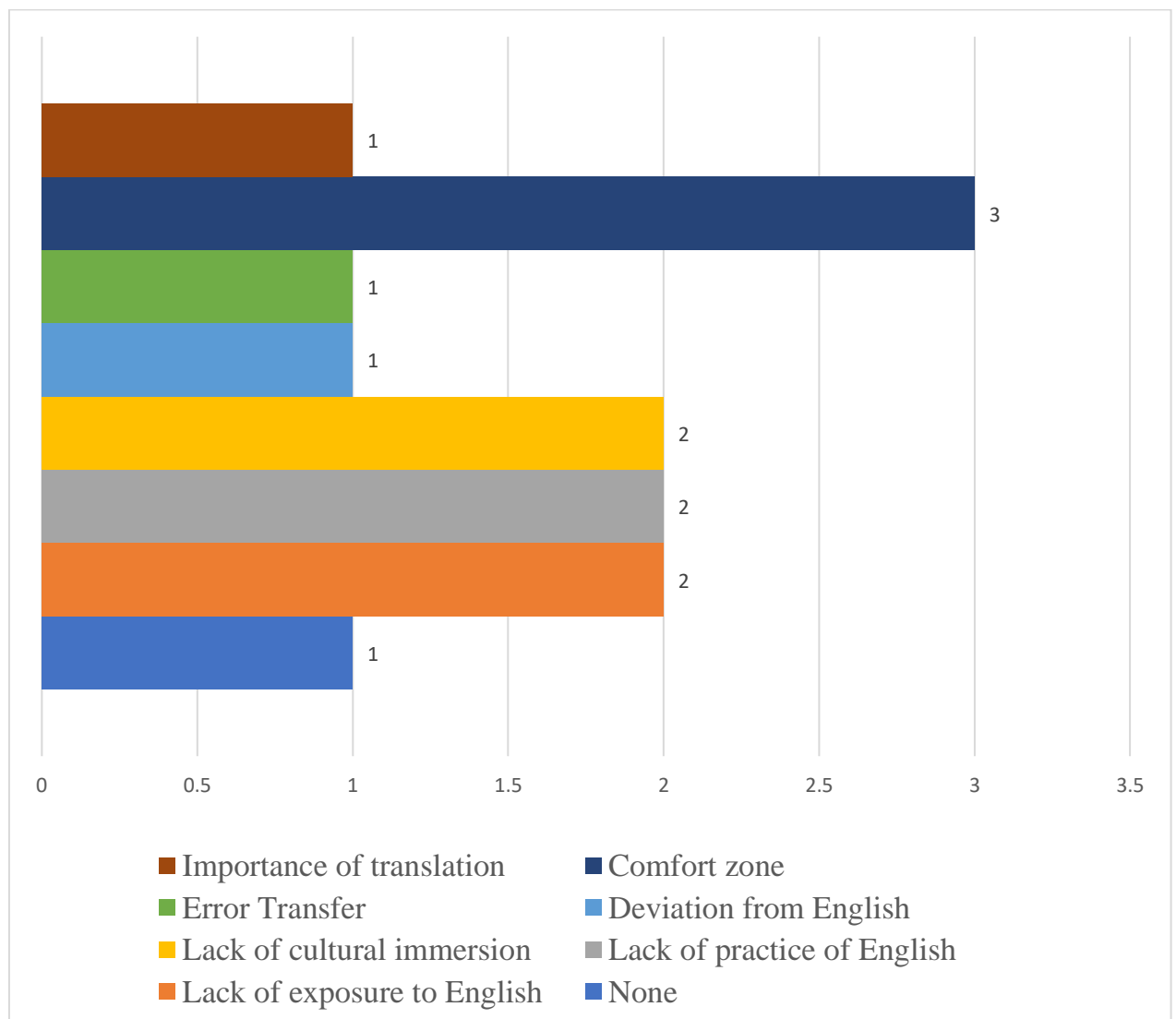
The remaining participants showed their reluctance towards translanguaging despite acknowledging its potential benefit. One teacher stated “Sometimes we need the students' language to help the students to understand idioms for example but the students' language is an important source of error.” Another teacher highlighted the role of translation in language learning and the importance of learners' linguistic diversity in academic achievement. She explained “I believe that translation is part of the process of teaching and learning at university. Obviously, I think that a

variety of languages, notably in literature, history and philosophy, is of great importance in higher education.”

It is explicit that teachers hold distinct views due to different reasons based on personal conceptions and perceptions of the phenomenon under investigation. These ideologies are reflected in the way they react to translanguaging practices and which were observed during classroom observation sessions. (See section 3.3. below).

**Figure 25**

*Teachers’ Justification of their Opinions about the Exploitation of Translanguaging*



In the closure of the interview, the respondents were required to bring their contribution in view of leveraging translanguaging to the advantage of the teaching-learning process. They provided a number of suggestions ranging from guidance and limits, to its use for a short period as a preliminary compensatory strategy.

One teacher suggested that “It is very important to know when to let learners use other languages and when not to. Set limits to multilingualism and they would eventually learn how to self-regulate” whereas a second maintained that “It is fine to use other languages than English at low levels, but students must know that it's temporary and it isn't the rightest way to learn a foreign language.”

Some informants reduced the potential uses of translanguaging to the comprehension of concepts, difficult words, idioms, and collocations. In this regard, one teacher put forward “The use of multilingualism should not be systematic. Sometimes, it's helpful to use another language to sustain the comprehension of a "complex" concept. But this should not occur on a regular basis. After all the aim is to interact in the target language.” Another respondent associated translanguaging with multiculturalism as she explained “I recommend to use multiculturalism only when dealing with idioms and collocations because these need delving deep into the language by relying on other languages.”

The use of the full linguistic repertoire was also suggested to establish a link between the similarities that exist between languages. One informant posited “I think it should only be used to emphasize universal language features/elements. For example, tenses, parts of speech, idioms.... to build on the students' linguistic background and help them connect the dots to see how language systems at large operate, but not as an alternative means of interaction in the classroom.”

Contrastively, some participants were in favor of encouraging learners to make use of all their linguistic resources to enhance learning. One teacher proposed “Reading and reading and reading in English, French, Spanish, German, or in Arabic. I also suggest to give the equivalent of key words and expressions in at least French and Arabic.”. Another added, “As I often say, we actually should encourage students to use the language they feel comfortable with if they found difficulties to speak in English”. This, with the ultimate goal of ensuring an enjoyable and fruitful learning experience.

The interview held with the teachers brought about perspicacious information about their opinions and attitudes towards translanguaging. Throughout their answers, the teachers seemed to be aware of the potential positive impact of providing space for language diversity to flourish in their classrooms. However, they continuously showed reluctance as to their willingness to welcome this diversity and exploit it for teaching and learning purposes.

### 4.3. Presentation of the results of the Classroom Observations

The classroom observation sessions took place during the first semester of the academic year 2019/2020. A total of 16 classes were observed with a rate of two classes for each course. A non-invasive approach was adopted to carry out the observations where no intervention from the researcher was done. The results of these observations are arrayed in terms of the courses that were observed as follows:

#### 4.3.1. Content courses

##### 4.3.1.1. Classes of Literary Genres

**Table 28**

*Summary of Observations of Classes of Literary Genres*

<b>Type of Interaction</b>	<b>Observed Behavior</b>	<b>Class 1</b>	<b>Class 2</b>
<b>Individual</b>	Student uses another language to make sense of English	✓✓✓✓✓✓	✓✓✓✓
	Student searches for difficult words in a language other than English (LOTE).	✓✓	✓✓
<b>Student-Student</b>	Students explain things to each other in LOTE	✓✓✓✓✓✓	✓✓✓✓✓✓✓✓

---

Students help peer translate something he struggles to say in English ✓✓✓✓✓✓ ✓✓✓✓✓

---

Student seeks peer help in another language to understand English ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓

---

Students use LOTEs while solving tasks in groups/peers. ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓

---

---

**Teacher-Students** Teacher allows students to help peer using another language to say something in English then student repeats in English

---

Teacher answer in LOTE ✓

---

Teacher provides input in another language and requires output in English ✓✓

---

Teacher urges/allows translation to another language ✓

---

Teacher allows/encourages discussion in any language

---

Teacher writes ideas on the board in as many languages as students provide (brainstorming).

---

---

Teacher uses cognates to make connections between words to clarify concepts ✓

---

Teacher comments on task/assignment in another language

---

Teacher uses/encourages the use of multilingual reading materials for research projects

---

Teacher prohibits students from using languages other than English

---

Teacher uses English exclusively ✓

---

Teacher assigns multilingual reading tasks

---

Teacher uses multilingual materials

---

The observations carried out in classes of Literary Genres revealed that there is an extensive use of translanguaging among students during peer-to-peer interaction. The practice seemed to fulfill multiple needs ranging from an endeavor to understand the teachers' input to the necessity of solving tasks. When assigned group work, for instance, students were observed to use Algerian Arabic not only to communicate but also to solve the tasks.

On many occasions students asked for clarifications of the requirements of the task in AD: “واش قالتنا نديرو؟” (What did she tell us to do? or “فهمني واش” (explain to me what to do) were repeatedly heard during the observation. They also checked understanding using AD as when a student exclaimed: “Simile هي التشبيه؟” and another inquired “simile هي الكاف تاع؟ كأن؟”. In both occurrences, the answers were provided by peers in AD. On a similar happening, when a student asked for the aspects of romanticism, another replied: “الطبيعة، الخيال، التشبيه”. (Nature, imagination, simile)

Student-teacher interaction was less characterized by the use of LOTE. On one occasion only, a student asked: “What does it mean miss, length? الطول؟” the teacher replied: “Not الطول, it’s not a person”. The other teacher also made use of Arabic once only when she explained: “... reciting the verse, what we call in Arabic الإلقاء”.

All in all, translanguaging was observed to be recurrent during student-to-student interaction and satisfied various demands. It was less likely to happen between the students and their teachers nor was it elicited by the teacher whatsoever.

#### 4.3.1.2. Classes of Anglophone Cultures

**Table 29**

*Summary of Observations of Classes of Anglophone Cultures*

Type of Interaction	Observed Behavior	Class 1	Class 2
<b>Individual</b>	Student uses another language to make sense of English	✓✓✓✓	✓✓✓✓✓

	Student searches for difficult words in a language other than English (LOTE).	✓✓✓	✓✓
<b>Student-Student</b>	Students explain things to each other in LOTE	✓✓✓✓✓✓✓	✓✓✓✓✓
	Students help peer translate something he struggles to say in English	✓✓✓✓✓	✓✓✓✓
	Student seeks peer help in another language to understand English	✓✓✓✓✓✓✓	✓✓✓✓✓✓✓
	Students use LOTEs while solving tasks in groups/peers.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓
<b>Teacher-Students</b>	Teacher allows students to help peer using another language to say something in English then student repeats in English		
	Teacher answer in LOTE		
	Teacher provides input in another language and requires output in English		

---

Teacher urges/allows translation to another language

---

Teacher allows/encourages discussion in any language

---

Teacher writes ideas on the board in as many languages as students provide (brainstorming).

---

Teacher uses cognates to make connections between words to clarify concepts

✓

---

Teacher comments on task/assignment in another language

✓

---

Teacher uses/encourages the use of multilingual reading materials for research projects

---

Teacher prohibits students from using languages other than English

---

Teacher uses English exclusively

✓

---

Teacher assigns multilingual reading tasks

---

Teacher uses multilingual materials

---

During the two classes of Anglophone Cultures, translanguaging patterns were observed to be highly repetitive during student-student interplay but almost inexistant between teachers and students.

