



EFL teachers' attitudes towards the implementation of translanguaging in Algerian schools and universities

آراء أساتذة اللغة الإنجليزية تجاه التنقل بين الموارد اللغوية في الجامعات والمدارس الجزائرية

Les attitudes des enseignants de la langue anglaise à l'égard de la mise en œuvre du translanguaging dans les écoles et universités algériennes

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ملخص

توصف الوضعية اللغوية في الجزائر بالتعددية؛ حيث يمكن الاستفادة من هذا الوضع لتعزيز تعلم اللغات الأجنبية وتطوير الكفاية اللغوية والتواصلية للمتعلم. تهدف هذه الدراسة إلى معرفة آراء أساتذة اللغة الإنجليزية في الجامعات والمدارس الجزائرية حول استخدام موارد لغوية متعددة لتنمية الرصيد اللغوي والثقافي للمتعلمين. وقد اعتمدنا على استمارة استبيان وزعت عبر الإنترنت؛ شملت 138 أستاذًا للغة الإنجليزية. بعد ذلك، تم إجراء مقابلة شبه منظمة مع 20 مشاركًا للحصول على فهم عميق لمواقفهم. وتشير النتائج المتحصل عليها إلى أن الأساتذة الذين شملتهم الدراسة غير متحمسين لاعتماد هذه المقاربة التعليمية. ورغم ذلك، فقد أعربوا عن موافقتهم على استخدام التناوب اللغوي لتحقيق وظائف لغوية معينة، مثل إدارة السلوكيات الصفية وشرح المفاهيم الصعبة. وبالإضافة إلى ما سبق، فإن النتائج تؤكد أن الأساتذة يفضلون تقديم الأنشطة الصفية بلغتين أو أكثر. وبالتالي، توصي هذه الورقة البحثية بتوظيف كل اللغات المعتمدة في التدريس وتعريف المعلمين بتقنيات هذه المقاربة.

الكلمات المفتاحية: الثنائية اللغوية؛ التناوب اللغوي؛ تعليم اللغة الإنجليزية؛ أحادية اللغة؛ التعددية اللغوية؛ نقل اللغات؛ التنقل بين الموارد اللغوية.

Abstract

Algeria is a multilingual country that could exploit translanguaging to enhance foreign language learning and promote multilingual competency. This study surveys the attitudes of Algerian school and university English language teachers

towards the employment of translanguaging to enhance English language learning. An online questionnaire was administered to a sample of 138 participants. Subsequently, a semi-structured interview with 20 participants was conducted to gain an in-depth understanding of their attitudes. The findings indicate that Algerian teachers are not very motivated to shuttle between different linguistic codes because of fears of language interference. Nevertheless, they approved the use of translanguaging as a default pedagogy to achieve functions such as managing classroom behaviors and explaining difficult concepts. Additionally, the participants supported the use of translanguaging techniques, such as the implementation of bilingual activities. Consequently, this paper recommends encouraging Algerian teachers to exploit the learners' multilingual resources and to familiarize teachers with translanguaging techniques.

Keywords: bilingualism; code switching; English language teaching; monolingualism; multilingualism; translanguaging.

Résumé

L'Algérie est un pays multilingue qui pourrait exploiter le translangage pour améliorer l'apprentissage des langues étrangères et promouvoir la compétence multilingue. Cette étude examine les attitudes des professeurs d'anglais des écoles et universités algériennes à l'égard de l'emploi du translangage pour améliorer l'apprentissage de l'anglais. Un questionnaire en ligne a été administré à un échantillon de 138 enseignants d'anglais. Par la suite, un entretien semi-directif avec 20 participants a été mené pour mieux comprendre leurs attitudes. Les résultats indiquent que les enseignants algériens ne sont pas très motivés à alterner entre les différents codes linguistiques par crainte d'interférences linguistiques. Néanmoins, ils ont approuvé l'utilisation du translangage comme pédagogie par défaut pour réaliser des fonctions telles que la gestion des comportements en classe et l'explication de concepts difficiles. De plus, les participants ont soutenu l'utilisation de techniques d'enseignement translangagières, telles que la mise en œuvre d'activités bilingues. Par conséquent, cet article recommande d'encourager les enseignants algériens à exploiter les ressources multilingues de l'apprenant et de familiariser les enseignants aux techniques pédagogiques translangagières.

Mots-clés: bilinguisme; alternances des codes; enseignement de l'anglais; monolinguisme; multilinguisme translangage.

Introduction

There has always been a quest for the best foreign language teaching methods and techniques. Among the teaching methods and techniques that marked the 20th century were translation, natural learning, hands-on-tasks, and problem-solving. All these pedagogies contribute to foreign language teaching by emphasizing on a given aspect of language learning, and they are all intertwined today to form an inclusive approach or method to foreign

language teaching. Even translation that was austere dismissed during the 20th century has been reintroduced as a strategic competency to be exploited notably in the context of multilingual classrooms.