Students used LOTEs to ask for clarification of terms in a handout: “Babylonia ؟ العراق ؟ جاية في بابل؟ هي بابل”, (Is it Babel, the one that is situated in Iraq?, to explain instruction: “قاللنا أكتبو paragraph” (She asked us to write a paragraph?), or to jointly construct a paragraph by adding, omitting, or suggesting words and phrases.

One of the two teachers commented by “Tres bien” (Very good) after a student read his paragraph, but no other aspects of translanguaging were observed during teacher-learner contact.

#### 4.3.1.3. Classes of Linguistics

**Table 30**

*Summary of Observations of Classes of Linguistics*

Type of Interaction	Observed Behavior	Class 1	Class 2
<b>Individual</b>	Student uses another language to make sense of English	✓✓✓✓✓	✓✓✓

---

---

Student searches for difficult words in a language other than English (LOTE). ✓

---

**Student-Student** Students explain things to each other in LOTE ✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓

---

Students help peer translate something he struggles to say in English ✓✓ ✓✓✓

---

Student seeks peer help in another language to understand English ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓

---

Students use LOTEs while solving tasks in groups/peers. ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓

---

**Teacher-Students** Teacher allows students to help peer using another language to say something in English then student repeats in English ✓

---

Teacher answer in LOTE

---

Teacher provides input in another language and requires output in English

---

---

Teacher urges/allows translation to another language ✓

---

Teacher allows/encourages discussion in any language ✓

---

Teacher writes ideas on the board in as many languages as students provide (brainstorming).

---

Teacher uses cognates to make connections between words to clarify concepts ✓

---

Teacher comments on task/assignment in another language

---

Teacher uses/encourages the use of multilingual reading materials for research projects

---

Teacher prohibits students from using languages other than English

---

Teacher uses English exclusively ✓

---

---

Teacher assigns multilingual reading tasks

---

Teacher uses multilingual materials ✓

---

In the two observed classes of Linguistics, translanguaging was used in pretty much the same way as previously described. Students employed LOTEs, mainly AD and French to communicate with each other, to ask for clarifications from peers and the teacher, to solve given tasks, and to paraphrase instruction. In one of the classes, patterns of translanguaging were recorded to be initiated by the teacher. In fact, the teacher encouraged discussion in any language during task completion and urged peers to provide the equivalent of difficult words in a LOTE. She also allowed a student who had difficulties answering in English to respond in any language he felt comfortable with. Nevertheless, the student seemed embarrassed and tried to provide an answer in English.

#### 4.3.1.4. Classes of Phonetics

**Table 31**

*Summary of Observations of Classes of Phonetics*

Type of Interaction	Observed Behavior	Class 1	Class 2
<b>Individual</b>	Student uses another language to make sense of English		✓✓
	Student searches for difficult words in a language other than English.		

---

<b>Student- Student</b>	Students explain things to each other in LOTE	✓✓✓	✓✓✓✓✓
-----------------------------	--	-----	-------

---

	Students help peer translate something he struggles to say in English	✓✓✓✓✓	✓✓✓
--	--	-------	-----

---

	Student seeks peer help in another language to understand English	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓
--	--	----------	---------

---

	Students use LOTEs while solving tasks in groups/peers.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓
--	--	----------	----------

---

<b>Teacher- Students</b>	Teacher allows students to help peer using another language to say something in English then student repeats in English		
------------------------------	--	--	--

---

	Teacher answer in LOTE	✓✓	✓✓✓
--	------------------------	----	-----

---

	Teacher provides input in another language and requires output in English		
--	---	--	--

---

	Teacher urges/allows translation to another language		
--	---	--	--

---

	Teacher allows/encourages discussion in any language		
--	---	--	--

---

---

Teacher writes ideas on the board in as many languages as students provide (brainstorming).

---

Teacher uses cognates to make connections between words to clarify concepts

---

Teacher comments on task/assignment in another language

---

Teacher uses/encourages the use of multilingual reading materials for research projects

---

Teacher prohibits students from using languages other than English

---

Teacher uses English exclusively

---

Teacher assigns multilingual reading tasks

---

Teacher uses multilingual materials

---

In the classes of Phonetics, translanguaging was observed to be relatively less frequent across all categories of interaction. Nevertheless, the student-student interplay still has the lion's share of the practice which was used for similar purposes as in the abovementioned courses.

The full linguistic repertoires of the learners were called upon to co-construct knowledge and jointly solve tasks. It was recorded that the two teachers either answered students' questions or provided clarifications in French on multiple instances. The use of French was restricted and did not seem to bother nor confuse the learners.

All in all, in the 8 content classes of Literary Genres, Anglophone Cultures, Linguistics, and Phonetics, an extensive use of translanguaging during student-student interaction was observed. Within this pattern of interaction, translanguaging was observed 195 times. It seems to be employed for different reasons, the most recurrent of which are peer assistance for task solving and the increase of comprehension. As far as the individual use of translanguaging is concerned, it was recorded 38 times in total. As for teacher-learner interaction, very few teachers used LOTEs and fewer allowed or encouraged the use of the students' multilingual capacities (18 times throughout the 8 classes).

### 4.3.2. Skill Courses

#### 4.3.2.1. Classes of Reading and Writing

**Table 32**

*Summary of Observations of Classes of Reading and Writing*

Type of Interaction	Observed Behavior	Class 1	Class 2
<b>Individual</b>	Student uses another language to make sense of English		
	Student searches for difficult words in a language other than English (LOTE).		
<b>Student-Student</b>	Students explain things to each other in LOTE	✓✓✓	✓✓✓
	Students help peer translate something he struggles to say in English	✓✓	✓
	Student seeks peer help in another language to understand English	✓✓✓	✓✓
	Students use LOTEs while solving tasks in groups/peers.	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓
<b>Teacher-Students</b>	Teacher allows students to help peer using another language to say something		

---

in English then student repeats in English

---

Teacher answer in LOTE

✓✓

---

Teacher provides input in another language and requires output in English

---

Teacher urges/allows translation to another language

---

Teacher allows/encourages discussion in any language

---

Teacher writes ideas on the board in as many languages as students provide (brainstorming).

---

Teacher uses cognates to make connections between words to clarify concepts

---

Teacher comments on task/assignment in another language

---

Teacher uses/encourages the use of multilingual reading materials for research projects

---

---

Teacher prohibits students from using languages other than English

✓✓

---

Teacher uses English exclusively

✓

---

Teacher assigns multilingual reading tasks

---

Teacher uses multilingual materials

---

The two classes of Reading and Writing were characterized by the use of translanguaging among students for peer assistance especially during task completion. In both classes, students repeatedly checked comprehension “outline هو le plan؟ يا خو؟”, (Is the “outline” the same as “le plan” in French?) or made sure an information was correct using AD before answering in English.

In the first observed class, a student translated a text from English to AD sentence by sentence to a peer who had difficulties understanding while in the second class, words were translated: “circumstances هو ما الظروف و” “obsessed?”. French was also used to ask about the general idea of the text and to explain what the “cause and effect” was.

In both classes, peer interaction and the paraphrasing of the teachers’ instructions were held in AD. In the second class, the atmosphere was linguistically restrictive as the teacher prohibited learners from answering in LOTEs. She even confessed that she never allowed translanguaging practices despite their recurrence. By the end of that session, one student

went to the teacher to have feedback about her paragraph, the student used French while the teacher responded in English only.

#### 4.3.2.2. Classes of Listening and Speaking

**Table 33**

*Summary of Observations of Classes of Listening and Speaking*

Type of Interaction	Observed Behavior	Class 1	Class 2
<b>Individual</b>	Student uses another language to make sense of English	✓	
	Student searches for difficult words in a language other than English (LOTE).		✓✓
<b>Student-Student</b>	Students explain things to each other in LOTE	✓✓✓✓	✓✓✓✓✓
	Students help peer translate something he struggles to say in English	✓✓✓✓✓	✓✓✓
	Student seeks peer help in another language to understand English	✓✓✓	✓✓✓✓✓
	Students use LOTEs while solving tasks in groups/peers.	✓✓✓✓✓	✓✓✓✓✓✓

---

**Teacher-  
Students**      Teacher allows students to help peer using another language to say something in English then student repeats in English

---

Teacher answer in LOTE

✓

---

Teacher provides input in another language and requires output in English

---

Teacher urges/allows translation to another language

---

Teacher allows/encourages discussion in any language

---

Teacher writes ideas on the board in as many languages as students provide (brainstorming).

---

Teacher uses cognates to make connections between words to clarify concepts

---

Teacher comments on task/assignment in another language

---

Teacher uses/encourages the use of multilingual reading materials for research projects

---

---

Teacher prohibits students from using languages other than English

---

Teacher uses English exclusively

✓

---

Teacher assigns multilingual reading tasks

---

Teacher uses multilingual materials

---

During the classes of Listening and Speaking, translanguaging was witnessed to be employed for the same reasons previously mentioned. In fact, students used LOTEs, mainly AD and French to translate words, expressions, or presentations to each other, as well as to comment on peers' presentation: "Normal!".

They were also utilized to co-construct presentations by adding, omitting, or discussing their roles. Checking comprehension was also done in AD: "52 hundred c'est 52 مليون؟"

Unlike previous classes of other courses, in both these classes, it was observed that the students tended to answer their teachers in LOTEs. When one of the teachers asked what the meaning of "hardly ever" was, one student exclaimed: "قريب never". (Almost never). In the first class, when the teacher asked: "what's the account department?", a student replied: "المحاسبة" so the former hollered: "In English!". In the second class, on the other hand, the teacher employed translation to turn the word "chart" into "بيانات" (equivalent in Arabic).

### 4.3.2.3. Classes of Grammar

**Table 34**

*Summary of Observations of Classes of Grammar*

<b>Type of Interaction</b>	<b>Observed Behavior</b>	<b>Class 1</b>	<b>Class 2</b>
<b>Individual</b>	Student uses another language to make sense of English	✓✓	
	Student searches for difficult words in a language other than English (LOTE).	✓✓	
<b>Student-Student</b>	Students explain things to each other in LOTE	✓✓	✓
	Students help peer translate something he struggles to say in English	✓✓	✓✓✓
	Student seeks peer help in another language to understand English	✓✓✓	✓✓✓✓
	Students use LOTEs while solving tasks in groups/peers.	✓✓✓✓	✓✓✓✓✓✓
<b>Teacher-Students</b>	Teacher allows students to help peer using another language to say something in English then student repeats in English	✓	

---

Teacher answer in LOTE

✓✓✓✓✓

---

Teacher provides input in another language  
and requires output in English

---

Teacher urges/allows translation to another language ✓

---

Teacher allows/encourages discussion in  
any language

---

Teacher writes ideas on the board in as  
many languages as students provide  
(brainstorming).

---

Teacher uses cognates to make connections between words to clarify concepts ✓

---

Teacher comments on task/assignment in  
another language

---

Teacher uses/encourages the use of  
multilingual reading materials for research  
projects

---

Teacher prohibits students from using  
languages other than English

---

---

Teacher uses English exclusively

---

Teacher assigns multilingual reading tasks

---

Teacher uses multilingual materials

---

The use of translanguaging during the sessions of Grammar was shy compared to previously observed classes. Students used a French-English dictionary to translate words in handouts and employed LOTEs to ask for or provide assistance. AD and French were mostly utilized during peer and group work for the purpose of completing assignments. In one of the two classes the teacher used French extensively to explain the lesson, provide examples, or give instructions. In the other class, the teacher occasionally spoke in MSA by giving cognates, she also allowed peers to help each other by means of translation but only accepted answers in English.

#### 4.3.2.4. Classes of Study Skills

**Table 35**

*Summary of Observations of Classes of Study Skills*

Type of Interaction	Observed Behavior	Class 1	Class 2
<b>Individual</b>	Student uses another language to make sense of English		
	Student searches for difficult words in a language other than English (LOTE).		

---

<b>Student- Student</b>	Students explain things to each other in LOTE	✓	✓✓
	Students help peer translate something he struggles to say in English		✓✓
	Student seeks peer help in another language to understand English	✓✓	✓✓✓✓
	Students use LOTEs while solving tasks in groups/peers.	✓✓✓✓	✓✓✓✓✓
<b>Teacher- Students</b>	Teacher allows students to help peer using another language to say something in English then student repeats in English		
	Teacher answer in LOTE	✓	
	Teacher provides input in another language and requires output in English		
	Teacher urges/allows translation to another language		
	Teacher allows/encourages discussion in any language		

---

Teacher writes ideas on the board in as many languages as students provide (brainstorming).

---

Teacher uses cognates to make connections between words to clarify concepts

---

Teacher comments on task/assignment in another language

---

Teacher uses/encourages the use of multilingual reading materials for research projects

---

Teacher prohibits students from using languages other than English

---

Teacher uses English exclusively

---

Teacher assigns multilingual reading tasks

---

Teacher uses multilingual materials

---

During the classes of Study Skills, the lowest occurrences of translanguaging were recorded. In fact, students' use of LOTEs for different purposes was restricted. While the intrapersonal use was inexistant, the peer-to-peer interaction was characterized by the

conventional employment of AD during the completion of activities. This might be explained by the simple nature of the content of the course which does not require major efforts of comprehension which may solicit the use of LOTEs.

Overall, the observation procedure that took place during skills courses revealed that translanguaging is a relatively less common practice than during content courses. Nevertheless, the multilingual practices had similar patterns in both kinds of classes as they were mainly used during student-student interaction (110 times in total). The learners' full linguistic repertoires were generally called upon to co-construct knowledge, check comprehension, and most importantly, solve tasks.

## **Conclusion**

This chapter outlined the presentation and analysis of the data gathered by means of the three data collection tools. The questionnaire for the students was analyzed using descriptive statistics. Content analysis assisted by the NVivo software was used to analyze its open-ended entries as well as the information collected by means of the interview directed to teachers. The classroom observation sessions were also displayed in tables and described as they took place. The data analysis procedure generated very insightful results which will help in answering the research questions raised at the onset of this study.

The next chapter will be devoted to the interpretation of the above-yielded results in hope of elucidating the inquiries around which this work revolves. It will also provide a number of pedagogical implications for the practical application of these results in hope of ameliorating the teaching-learning process in linguistically diverse settings like that of Algeria.

**CHAPTER FIVE**

**DISCUSSION & INTERPRETATION OF THE RESULTS AND  
PEDAGOGICAL IMPLICATIONS**

## **CHAPTER FIVE**

### **DISCUSSION & INTERPRETATION OF THE RESULTS AND PEDAGOGICAL IMPLICATIONS**

#### **Introduction**

Following the display and analysis of the data gathered by means of the questionnaire, the structured interview, and the classroom observation sessions, this chapter will be devoted to the interpretation of these results. The aim of this final chapter is to provide answers to the research questions raised at the beginning of the study. Answering the research questions will serve for the formulation of a number of pedagogical implications for possible applications.

#### **5.1. Discussion and Interpretation of the results**

The present study is an exploratory research project investigating translanguaging practices among 1<sup>st</sup> year EFL learners and their teachers' attitudes towards them. It involved 251 1<sup>st</sup> year students and 13 teachers in the department of English at University of Algiers 2.

The sample of students was composed of more females than males as displayed in Table 2 (p.125). These participants were mainly aged between 17 and 20 years old while only 3.2% were under 17 and 9.2% were over 20 years old (Table 3, p.126). These informants are multilingual individuals who mostly speak three or more languages (Table 4, p.127) and who have been studying English for over 10 years for the majority (Table 5, p.129). In short, these participants form a heterogeneous sample in terms of gender and age. Their linguistic profile is quite rich and the period they have been studying English is relatively long. This implies that the answers they advanced may provide a relatively complete account of the phenomenon

under investigation and that they could give a glimpse of the linguistic practices of the larger population involved in this study.

Thirteen teachers also participated in the research. Almost all of them were women (Table 17, p.153) and their teaching experiences ranged between 1 and 15+ years (Table 18, p.154). These teachers taught different courses including content modules, skills modules, or both. In this regard, it can be claimed that their contribution to the research is of great value as they represent a mixture of less experienced, relatively experienced and highly experienced teachers who are in charge of different types of courses.

In a nutshell, the heterogeneity of the sample can be said to represent an advantage to the study. More particularly, the linguistic diversity of the learners and the varying teaching experiences of the teachers are very likely to help in grasping a wide image of translanguaging practices and attitudes in our context.

### **5.1.1. Translanguaging Practices among EFL Learners**

The present study aimed at providing an overview of Algerian EFL students' translanguaging practices and their teachers' attitudes towards them at university level. The primary assumptions on which this study stands are that despite their relatively advanced level, students tend to make use of their full linguistic repertoires in the classroom for a variety of reasons. However, although these practices may seem to be naturally happening, teachers have mixed feelings about them.

#### **5.1.1.1. Occurrence of Translanguaging Practices**

The initial part of the research hoped to unveil the extent to which is translanguaging a common practice among these students by looking into how, where, and when it is used. A first question addressing this aspect was formulated as follows:

## **1. Is translinguaging a common practice among EFL students in the Department of English?**

Results obtained from the three data collection tools come into play to answer this question. In fact, the data gathered by means of the questionnaire directed to the students and displayed in Table 6 (p. 133) clearly show that translinguaging is omnipresent in the classroom. With 90.4% of the participants claiming that they make use of languages other than English while in class, it can be safe to say that it is a common practice among students.

Results presented in Table 20 and Table 21 (p.158) representing the occurrence and frequency of translinguaging as reported by teachers also show that students either sometimes (61.5%) or always (30.8%) rely on LOTEs during lessons.

During all the classroom observation sessions too, translinguaging was witnessed to be employed on more than an occasion by students. All 16 observation episodes conclude that students frequently call upon their full linguistic repertoire to make sense of input they are exposed to.

Drawing from the results yielded by the combination of the three data collection instruments, it can be inferred that translinguaging is rather a recurrent practice in 1<sup>st</sup> year classes. Students tend to rely on all the languages they know and speak during classes of different courses despite being instructed in English and majoring in the language.

If this has to indicate anything, it shows that translinguaging has neither age nor level boundaries. This comes to defy the commonly held assumption that translinguaging is only practiced by young and beginner learners. It has long been thought that language learners only need translinguaging as a temporary compensatory strategy to remedy their lack

of proficiency in the target language and that this practice tends to disappear the more their level advances. Nevertheless, the outcomes of this study join other research projects such as (Heugh, Li, and Song, 2017; Caruso, 2018; Rafi, 2021, etc.) demonstrating that even at university level, translanguaging is used among learners who have been studying English for more than 10 years for the majority (Table 5, p.129). Teachers also seem to agree with the fact that not only students with a low proficiency use LOTEs as shown in Table 24 (p.163), and that being a good student does not necessarily imply using English exclusively.

#### **5.1.1.2. Languages Constituting Translanguaging Practices**

The multilingual practices of the sample were characterized by the extensive use of the Algerian Dialect and French. Modern Standard Arabic, Berber, or other languages were hardly ever observed to be employed. These classroom observations comply with students and teachers' responses regarding the languages spoken in the classroom. In this vein, it can be concluded that translanguaging is a common practice among 1<sup>st</sup> year students whereby they mainly employ AD and French in the classroom.

Considering the fact that the most widespread L1 in Algeria is AD, it can be argued that translanguaging practices among those students are mostly held in their mother tongue. Results obtained by research around the world have demonstrated both the presence and the role of the L1 in language and content learning (Saricoban, 2010; Samadi, 2011; Meziani and Mahieddine, 2019; etc.).

The use of the mother tongue in this case may be justified by the learners' proximity to their own language. This latter can also be considered as a way for them to proclaim their identities. Despite majoring in English, students at this level still show a need to rely on the language they feel most

comfortable with in order to make sense of classroom material. As for French, it has been noticed to be used to understand cognates or to recognize false friends. Its employment in the second place may be due to the fact that it is the second official language of the country which implies that learners are highly familiar with it since they start studying it at an early age. Contrarily, Berber was only observed to be used by few pairs of students scattered in different classes. This may be because in our context of study, only a small number of students speak the language. In other words, had the research been conducted in another place, Berber would have been observed to be used at a higher frequency.

All in all, learners' L1 as well as subsequent languages seem to find their way into the English classroom even when they are not welcome. Therefore, exploiting these linguistic resources rather than trying to smother them is of paramount importance since they represent a fund which learners can use to achieve better results.

### **5.1.1.3. Patterns of the Occurrence of Translanguaging Practices**

This research was also interested in exploring the mechanisms and patterns in which translanguaging operates among students. For this, a sub-question to the first RQ was formulated as follows:

#### **1.1. In what ways is translanguaging used by EFL students in the Department of English?**

To answer this question, data collected by means of the three research instruments come into play:

### ➤ **Translation**

According to students' responses displayed in Table 10 (p, 139), there exist a number of ways in which translanguaging functions in the classroom, the first of which is through translation. In fact, most informants reported translating difficult words, concepts, or expressions to peers when these latter fail to understand them in English. Translation might seem to clash with translanguaging as it preserves the boundaries between named languages, but it is actually a tool used by translanguaging since learners are using their whole linguistic repertoire (Garcia, 2009). By doing so, nodes are connecting in their brains in a dynamic way each time they proceed to translate from one language to the other (Garcia and Wei, 2014). This was also noticed during the observation sessions where learners seemed to automatically translate words to peers when these latter showed comprehension issues. In some classes, it was the teacher who initiated the translation process by asking a more competent student to provide the equivalent of words in either AD or French.

### ➤ **Use of LOTEs**

The participants further mentioned explaining in a LOTE as a second way of exploiting their multilingualism in the classroom. This was also witnessed during the observation episodes where AD and French were broadly used by students whenever a peer demonstrated lack of comprehension.

The use of LOTEs in this case fulfilled the task of reducing ambiguity allowing students to complete assignments. The explanations ranged from easy to complex and from brief to more extended ones. In other words, peers clarified words and simple concepts, instruction and task requirements, or whole passages from handouts and learning materials.

Explaining in a LOTE seems to create shortcuts for learners to make it through their assignments. It is in fact quicker and less demanding to understand information when this latter is provided in a different language than that of the original stance.

### ➤ **Reformulation**

According to the informants, a third way of exploiting their linguistic repertoires in the classroom is through the reformulation of linguistic input in English. Their answers comply with the results of some of the observation sessions where notes were taken of students mainly rephrasing instruction to peers who either were not paying attention or did not understand it when given by the teacher.

Reformulation here steps up to provide clearer information than that provided by the teacher by using simpler words and shorter directives. As simple as reformulation might seem, it plays an important role in various intellectual activities. Reformulating implies remodeling an information or an assignment in a clearer way with the aim of rendering the task at hand more comprehensible. In our context, reformulation allowed students to play the roles of facilitators to help peers engage in problem-solving activities more easily.

### ➤ **Illustrations and Body Language**

Two additional manners in which translanguaging works provided by the participants and observed in different classes include the use of real-life examples as well as facial expressions and body gestures to transmit a message. Indeed, this aspect of translanguaging was notably remarked during Listening and Speaking classes and more particularly while students performed presentations or roleplays. This comes to join arguments

advanced by Vogel and Garcia (2017), and Garcia, Menken, Velasco, and Vogel (2018) noting that translanguaging practices are not only concerned with languaging; rather, they encompass all the semiotic means with which learners make sense of their multilingual worlds. This implies that translanguaging is an inclusive practice whereby learners take a grip of any cue at their disposal to enhance understanding.

#### **5.1.1.4. Reasons for Translanguaging**

The second sub-question related to RQ1 sought to investigate the reasons for translanguaging to be part of the classroom. It was formulated as follows:

##### **1.2. In which situations do EFL students resort to translanguaging in the Department of English?**

To provide insight into this matter, results from the questionnaire, the interview, and the classroom observation sessions fuse.

Data displayed in Table 9 (p. 136) summarizing students' reasons for using translanguaging show that the practice is associated with a variety of tasks. The most practical utilizations relate to three main aspects; comprehension and interaction.

##### **➤ Comprehension**

The most prevailing reason for which translanguaging occurred is comprehension. As a matter of fact, the understanding of difficult words and new concepts, the clarification of ambiguity to peers, and the solving of classroom assignments are common purposes for the practices to occur.

Comprehension here involves expression, interpretation, and negotiation of meaning. Students draw on their linguistic resources in hope of gaining

a deeper and fuller understanding of the subject matter to eventually complete tasks. Teachers provided similar results as displayed in Table 23 (p.161). It is apparent that this particular use falls in with the first conceptualizations of translanguaging put forward by Baker (2001), Williams (2002), Garcia (2009), Creese and Blackledge (2010), Lewis, Jones, and Baker (2012), etc. where the practice is considered a means for knowledge gaining and supplementation, as well as increasing comprehension. These results also align with Caruso (2018), Rafi (2021) who conducted research at a similar university level and concluded that translanguaging serves to deepen understanding and increase knowledge through the expansion of linguistic practices.

#### ➤ **Interaction**

The comprehension motive which is predominant is followed by peer-to-peer and students-teacher interaction. The affirmation advanced by the teachers and the students in this regard align with patterns recorded during all classroom observation episodes.

The interactional aspect of translanguaging in our context was characterized by the use of AD and French especially when occurring between students. By doing so, learners work on creating a positive classroom atmosphere where they could embrace their linguistic diversity. This translanguaging space helps alleviate anxiety and any possible ambiguity since it establishes a linguistic comfort zone for learners. This walks in the same direction of translanguaging theory which finds its roots in the sociocultural dimension of learning. It is also in harmony with research outcomes conducted in various parts of the world (Harbord, 1992; Aurbach, 1993; Tarone and Swain, 1995; Swain and Lapkin, 2000; Scott and La Fuente, 2008; Samadi, 2011; Crumps, 2013; etc.) All in all, it

appears that the use of translanguaging during peer-to-peer interplay results in a more fruitful interaction, thus, a better classroom experience.

During student-teacher interaction, translanguaging fulfils rather a different task. By engaging in multilingual practices, students seem to look for a space where they feel understood despite their difficulties expressing themselves in English. Translanguaging in this situation operates as a support mechanism for self-expression and the maximization of intelligibility.

#### ➤ **Familiarity**

A further reason for the employment of translanguaging reported by students, teachers, and recurrently observed has to do with habit.

Since translanguaging is the norm in multilingual communities, and by extension, multilingual classes; students are used to operating accordingly. Similar to daily life, it is seemingly impossible to dissociate the multiple languages that form the linguistic repertoires of these multilingual students. These learners' identities as multilinguals cannot be detached from their identities as students despite the common monolingual expectations that burden them. In this vein, translanguaging seems to be an integral part of the classroom whereby separatist language policies are challenged. The genuineness of the practices in this context transcends classroom restrictions and goes beyond monolingual ideologies.

#### **5.1.1.5. Courses with more Translanguaging Practices**

The third sub-research question of RQ1 hoped to uncover whether the frequency of occurrence of translanguaging varied according to the subject matter of the course. In other words, it sought to explore whether LOTEs are more needed in content courses or rather during skills classes. The sub-question was put as follows:

### **1.3. Which courses are more likely to be associated with translanguaging among EFL students in the Department of English?**

According to results described in Table 11 (p.141) , the courses in which translanguaging is most prevalent are classes of Anglophone Cultures, Anglophone Literature, and Linguistics. These represent content courses whereby English is a means rather than an end. In other words, these classes integrate content and language learning which may explain why they demand multilinguistic efforts on the part of the learners to make sense of the input.

Observations reported in Tables 28, 29, 30, and 31 (pp.177, 181, 184, 187) also comply with the above-mentioned results and provide more insight into the patterns of interaction where translanguaging is employed. In fact, student-student interaction during content courses was massively marked by the employment of LOTEs for the previously mentioned reasons. There were also individual manifestations of translanguaging and fewer observations during teacher-learner interaction.

On the other hand, during skill courses including Listening and Speaking, Reading and Writing, Grammar, and Study Skills, translanguaging was less noticed. Results displayed in Tables 32, 33, 34 and 35 (pp. 191, 194, 197, 199) demonstrate that the practice was less recurrent despite following the same pattern as during content courses. Differently put, inter-learner interaction solicited most occurrences, followed by intra-learner use, and teacher-learner interplay. The reasons for translanguaging to take place were also similar, ranging from the co-construction of knowledge, the promotion of comprehension, as well as task solving.

Drawing from these results, it appears that the nature of the course has a role in determining both the quantity and the quality of translanguaging practices. Factually, the relative complexity of content courses where concepts are new to students imposes the need for these latter to look for all the resources at hand to make sense of new information. This joins claims advanced by Van Der Walt, Mabule, and De Beer (2001) and Praxton (2009) on the role of translanguaging, mostly through L1, in the comprehension of complex terminology and advanced vocabulary.

Skill courses, on the other hand, seem to be less demanding since students engage in the expansion of their linguistic competence rather than the development of new, unfamiliar knowledge. In this vein, awareness of these disparities would lead to the formulation of appropriate recommendations for the adequate exploitation of the practice.

If a translanguaging approach is to be implemented, and if a compromise must be done, it is more beneficial to apply it during the courses which elicit the use of the full linguistic resources of the learners. This would allow learners to take higher advantage of the practice by increasing comprehension and promoting learning. Nonetheless, this does not exclude the approach from being implemented in skill classes, but rather suggests different methods and rates for its execution.

### **5.1.2. Teachers' Attitudes Towards Translanguaging**

In its second part, the present research endeavored to unveil the attitudes of the teachers regarding the multilingual practices of their learners. For the sake, a second research question was articulated as follows:

#### **2. What attitudes do teachers in the Department of English hold towards translanguaging in the classroom?**

The joint data gathered by means of all three research instruments collide to provide an answer to this question.

To begin with, results flaunted in Table 14 (p.146) reporting students' claims about their teachers' attitudes towards the use of translanguaging demonstrate that the practice is generally frowned upon. Students reported being either not allowed, prohibited, or not encouraged to use their linguistic resources in the classroom. These data join those presented in Table 25 (p.168) where teachers mostly confessed never allowing nor encouraging the practice, but rather always prohibiting it. Classroom observations also confirm these results as it has been noted that very few teachers used LOTEs and fewer encouraged or permitted it to happen. These results seem to go along with research by Garcia and Wei (2014), Duarte (2016), Goodman (2017), Carroll and Van den Hoven (2017), Meziani and Mahieddine (2019), etc. where teachers were found to hold negative feelings towards the practice. Nonetheless, these attitudes can be said to be paradoxical because teachers do acknowledge the positive role that translanguaging plays in the development of their learners' proficiency.

When asked about their opinions regarding the use of translanguaging by their students, the teachers confessed that translanguaging is beneficial for the co-construction of knowledge, the promotion of input comprehension, and task completion. They also maintained that not only low-proficiency students used LOTEs and that these latter permitted higher participation in class. Clearly, teachers are aware of the benefits of translanguaging but are constrained to hold negative attitudes towards it for a variety of reasons. Perhaps the most prevalent one is their language ideology that consists of denigrating the mother tongue due to historical and political reasons. This conclusion was confirmed by more than one informant who implied that allowing L1 to mix with other languages would result in a negative transfer

since AD is not academic according to them. This goes along with claims advanced by Benrabah (2007) and Belmihoub (2012) explaining that AD is considered impure compared to MSA, for instance. This is said to be a direct result of the Arabization policy which worked on favoring MSA over the local dialect. In short, teachers' linguistic cringe towards their own mother tongue is clearly reflected in their ideologies, and therefore, their pedagogical choices in class. These negative attitudes extend to encompass all the languages which constitute the linguistic repertoires of their learners as they are thought to interfere with students' achievement.

The second reason at the origin of teachers' negative attitudes seem to be social and administrative constraints imposed on them. In fact, EFL teachers are expected to have a native-like proficiency in the language and that any divergence from the target language is a sign of a lack of proficiency. Teachers are pressured to language in a certain way by their students who see in them a linguistic figure to follow, and who even deem their multilingual practices as being anti-pedagogical (as shown in Table 16, p.149). The notion of pedagogical validity seems to be embedded in the minds of teacher as well since the majority confessed that LOTEs have no pedagogical value in an EFL class. This demonstrates how teachers are engaging in a linguistic self-denial where their own multilingual identity is disregarded.

The negative attitudes held by teachers can also be explained by the demands of the specific context of the study. Differently put, teachers view translanguaging as a deficient practice because their learners are at university and majoring in English. According to them, this alleged advanced level should be reflected in learners' linguistic practices especially when it comes to student-teacher interaction. This justifies why the majority prohibited or never allowed nor encouraged multilingualism

in class. Nevertheless, this clashes with the essence of translanguaging which is not a mere compensatory, transitional strategy which beginner learners employ to remedy a lack of knowledge in the target language, but rather a natural way of using language in multilingual communities.

Considering the dynamic nature of language and its teaching, it is necessary that teachers stay updated about the latest trends and research in language teaching. This would help them refine their attitudes towards certain issues such as multilingualism, as well as allow them to get the best out of their instruction.

Holding negative attitudes towards practices that impose themselves in the classroom seems to be nothing but a constraint to the instructional process. By refusing to face the realities of their multilingual classes, teachers may lose their role of facilitators and could become obstacles to the well development of teaching and learning. It is therefore crucial that they open their minds to options which initially clash with beliefs which seem to be fossilized in their brains and are reflected in their teaching.

### **5.1.3. Exploiting Translanguaging**

In its first part, the present research sought to explore 1<sup>st</sup> years students' translanguaging practices and their teachers' attitudes towards them in the department of English, University of Algiers 2. In addition to that, the study was interested in the practical application of a translanguaging pedagogy by investigating the possible benefits of such a practice in our context of study. For this reason, a third RQ was worded as follows:

### **3. To what extent can translanguaging be advantageous for learning among EFL students?**

The answer to this question relies on data collected by the three research instruments. As far as students are concerned, the majority believes that translanguaging is a useful practice as shown in Table 12 (p.143). They back up this position by explaining that, in addition to being practical and facilitating interaction, using their full linguistic repertoire allows them to understand better, express their ideas more freely, expand their vocabulary, and practice the languages that form their multilingual competence. Nonetheless, despite this apparent usefulness, more students than not viewed translanguaging initiated by their teachers as being negative. They explained that this represents a missed opportunity to practice English and that it consequently hinders their linguistic development. They also declared that the practice is anti-pedagogical, that it creates linguistic confusion or even English language attrition.

Teachers, in turn, demonstrated a relative readiness to take advantage of translanguaging in their classrooms. They spoke of a limited and guided translanguaging whereby the practice would be welcome in specific situations such as during group work, and for precise purposes like the comprehension of key words and idioms. Translanguaging was found potentially beneficial by some for creating an anxiety-free space where learners would operate comfortably.

During classroom observation sessions, it has been noted that learners called upon their linguistic repertoires whenever they felt the need to. Translanguaging seemed to occur naturally, but was not observed to be excessively used for unnecessary reasons. Instead, LOTE had utilizations which all seemed to lead to a better classroom experience. This ostensibly demonstrates that students already have a certain degree of multilingual maturity which allows them to self-regulate their linguistic practices. This

is a clear advantage since they are aware of the benefits of using their integral linguistic repertoires to make sense of the classroom microsystem.

Drawing from this, translanguaging can be said to impose itself in the classroom since it is naturally occurring. Therefore, its exploitation rather than rejection would be in favor of the well-functioning of the class. Furthermore, students can be made more aware of its existence and benefits through guided procedures where the practice would be framed and contained.

In this regard, teachers propose a series of ways in which translanguaging can be leveraged and which are summarized in the following points:

- Allow translanguaging at lower levels then gradually restrict it as learners become more proficient.
- Set limits in a way that students learn how to self-regulate their multilingual practices.
- Use translanguaging to promote the comprehension of complex concepts and idioms.
- Use translanguaging to explain universal language features and make connections between languages.
- Encourage the reading of multilingual materials.
- Use translanguaging to create a positive classroom atmosphere.
- Do not allow excessive translanguaging use for interactional purposes.

In synthesis, the data discussed above brings valuable insight into the understanding of the phenomenon under investigation and allows to answer the RQs.

In short, translanguaging can be said to be a common practice among 1<sup>st</sup> year EFL learners in the Department of English at the University of Algiers 2. Although these learners have been familiar with English for a long period, they still make use of their full linguistic repertoire to make sense of classroom input.

The practice is characterized by the extensive use of the Algerian Dialect followed by French. This demonstrates that despite the restrictions, the mother tongue of the learners finds its way into the classroom to fulfill multiple tasks.

The learners mostly call upon their multilingual linguistic resources to jointly construct knowledge, increase comprehension, and complete assignments. They also employ translanguaging for interactional purposes among each other and with their teachers.

These practices seemingly occur at a higher frequency during content courses as compared to skill classes due to the relative complexity of the former. In this vein, it may be claimed that translanguaging can be beneficial for the learning process provided that it is properly exploited.

Similar to other parts of the world, teachers in the Algerian university context tend to hold ambivalent attitudes towards translanguaging. While they do acknowledge its usefulness and potential benefits, teachers reject the use or acceptance of languages other than the language of instruction in their classrooms. This contradiction would better be resolved for the many advantages that could be engendered by permitting learners to be themselves linguistically speaking. Guidance, limits, specific uses, and awareness raising towards translanguaging should all be taken into consideration to extract the best out of it.

## **5.2. Pedagogical Implications**

This research which sought to bring insight into the translanguaging practices of adult EFL learners at the level of university also endeavored to catch the attitudes of teachers towards this practice.

As far as the first part of the study is concerned, the outcomes of the research are that translanguaging has a significant place in the classroom despite the advanced level of the learners and their familiarity with the language of instruction. In this regard, recommendations for practical applications of an eventual translanguaging pedagogy can be put forward:

### **5.2.1. Awareness Raising**

Since translanguaging was found to be a common practice among learners in the classroom, it is necessary that it becomes strategically exploited. For this, learners should be made well aware of its existence and its benefits. It is true that learners actively use translanguaging, but its use seems to be unconscious and therefore lacks structure.

By raising students' awareness, the practice would be more organized and would become more advantageous. Nevertheless, it is highly important that before seeking to acquaint the learners with translanguaging awareness, teachers get themselves familiar with it. This familiarity includes not only knowing its benefits, but also being able to extract the best out of it by guiding the process in their classes.

To achieve this endeavor, teachers are invited to constantly read about the advances in multilingual education. This would keep them updated about the latest trends in multilingual pedagogy, among which is translanguaging. Reading about the topic would also help debunk long held beliefs about multilingualism being a constraint to learning rather than a real benefit. These language ideologies which affect methodological

choices in the classroom need to be reviewed and refreshed to fit the demands of today's multilingual classrooms. Only then, translanguaging would have a place in the pedagogical landscape of the class.

### **5.2.2. Teacher Trainings**

Another way for promoting the practice and giving it visibility is through teacher trainings. In fact, it is recommended that teachers engage in a process of learning by taking part in workshops led by experts in multilingual education. These workshops would help introduce the fundamentals of both language and content teaching and learning in multilingual settings. They would also acquaint teachers with the principles of multilingual course and material design which are paramount in structuring translanguaging pedagogy. Teacher trainings would allow instructors to devise multilingual activities and adapt their teaching.

In a nutshell, such trainings would make teachers become familiar with teaching methods and assessment procedures which are in alignment with the multilingual nature of their classes.

### **5.2.3. Providing Guidance**

Translanguaging practices were found to take three main forms: translation, reformulation, and explanation in LOTEs. In this vein, it is advised that teachers allow linguistic diversity through guided instruction. In other words, the practice should not be left random but can be limited to certain aspects of specific lessons.

The specific aspect of translation, for instance, can also be promoted through the use of multilingual glossaries and multilingual pictured dictionaries. Further, after receiving instruction in English, students can be encouraged to process the information in a LOTE then answer in English.

This would help them organize their thoughts in a clearer way to voice them in the language of instruction afterwards.

The use of translanguaging was also found to flow towards two main axes, the first of which is comprehension. For this, the practice should be promoted when new vocabulary or concepts are introduced. For this, the use of all the available semiotic resources including pictures, gestures, etc. is advised.

Translanguaging can also be guided with specific language aspects such as idioms (see sample task below). Peer and group work may represent an opportunity to direct the practice by encouraging learners to discuss in LOTEs. An example of such a procedure is the Think-Pair-Share protocol whereby learners collaborate to come up with a synthesis of required information or task. Following a translanguaging approach, learners should be allowed to hold the Think-Pair phase in LOTEs. When it comes to sharing the information, this latter would be accepted only in English. This would help students jointly construct their answers in a faster and more efficient way.

The second aspect as to why translanguaging is used being interaction, teachers can also find a way to exploit the practice for their and their learners' benefit.

In fact, teachers may choose to maintain a firm position regarding the necessity of teacher-learner interaction to be held in English, but it is advised that they avoid punishing learners for interacting with each other in a LOTE. By doing so, learners would not have the feeling of being held under a restrictive atmosphere and would therefore not experience "linguistic asphyxia" (Miliani, 2001, p. 16) in what is supposed to be a tolerant space for learning. This would particularly be relevant in classes

where teachers hold highly negative attitudes towards other languages being used in class and who consequently tend to punish learners for using them. This punishment generally takes the form of verbal reproaches, subtraction of grades, or even physical abuse in its extreme form.

#### **5.2.4. A Multilingual Preview-View-Review Method**

A general strategy to exploit translanguaging in the classroom is to adopt the Preview-View-Review method as follows:

- **Preview:** Students start by brainstorming what they already know about the topic using their full linguistic repertoire. This allows them to draw parallels between their pre-existing schemata and new information. The teacher can choose to elicit multilingual answers and write them down on the whiteboard.
- **View:** During this phase, the lesson is presented in English. Learners ask questions and the teacher provides clarification about the topic under discussion.
- **Review:** After viewing the new topic, learners proceed to write down what they learned either in a LOTE or in English. They can later be asked to provide their recapitulations orally, in English, for peers to benefit from each other.

With a similar pattern, content can be discussed, negotiated, or reflected upon in any language then presented in English. Students may also be encouraged to brainstorm in LOTEs then to write in English. This would engage them in higher order thinking skills since they would have access to higher cognitive abilities through their full linguistic repository. It would also help them gain content knowledge by using their linguistic resources as a vehicle to understand input in the target language as well as to scaffold their literacy skills in English by making connections with other languages they use.

### **5.2.5. Using Multilingual Materials**

Other guidelines for promoting translanguaging in class include using relevant materials that are presented in multiple languages and which share linguistic identities and experiences. Such multilingual texts can be used as a supplement to clarify complex texts in English.

Similarly, multilingual audiobooks can be recommended to support content learning. This does not only help learners stay connected to learning outside the classroom, but also makes them use technology for educational purposes. They should be given the freedom to choose their readings provided that these latter are relevant, engaging, and culturally rich.

The use of multilingual materials will allow students to have access to information from multiple perspectives. In other words, reading in different languages can allow learners to gain a more thorough insight into certain topics. Moreover, such teaching aids tend to enhance criticality as an outcome of comparing and contrasting the different elements that constitute them.

### **5.2.6. Lessons and Tasks for Translanguaging Use**

One of the outcomes of this study is the existence of disparities when it comes to the subject in which translanguaging is more likely to be called upon.

Content courses were found to elicit more translanguaging practices than skills modules. Nonetheless, this does not imply that the practices must be ignored during these classes, but rather more attention should be attributed to courses which need more linguistic processing on the part of the learners. In this regard, lessons can be designed in a way that would promote guided translanguaging.

It is important to mention that the syllabus of 1<sup>st</sup> year Licence at the department of English targets the development of the four language skills as well as the acquisition of general knowledge of English literature and linguistics among others.

The following are sample tasks or parts of lessons from different courses in which translanguaging can be leveraged in our context:

#### **5.2.6.1. Listening and Speaking Sample Lessons**

Idioms represent a component with which learners must be acquainted in order to pragmatically use the language. Nonetheless, the nature of idioms often makes them difficult to grasp because they tend to have cultural connotations with which learners of EAL are not necessarily familiar. Therefore, it is important that the teacher figures appropriate ways to present this specific language point.

To teach English idioms or idiomatic expressions, the teacher can use a multitude of resources and materials. One of these consist of audios comprising songs where idioms are presented.

The song “Freedom Child” (Barry & O’Donoghue, 2017) by the Irish band “The Script” can be an appropriate choice since it contains a number of English idioms.

## Figure 26

*Song: Freedom Child by The Script*

### ***FREEDOM CHILD by THE SCRIPT***

Find a dream, make it real

**Speak your heart**, do what you feel

**Say your piece**, free your mind

Seek the truth, go rise and shine

Break the rules, **test your faith**

Trust your soul, and **lead the way**

Lose yourself, yeah just go wild

Don't let them take your freedom, child

Don't let them take, take, take your freedom,  
child

Don't show them hate, hate, hate will feed  
them, child

Don't let them take, take, take your freedom,  
child

Just show them love, love, love will free  
them

Only love, love, love will free them

Only love, love can defeat them

**Hold your ground**, make your name

Love your life, just feel no shame

**Earn your stripes**, do your bit

**Try your luck**, just know your shit

Face your fears with a smile

Don't let them take your freedom, child

Don't let them take, take, take your freedom,

child

Don't show them hate, hate, hate will feed  
them, child

Don't let them take, take, take your freedom,  
child

Just show them love, love, love will free  
them

Only love, love, love will free them

Only love, love can defeat them

Kids, kids, they won't **stand a chance**.

If we don't, don't **take a stance**.

Kids, kids, they won't **stand a chance**

If we don't, don't **take a stance**.

Put a flower on the top of a gun

Put confetti in an atomic bomb, yeah

It's time to change now, we've seen enough

Instead of war, we're declaring love, yeah

Put a flower on the top of a gun

Put confetti in an atomic bomb, yeah

It's time to change now, we've seen enough

Instead of war, we're declaring love, yeah

Freedom child

Only love, love, love will free them

Only love, love can defeat them

The task would consist of a fill in the gaps activity where learners would have to listen and complete the missing idiomatic expressions. After two listening episodes, learners would be asked to guess the meaning of the idioms from the context then to find equivalents in their mother tongue or any other language (AD and FR would be most suitable in our context for their noticeable high frequency of occurrence.)

This approach would help learners visualize the idioms better and understand them clearly as they would project them on their own language, and therefore; culture. For a deeper comprehension, the topic can be arranged in the form of a task-based lesson as follows:

**Table 36**

*Listening and Speaking Sample Lesson 1*

<b>Phase</b>	<b>Process</b>	<b>Objectives</b>
<b>Pre task</b>	-Brainstorming: Learners answer general questions like what is an idiom? In which context are idioms used? How are idioms called in AA? Fr? Do you know any common idioms?	-To introduce the topic. -To call upon learners' multilingual schematic knowledge to make connections for understanding the topic.
<b>Task</b>	-Learners listen to the song "Freedom Child" by "The Script" -They fill in the gaps then are asked to guess the meaning of the idioms they highlighted.	-To enhance learners' skill of listening for specific information. -To introduce learners to English idioms, their

<p>-Explanations are provided and learners are required to find equivalents of the idioms in AD or Fr, if any.</p> <p>-More idioms are introduced/elicited, and discussed.</p>	<p>meanings, and their contexts of use.</p> <p>-To demonstrate to learners the influence of culture and contextual factors on idiomatic expressions.</p> <p>-To highlight the existence of idioms in different languages and the differences between them.</p>
<p><b>Post task</b></p> <p>-Learners engage in a follow-up speaking activity consisting of a role play in English.</p> <p>-Learners are given a situation where they must make a dialogue using as many idioms as possible.</p> <p>-Learners are given the choice to discuss the task in a LOTE, to look for equivalents of Arabic or French idioms in English.</p> <p>-Learners perform the roleplay in English.</p>	<p>-To practice the newly acquired knowledge.</p> <p>-To learn more idioms from one another.</p> <p>-To promote peer work and the co-completion of tasks.</p> <p>-To practice speaking.</p>

A further way of integrating guided translanguaging into a Listening and Speaking class is through the use of visual stimuli where multilingual

captions or descriptions are present. These stimuli can take the form of videos, still pictures, memes, etc.

Using visuals has the capacity of triggering learners' background knowledge as well as their interest. This represents a further translanguaging opportunity since learners would make use of multiple semiotic resources, besides language, to make sense of the lesson.

To teach debating skills, for instance, a lesson can be delivered as follows:

**Table 37**

*Listening and Speaking Sample Lesson 2*

<b>Phase</b>	<b>Process</b>	<b>Objectives</b>
<b>Pre task</b>	<ul style="list-style-type: none"> <li>-Students are asked if they have ever taken part in a debate.</li> <li>-Students are asked to highlight some problems they faced while debating.</li> </ul>	<ul style="list-style-type: none"> <li>-To warm-up the learners and introduce the topic.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>-Students are shown short videos of groups of people debating about different topics. In each video, the speakers use either AD, Fr, or English, exclusively, or a mixture of the three languages.</li> <li>-Learners are asked to analyze the behaviors of the participants in terms of turn taking, arguments provided, body language, etc.</li> <li>-The similarities and the differences in each video are highlighted.</li> </ul>	<ul style="list-style-type: none"> <li>-To showcase the common principles which govern debating as well as the variations across languages.</li> <li>-To demonstrate the usefulness of translanguaging while debating in multilingual contexts.</li> </ul>

	-The principles of debating are introduced and discussed.	-To inculcate the skill of debating to learners.
<b>Post task</b>	<p>-Learners are presented with a series of pictures/memes with multilingual captions related to a specific topic.</p> <p>-To spark learners' interest, the chosen pictures/memes are funny ones.</p> <p>-In groups, learners are given time to arrange their thoughts and arguments about the topic.</p> <p>-Learners engage in the debate in English, taking into consideration the skills they have just acquired.</p>	<p>-To urge learners to practice the newly acquired debating skills.</p> <p>-To promote group work.</p> <p>-To encourage learners to think in an integrated linguistic system rather than monolingually.</p> <p>-To help learners formulate multilingual arguments then to voice them in English.</p>

#### 5.2.6.2. Reading and Writing Sample Lessons

To teach Reading and Writing using a translanguaging approach, many activities can be put into place. Research recommends using multilingual reading texts as a source of input which learners read and discuss in pairs or groups in LOTEs, then summarize or present in English.

When tackling the topic of Summarizing vs Paraphrasing, for instance, the teacher may proceed as follows:

**Table 36***Reading and Writing Sample Lesson*

<b>Phase</b>	<b>Process</b>	<b>Objectives</b>
<b>Pre task</b>	<p>-Brainstorming: the teacher writes “Summarizing and Paraphrasing” on the board and requires students to share anything they know about the two words in any language. (Students are likely to answer in Arabic التلخيص و التقليل)</p> <p>-The teacher records the answers on the board but does not confirm their guesses yet. (as the lesson advances, the learners will understand the notions in Arabic are different from those in English)</p>	<p>-To engage learners in a process of knowledge transfer to activate their schemata. This would facilitate the creation of connections in their brains which would result in a faster and a fuller understanding.</p>
<b>Task</b>	<p>-Learners are given interesting quotes, their paraphrases, and their summaries.</p> <p>-One quote is in English, another in MSA, and a third in AD. So are their paraphrases and summaries.</p>	<p>-To encourage learners to process information in many languages in one setting.</p>

<p>-The students are urged to read the paraphrase of each quote and extract the characteristics of a paraphrase.</p> <p>-The same procedure is done with the summaries.</p> <p>-In pairs or groups, students are required to compare and contrast between the characteristics of summarizing and paraphrasing then come up with their own conclusion in English.</p> <p>-More explanations are provided regarding the inclusion of sources and avoiding plagiarism while summarizing and paraphrasing.</p>	<p>-To actively involve learners in the task.</p> <p>-To promote learner autonomy and cooperative learning.</p> <p>-To raise learners' awareness on the importance of referencing and citing and the consequences of intellectual theft.</p>
<p><b>Post task</b> -Students are given three original passages and two other passages for each. The original passages are in English, Fr, and MSA.</p> <p>-They are required to distinguish the summary from the paraphrase in each set using the principles they have just been introduced to.</p> <p>-For further practice, students are given a quote in English and asked</p>	<p>To spark interest through the use of multilingual materials.</p> <p>To consolidate the newly acquired knowledge.</p>

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to write both a summary and a paraphrase of it.	
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A translanguaging approach can also be applied to Reading lessons. The following example concerns the lesson of the reading strategies **skimming and scanning**.

Learners are generally familiar with the concepts in French since they have been tackled in high school. As part of the practice section, students may be provided with a variety of multilingual excerpts and will be asked to apply one or both strategies. For simplicity purposes, the teacher may opt to start with a text in AD then move to pieces of writing in other languages.

It is preferable to vary the nature of the multilingual materials to demonstrate how the strategies are better applied with non-fiction rather than with fiction. The purpose of such a procedure is to make students more familiar with the strategies and to render their use systematic. In other words, practicing skimming and scanning using a text in AD first would help learners get used to speed reading which would facilitate the transfer of the skill to be applied on English texts. Translanguaging in this case would serve as a mediating and a monitoring tool.

Since translanguaging was mostly found to be common in content courses, it is necessary to devise lessons and activities which would serve its strategic use.

The following are suggestions for possible applications in our context of study:

### 5.2.6.3. Linguistics Sample Lessons

In their first year as English majors, students are introduced to basic notions of linguistics. The syllabus comprises lessons such as the origin of language, the features of human language, the levels as well as the branches of linguistics.

Students often voice their concerns regarding the new concepts being too abstract for them to easily understand. It is therefore important that appropriate means are devised to remedy this issue.

In this context, a translanguaging pedagogy can be appropriate since it would urge learners to grasp the notions by drawing parallels between cognates. The following are ways in which translanguaging can be employed:

- **Lesson: The Origin of Language**

To present this lesson, the teacher may start with a brainstorming activity to elicit learners' schemata about the topic.

Students would be asked to give their guesses about where language comes from supporting their claims with arguments. After that, the teacher would proceed to rely on pictures representing the different theories of the origin of language. For each theory, 2 to 4 pictures are used. These latter should be stucked randomly on the board and learners will be asked to group the pictures according to the theory they represent.

The learners will proceed to gather the pictures representing divinities together (the Divine Source Theory) and the ones illustrating onomatopoeia, interjections, joint efforts, etc. together (the Natural Sound Theory). Below are pictures which can be used for the purpose:

**Figure 27**

*Theories of the Origin of Language Illustrated.*

The Divine Source Theory



The Natural Sound Theory:

1. The Pooh Pooh Hypothesis (Interjections)



2. The Bow Wow Hypothesis (Onomatopoeia)



3. The Yo He Ho Hypothesis (Joint efforts)



4. The La La Hypothesis (The romantic side of life)



The first theory will be explained in light of three religious perspectives: the Quran, the Bible, and the Hindu Tradition. The meaning of the verse “And He taught Adam the names of all things; then He placed them before the angels, and said: “Tell me the names of these if you are truthful.” from Sourat Al Bakara [2: 31] representing the evidence from the Quran will be provided and learners will be asked to give the original, Arabic version of the verse. (31) وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

While explaining onomatopoeia and interjections, learners can be asked to provide equivalents of words like “splash”, “oops”, “ouch” or “boom” in AD and Fr. Answers such as “طع”, “تشبلق”, or “Ai”/ “اح” should be expected. This fun activity will not only spark learners’ interest by creating a positive atmosphere in the classroom, but will also help learners visualize the concepts better and understand them more easily. Moreover, connecting these equivalents in LOTEs would serve to lead to a further debate about the reliability of these theories.

By showing that to each language its differences, students will infer that the origin of language is far more complex than to be reduced to one source or another.

### ➤ **Lesson: Morphology**

Another lesson where translanguaging can be beneficial to enhance understanding is that of Morphology.

In fact, when dealing with the levels of linguistics, students may find the new concepts difficult to grasp. Consequently, explicit instruction loaded with explanations and examples is necessary.

To simplify the notion of *word formation processes*, for instance, the teacher may emphasize on providing multiple English examples for each

process (clipping, compounding, coinage, etc.). Students, in turn, would be required to think of neologisms in their mother tongue, Standard Arabic, or French.

The aim of this method is to gather as many examples in as many languages as possible in hope of elucidating the meaning of the concepts. Linking the latter with multilingual examples is likely to result in a better comprehension.

### ➤ **Lesson: Sociolinguistics**

Similar to the lesson of Morphology, teaching *language variations* within the lesson of sociolinguistics can be made easier for learners by means of multilingual examples.

Students can be brainstormed to provide instances of different dialects and sociolects by comparing speech produced in different regions of the country or by people belonging to distinct social classes within the same region. They can also be shown videos representing variations among different speech communities (dialect of Algiers, dialect of Oran, dialect of Annaba, for instance) and be asked to reflect upon them in pairs or groups.

Initially, this would serve to make students understand sociolinguistic notions. Besides, the fact that these differences are illustrated from their own culture can help them become more aware of and more tolerant towards sociolinguistic disparities.

Further into the lesson, students can be asked to share their own way of using their or a foreign language to explain the notion of an *idiolect*. The examples put forward by learners would be linguistically diverse and highly authentic since they would be personal instances of language use. This makes them useful in clarifying the probable ambiguous concept.

Further translanguaging methods can be applied in the following courses:

#### 5.2.6.4. **Literary Genres**

To teach different literary genres such as poetry, short stories, and novels; using multilingual materials can be adequate.

When dealing with poetry, for instance, learners' multilingual schematic knowledge of the different concepts related to poetry can be useful in understanding the notions in English. Concepts like the verse, the stanza, alliteration, rhyme, etc. are ones with which learners are familiar in Arabic. This familiarity can be exploited in favor of their comprehension in English.

The characteristics of the short story can also be taught using multilingual samples which learners would compare and contrast in terms of structure and organization. Using sources in different languages would help learners activate their background knowledge and make the necessary connections in English. This, once again, would speed up the learning process rather than slow it down.

First year students generally complain about the linguistic complexity found in the novels they are assigned to read. This can be remedied by giving them a list of multilingual novels from which they can choose.

The reading list should contain novels which are similar in terms of structure and which would serve the objectives of the course. In our context, since AD was found to be the most prevalent translanguaging choice among learners, consequently, the following novels can be suggested:

- “دبي خير لك... حكاية جزائري في الإمارات” (2017) by Moussa Meddagh
- “فحلة” (2021) by Rabeh Sebaa

The particularity of both novels is their relative shortness and interesting stories told in AD and which are relevant to our Algerian context. These

materials can be used as a supplement to the conventional reading materials used in class or may be read alternately to avoid boredom.

#### **5.2.6.5. Anglophone Cultures**

Notions related to civilization are not always easy to decode. Consequently, looking for appropriate methods and materials to present them to learners is required.

To introduce civilization-related places and people such as *Babylonia*, *Mesopotamia*, or the *Sumerians*, the following Facebook posts can be used.

The posts are shared in a cultural page named “Taleed” (2020) and are written in AD. This fact makes them more accessible and more understandable.

These short texts can be used as an introduction to the lesson whereby information is initially provided in AD then explained and discussed in English. Once more, these short reading passages are better used in addition to original texts in English as they would serve to clarify them:

## Figure 28

*Excerpt about Babylonia in AD*

### حضارة بابل

أعداء الحضارة مملكة آشور سومر العيلاميين(الفرس)

المملكة لي قامت في بغداد.العراق ،بالتحديد بين نهر دجلة والفرات، مر عليها ملوك لي أسماءهم بدأت  
فالتاريخ "حمورابي،النمرود،نبوخذ نصر" حمورابي صاحب تشريعة حمورابي لي أنشأ أول دستور فالعالم متكون من  
12 قسم، 282 مادة.

النمرود لي جاء بعدحكم حمورابي في وقت ماكاش الحريات كما كانت عند سلفو، لكن بالمقابل ازدهرت حضارة بابل  
وشيدو " برج بابل" لي كان يتعدو فيه، وأنشأ تمثال كبير بأسمو.

نبوخذ نصر لي فالفترة نتاعو عملو الحدائق المعلقة، الفكرة نتاعها أبو بناها لمملكة لي كانت دائما تتشعر بالوحدة، الراجع  
لأنو هي فارسية و أبوها كانت عندو حديقة تحوي على كل أنواع النبات والأشجار ، فالحدائق المعلقة كانت فيها حدائق  
من أربعة فصول، إذا هي دائمة الإزدهار.

These further posts may be employed to introduce the *origins of writing* and the notion of *Cuneiform* along with the contributions of *Hammurabi* to civilization:

### Figure 29

*Excerpt about the Sumerians in AD*

ايماجيني حاجة واحد ما خمم فيها من قبل ! اذار فدت مثلا كتاب تفكر تتخيل كتاب كبير عليه ولا انواع اخرى من الكتب .. بصح كيفاش تفكر تتخيل كتاب في عالم مكاش فيه اصلا مفهوم الكتاب !؟

ايماجيني ضرك نهار بلا وقت و توقيت .. حنا ضرك كامل نعيشو و نوضو في ساعة معينة، الأشخاص يروحو للخدمة ولا يقرأو، و ياكلو في وقت معين امبعد يرقدر كلشي بالوقت .... بصح فات على الناس وقت ميعرفوش فيه الوقت ، ولا مفهوم الوقت الوقت و الكتابة و العديد من جوانب الحياة ، ختار عوها السومريون قبل 3200 سنة قبل الميلاد (بين 6000-2000 سنة قبل الميلاد بلاد ما بين النهرين -العراق حاليا ) ، قبلهم كان النهار يبدأ كي تطلع الشمس و يخلص كي تغرب ، يروحو للخدمة كي يشوفو الشمس في موضع معين من السماء ، و يولو لديرهم كي طيح...

السومريين قسمو اليوم و دارو السوايح و الدقائق و الثواني

السومريين قوم معروفوش ايكراكت اصلهم منين ، بصح يرجع ليهم الفضل في اختراع العديد من جوانب الحياة لي نخدمو بيهم ضرك ( اول مدارس.. اول حرب عصابات .. اول برلمان... اول مزارع.. اول امثال.. اول اغنية حب.. اول فهرس... اول عربية بعجلات ... الخ)

الباحثون حتى القرن التاسع عشر مكنوش يعرفو حضارة السومريين .. كانوا يحوسو على اثار البابليين و الاشوريين حتى لقاو الواح طينية و اثار تعود للحضارة السومرية تسما الاكتشاف تاها كان صدفة، و ضرك يقولو بلي كان من المستحيل تصور شكل حياتنا الحاضرة لو كان مكنوش السومريون اخترعو هذا الحوايج كامل.

## Figure 30

Excerpt about Hammourabi in AD

تعد مسلة حمورابي واحدة من أهم الآثار ناع بلاد الرافدين  
و اول وثيقة قانونية تكتب فلبشرية لحمورابي الي حكم بابل بين عامي 1782 و 1686 قبل الميلاد، ويعتبر سادس ملوك بابل  
في هذي المسلة وضع حمورابي لأول تشريع وضعي إنساني مكتوب ينظم شؤون الحياة، ولي بين انوا حمورابي تخلي على صفة  
الالهية كما كان من سبفه ، فالمسلة التشريعية المعروفة باسمه تظهره معتمراً قبة عادية مافيهش قرني نور الي كان  
يرمز للالهية منذ آمام بعيدة.

في عام 1908 م؛ تم العثور في سوسة عاصمة عيلام على ثلاثة قطع من حجر الديوريت منقوشة بكتابات بالخط المسماري،  
وهي المسلة ذات شكل منشوري بارتفاع 225 سم، ومحيطها في الأعلى 165 سم، وفي الأسفل قرابة 190 سم.  
يظهر في أعلى مسلة حمورابي إله العدل شمش جالساً على عرسته وهو يسلم شارات العدل إلى حمورابي الذي يقف أمامه  
بخشوع، وتتبع من كتفي الإله حزمتان من ضوء الشمس زعما رمز لانتهاء فترة الظلم  
وتحت الصورة كابتن نص القانون فيه مقدمة التي تناول فيها كيفاش دعائوا الالهة انوا يقيم العدل فالبلاد ومدنها. ومنبعد دار نص  
القوانين

أما الخاتمة؛ فتشير إلى الأهداف التي من أجلها شرع القانون .

وبين راهي المسلة ؟

كمعظم آثار الشرق العظيم لي سرفت ولا نهبت مسلة حمورابي متواجدة في متحف اللوفر في باريس

The purpose behind the study of such excerpts is twofold. First, reading in the mother tongue would smoothen the learning of brand-new concepts. Additionally, learners would feel more comfortable processing information in their L1 as the latter would serve as a bridge helping them to come over any ambiguity.

It is important to note that the explanations provided and discussion with the teacher should only be held in English. Varying the languages of input and output in this case represents a pedagogical task where translanguaging is best taken advantage of.

The abovementioned sample procedures can be taken into consideration when dealing with any other lesson of any other course. Adjustments will be necessary, but the essence of the work is to guide the translanguaging practices in a way that serves the lesson rather than hinders its development. When elicited appropriately, translanguaging can not only promote comprehension and increase participation, it will also create a positive atmosphere in the classroom when learners' affective filters are lowered down.

### **5.3. Suggestions for Further Research**

As the study comes to an end, it can be suggested that further research looks into translanguaging from other perspectives:

- ❖ The exploration of the phenomenon may involve a larger sample and make use of more sophisticated research instruments.
- ❖ Translanguaging may be investigated in relation to learners' productive skills, i.e., writing and speaking.
- ❖ It is suggested that further studies follow a comparative approach between translanguaging practices at different levels.
- ❖ The potentiality of implementing translanguaging in assessment may also be examined.
- ❖ In an opposing direction, the shortcomings of this multilingual pedagogy can be explored and the practice may be evaluated in terms of validity, feasibility, and practicality.

All in all, many research designs may take the present work as a starting point. What is important is that any further work should aim at enriching the Algerian literature regarding the topic.

## **Conclusion**

This conclusive chapter was devoted to the interpretation of the results gathered throughout the research. The latter served to provide answers to the research questions posed at the onset of the work and helped formulate some pedagogical implications.

Based on the results interpreted above, translanguaging seems to be a common practice among our sample within the context of study. The practice is used in a variety of ways to fulfill multiple tasks, the most prevalent of which are comprehension and interaction. Translanguaging was found to be more predominant in content courses and ambivalent attitudes among teachers were recorded.

In this light, pedagogical implications were suggested. Awareness raising and teacher trainings were proposed as a way to promote translanguaging among teachers who would eventually apply it in their classes. As for the learners, it was recommended to guide and set limits to the practice in order to take advantage of it. In this vein, lesson plans and activities for different courses where translanguaging can be exploited were put forward.

## **GENERAL CONCLUSION**

## GENERAL CONCLUSION

The driving force behind conducting this study was a desire to shed light on multilingual linguistic practices which, despite being omnipresent in classrooms, are still overlooked.

In a linguistically diverse country like Algeria, it seemed timely to acknowledge translanguaging for it to find a place within the pedagogical approaches and methods used for teaching and learning.

It is in this regard that the aim of the research was, on the one hand, to provide an overview of the translanguaging practices of 1<sup>st</sup> year students at the Department of English, University of Algiers 2 Abou Elkacem Saadallah. The motives, the mechanisms, and the contexts of using such practices were put under scrutiny in view of elaborating a plan of action for translanguaging to be taken advantage of.

On the other hand, the study was interested in unraveling the attitudes of teachers towards these multilingual practices in the Algerian context. Discovering whether these attitudes align with conclusions drawn from multiple research projects around the world and in which translanguaging was held accountable for hindering the learning process aimed at clarifying the importance of linguistic tolerance for academic achievement.

The work took the form of an exploratory study following a mixed-method approach. A sample composed of 251 first year students and 13 teachers from the Department of English at the University of Algiers 2 was involved in this research. For practicality and accessibility matters, the choice of the students followed a probabilistic approach through a simple random procedure. The selection of the teachers, however, was non-probabilistic in that every course taught at this level was represented by one informant at least.

The informants were selected among the different 1<sup>st</sup> year groups, their ages ranged between -17 and 20+ years, and all had a multilingual linguistic background. As for the teachers, they varied between relatively new and more experienced practitioners who teach a variety of skills and content courses. This demonstrates how heterogeneous is the sample involved in this study which permitted the grasping of a multitude of perspectives.

The exploratory nature of the research imposed the employment of a combination of quantitative and qualitative data collection instruments. A questionnaire, a structured interview, and classroom observation were used to gather relevant information to answer the research questions.

As far as the questionnaire is concerned, it was handed to the students and mainly aimed to reveal their translanguaging practices including their frequency, reasons, and patterns. The questionnaire comprised open and close-ended questions with the objective of delving into the issue in depth.

Structured interviews were held with the teachers to discover their attitudes towards students' translanguaging practices. The interviews brought insight into how teachers perceive multilingualism and permitted to draw conclusions on their language ideologies and how these latter affect their teaching practices.

Classroom observation was also used as a data gathering tool to capture instances of translanguaging during moment-to-moment interaction among learners and between students and teachers. These observations also helped crosscheck information provided by the informants and insured the triangulation of the results for greater reliability.

The data collected through the three research tools allowed the clarification of these issues. In the first place, it has been concluded that

translanguaging is a highly common practice among 1<sup>st</sup> year students of English at the University of Algiers 2. These practices were characterized by the extensive use of Algerian dialects, followed by French then Modern Standard Arabic.

Translanguaging was found to be used in a variety of ways, ranging from translation to providing explanations in a language other than English, including reformulating in English and using all the available semiotic resources to pass messages.

Students seem to have recourse to translanguaging for two main reasons, the most prevailing of which is comprehension. In fact, either spontaneous or strategic, translanguaging is mainly aimed at increasing understanding of classroom material. Students called upon their full linguistic repertoire to make sense of new vocabulary and complex concepts as well as to complete tasks and assignments in pairs and groups.

Translanguaging was also a way to facilitate interaction among learners and between students and their teachers. Considering the fact that it is easier for individuals to communicate through their first language, it is comprehensible that learners in our context seemed to prefer their L1 over English for the purpose. Interaction with the teacher was however more marked by the use of English as there seemed to exist a tacit agreement that it has to be the language of student-teacher interaction in the classroom.

The nature of the course was also found to have an impact on the amount and patterns of translanguaging. Compared to skill modules, the information presented during content courses seems to be more demanding eliciting more multilingual practices to be understood. This does not imply that skill courses were exempted from translanguaging, but the frequency and quantity of the practice differed.

As far as the attitudes of teachers towards translanguaging are concerned, it appears that despite their apparent acknowledgment of its benefits, teachers hold rather negative feelings towards the practice. These points of view may be related to their language ideologies, social constraints, or classroom demands and learners' expectations. These attitudes also seem to align with research results worldwide where translanguaging was reported to be looked down upon.

Drawing from this, it is safe to claim that translanguaging has a place in the classroom and can be taken advantage of provided that it is framed. This requires the joint efforts of teachers and learners with the former guiding the process through devising adequate materials and activities and the latter adhering to the operation. Teachers need to be made aware of the benefits of translanguaging for them to accept it in their classrooms. It is advised that they regularly update their pedagogical practices and adjust their language ideologies to fit their constantly evolving classes.

Students are also urged to exploit their linguistic resources adequately in service of language and content learning. In this vein, a number of lesson plans and classroom materials were suggested for making the best use of translanguaging during content and skill courses in our context.

It is worth noting that this research, like any other, has some limitations. As a matter of fact, the work would have been more exhaustive had it involved a larger sample. A better cooperation from this latter, teachers, in particular, would have positively impacted the reliability of the results allowing greater generalizations to be made.

Nevertheless, the most influential drawback that the study suffered from was the coronavirus outbreak. The global pandemic slowed down the data collection process and imposed new social rules which made interaction

harder. Furthermore, the availability of sophisticated materials and settings such as high-performance audio and video recording tools or language laboratories would have made the data collection procedure more fruitful. Nonetheless, the results obtained from this investigation can serve as a starting point for future research to be made.

Irrelevant of the angle from which translanguaging would be looked at, or the procedure that would be followed; research in the field of multilingual education is needed in the Algerian context. Be it in primary, secondary, tertiary, or higher education, the setting represents a fertile ground for studies exploring linguistic diversity and its impact in educational settings.

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## **APPENDICES**

## APPENDIX A

### Students' Questionnaire

Dear students, in light of a research investigating multilingual students' use of languages in the classroom, you are kindly asked to fill in this questionnaire. Note that your answers will remain anonymous and that they will serve for research purposes only. Your contribution is much appreciated. Thank you.

Please tick the answer that suits you best each time:

1. **Gender:** Male  Female

2. **Age:** Less than 17  17-18  19-20  More than 20

3. **How many languages do you speak?**

One  Two  Three  More than three

4. **How long have you been studying English?**

1-5 years  6-10 years  More than 10 years

5. **In the classroom, do you use languages other than English?**

Yes  No

6. **If yes, how often?**

Rarely  Sometimes  Always

7. **Besides English, which language(s) do you use the most in class?**

- Algerian Arabic (Dardja)
- Standard Arabic (El Fus'ha)

- Berber
- French
- Other (which one?)  .....

**8. In class, you use languages other than English for: (You can tick more than one answer)**

- Understanding new concepts
- Explaining things to a classmate
- Understanding and solving tasks
- Interacting with classmates
- Interacting with the teacher
- Understanding difficult words
- Other  .....

**9. You use languages other than English MORE in classes of: (You can tick more than one answer)**

- Grammar
- Anglophone Cultures
- Reading and Writing
- Listening and Speaking
- Linguistics
- Phonetics
- Literary Genre
- Study Skills

**10. When your classmate has difficulties understanding something, you: (You can tick more than one answer)**

- Translate to him/her in another language
- Reformulate in English what the teacher said

- Explain in another language
- Other

**11. Do you find it beneficial to use all the languages you know in the classroom?**

Yes  No

**12. Why?**

.....  
.....  
.....  
.....

**13. Do teachers ALLOW you to use languages other than English in the classroom?**

Yes  No

**14. Do teachers ENCOURAGE you to use languages other than English in the classroom?**

Yes  No

**15. Do teachers prohibit you from using languages other than English in the classroom?**

Yes  No

**16. What do you think of teachers who let you participate in any language you want?**

It's a good thing  It's a bad thing

**17. Why?**

.....

.....

.....

.....

.....

## APPENDIX B

### Teachers' Interview

1. Gender
2. How long have you been a teacher of English at university?
3. Which modules are you currently teaching?
4. During your classes, do you notice that 1st year students use languages other than English?
5. If yes, how often?
6. When they do, which languages do they use?
7. In your opinion, what are the reasons for using these languages?
8. Give your opinion regarding the following statements:
  - Only students with a low proficiency use languages other than English in the classroom
  - Students who use other languages understand better
  - Good students use English only in the classroom
  - It is helpful for students to use other languages
  - Students co-construct knowledge by using other languages than English
  - Students complete tasks faster when they use other languages
  - Students acquire more knowledge when they use other languages
  - Students participate more when they are allowed to speak in other languages
  - Student feel more at ease when they use other languages
  - Students are more motivated when they are allowed to use other languages
  - Using other languages in the classroom is a good compensatory Strategy

**9. Say whether you:**

- Allow 1<sup>st</sup> year students to use languages other than English in class?
- Encourage 1<sup>st</sup> year students to use languages other than English in class?
- Prohibit 1<sup>st</sup> year students to use languages other than English in class?

**10. Why?**

**11. What do you think about exploiting multilingualism in EFL classes at university?**

**12. Why?**

**13. What do you suggest to make good use of multilingualism in EFL classes at university?**



## الملخص

الدراسة الحالية عبارة عن بحث استكشافي يبحث في الممارسات اللغوية لطلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية ومواقف المعلمين تجاه هاته الممارسات في قسم اللغة الإنجليزية بجامعة الجزائر 2. الهدف من هذا العمل ذو شقين. من جهة، تأمل الدراسة في تسليط الضوء على الممارسات متعددة اللغات لمتعلمي اللغة الإنجليزية كلغة أجنبية في الجامعة بما فيه مقدارها، أسبابها وطرق حدوثها. من ناحية أخرى، يطمح العمل إلى الكشف عن كيفية استجابة المعلمين للممارسات اللغوية هذه. لتحقيق هذه الأهداف، تم استخدام نهج مختلط حيث تم استخدام ثلاث أدوات لجمع البيانات، وهي الاستبيان والمقابلة المنظمة والملاحظة الصفية. اشتملت الدراسة على عينة من 251 طالبًا و 13 معلمًا في السنة الأولى. تشير نتائج البحث إلى أن الممارسات متعددة اللغات شائعة للغاية بين المشاركين. اشتملت هذه الممارسات على الترجمة، والشرح بلغة أخرى، وإعادة الصياغة، واستخدام الموارد السيميائية المتوفرة المعلومات الملقاة في القسم. يتم اللجوء إلى الممارسات متعددة اللغات لعدة أسباب، أهمها تعزيز الفهم وتسهيل التفاعل. كشفت الدراسة أيضًا أن مواد المحتوى تستدعي استخدام الممارسات متعددة اللغات أكثر من وحدات المهارات نظرًا لطبيعتها الأكثر تعقيدًا نسبيًا. على الرغم من وجودها وفائدتها في الفصول الدراسية، أبدى المعلمون ترددًا في قبول وتطبيق هذه الممارسات متعددة اللغات في طرق تعليمهم. مع هذا و على الرغم من مواقفهم السلبية، فقد اعترفوا بأن استغلال الذخيرة اللغوية الكاملة للمتعلمين متعددي اللغات يمكن أن يكون مفيدًا لتحصيلهم العلمي بشرط أن تكون ممارساتهم متعددة اللغات مؤطرة وموجهة. لهذا، تم اقتراح عدد من التوصيات بما في ذلك عينات من الدروس والأنشطة التي يمكن استخدامها في الفصل.

**الكلمات المفتاحية:** الممارسات متعددة اللغات، التعددية اللغوية، الذخيرة اللغوية، المواقف، متعلمي اللغة الإنجليزية كلغة أجنبية.

## **RESUME**

La présente étude est une recherche exploratoire examinant les pratiques translinguistiques des étudiants de première année EFL et les attitudes des enseignants à leur égard dans le département d'anglais de l'Université d'Alger 2.

Le but de ce travail est double. D'une part, il espère souligner les pratiques multilingues des apprenants EFL à l'université. Cela implique leur fréquence, les moments et les raisons de leur production. D'autre part, il aspire à dévoiler comment les enseignants réagissent à ces pratiques translinguistiques.

Pour atteindre ces objectifs, une approche mixte a été utilisée. Pour cela, trois outils de collecte de données ont été employés, à savoir un questionnaire, un entretien directif et une observation en classe. L'étude a porté sur un échantillon de 251 étudiants et 13 enseignants de première année. Les résultats de la recherche indiquent que le translinguisme est une pratique très courante parmi les participants.

Il a été constaté que ces pratiques incorporaient une myriade de compétences allant de la traduction et de l'explication dans une autre langue, à la reformulation et à l'utilisation d'autres ressources sémiotiques pour clarifier les informations en classe. Elles sont utilisées pour diverses raisons, dont les plus importantes sont la promotion de la compréhension et la facilitation de l'interaction.

Les cours de contenu se sont également avérés susciter davantage de pratiques translinguistiques que les modules de compétences en raison de leur nature relativement plus complexe.

Malgré son apparente omniprésence et son utilité en classe, les enseignants se sont montrés réticents à accepter et à mettre en œuvre une pédagogie translinguistique dans leurs classes. Ceci dit, malgré leurs attitudes

négatives, ils ont avoué que l'exploitation du répertoire linguistique complet de leurs apprenants multilingues peut être bénéfique pour la réussite scolaire de ces derniers à condition que le translinguisme soit encadré et guidé.

Pour cela, un certain nombre de recommandations comprenant des exemples de leçons et d'activités pouvant être utilisées en classe sont proposées.

**Mots clés :** Translinguisme, multilinguisme, répertoire linguistique, attitudes, apprenants EFL.