In order to extend the meaning of the use of translation in the English as a foreign language (EFL) context, a new concept is coined, namely, *translanguaging*. Unlike traditional translation that relies on literal conversion between languages to assist learners in acquiring a new language, translanguaging encourages exploiting the classroom's full linguistic repertoire to communicate effectively. In other words, EFL students and teachers are allowed to use all the linguistic codes they have at their disposal to make meaning in the classroom. Translanguaging could thus be defined as the dynamic use of the classroom's full linguistic repertoire to aid in meaning making in the foreign language classroom.

Nevertheless, the disapproval of translation since the demise of the Grammar-Translation Method (GTM) has lastingly affected EFL teachers' mindsets towards even the strategic use of translation (Translanguaging) in their classrooms. Translanguaging is considered as an unrefined and regressive pedagogy in comparison to more direct and natural language teaching practices that firmly stick to the target language (García, 2009).

In spite of the increasing body of evidence supporting the use of translanguaging (e.g., Cummins, 2019; García & Li, 2014; Li, 2018), this innovative instructional strategy is still shunned by a number of teachers (e.g., Bouberbouche & Ahmia, 2021), probably because of the popularity of the monolingual (only-English) teaching methodology and the lack of confidence and understanding of the benefits of translanguaging. Nevertheless, other studies have shown that a significant number of EFL teachers have positive attitudes towards the use of translanguaging in their classrooms (Khairunnisa, & Lukmana, 2020; Raja, Suparno, & Ngadiso, 2022; Yuvayapan, 2019). The studies in question indicated that translanguaging supports foreign language comprehension through the provision of better comprehension.

Additionally, they pointed out that translanguaging enhances communication in the target language. However, according to Yuvayapan (2019), despite the positive attitudes that teachers have towards translanguaging, they are reluctant to employ it in practice, possibly because of institution expectations (Sühi, 2021; Mehiri, 2021).



Similarly, in the Algerian context, it was pointed out that despite teachers' positive attitudes towards translanguaging, there are still institutional constraints to its full application (Stihi, 2021; Mehiri, 2021; Khelalfa, & Kellil, 2023). Stihi (2021) pointed out that the application of the inclusive pedagogy of translanguaging in the Algerian schools is extremely daunting because of political and social setbacks. Furthermore, research on teachers' attitudes towards this plurilingual teaching strategy in the Algerian school is still inconclusive. For example, while Bouberbouche and Ahmia (2021) indicated that teachers have negative attitudes towards translanguaging, Azza (2022) revealed that translanguaging enhances students' participation, motivation, and language skills.

This study further explores Algerian EFL teachers' views on the employment of translanguaging in the Algerian public schools and universities. It investigates the following research questions:

- To what extent do Algerian EFL public school and university teachers use translanguaging in their classes?
- Do they view translanguaging as beneficial or detrimental?
- What are their views on the use of functional translanguaging activities to enhance foreign language learning?
- How do the data collected through the quantitative questionnaire compare to the data collected through the qualitative interview in terms of attitudes towards translanguaging?

1. Literature review

This section of the paper contextualizes the study, situating it in relation to the ongoing dialogue about EFL teachers' attitudes towards the topic of integrating translanguaging into schools and universities. It explores the evolution of the term of translanguaging, its definition and background, its connection to plurilingualism, key activities, strong and weak versions, and teachers' attitudes towards translanguaging.

1.1. From translation to translanguaging

Translanguaging is a modern concept that has been profoundly marked by the evolution in the field of foreign language teaching; as a matter of fact, they are narrowly intertwined. In GTM, when teaching was rule-focused, translation equally emphasized accurate learning of vocabulary and grammar rules, often at the sentence level (Skopečková, 2024).



Likewise, the shift to direct pedagogies within the frame of the Direct Method (DM) led to the complete exclusion of L1 use from the foreign language teaching landscape (Richards & Rodgers, 2014). Furthermore, the structural methods that marked the middle of the 20th century restricted the use of translation or L1 to comparative studies between the mother tongue and the foreign language with the aim of identifying structural similarities and differences, hence predicting problematic learning structures.

However, with the introduction of Communicative Language Teaching (CLT), translation has been reintegrated, though not completely accepted. As Cook (2010) pointed out, translation from L1 to L2 and vice versa should be kept to a minimum. Probably, the strongest impetus for change in foreign language instruction that sped up the adoption of translation is the development of studies in bilingual and multilingual contexts in response to globalization. The monolingual methods of teaching are considered today as inadequate for teaching individuals who speak more than one language (Weschler, 1997).

Additionally, transcultural and multilingual speakers require a dynamic multilingual communicative competence (García, 2009). These milestones in the evolution of translation led to gradual extensions in its core meaning, which ultimately led to its renaming as translanguaging.

1.2. Translanguaging: definition and background

Translanguaging considers languages as one system from which the individual selects various features, such as English or Arabic language expressions. This means that languages do not form separate compartments or systems (as assumed by Lambert, 1967); rather, they are interwoven in a unified, meaning-making system. According to García (2009), the distinction between languages is external; that is, languages are social and political constructs: Nations classified languages hierarchically and gave them names. Conversely, the internal system of a bilingual or multilingual speaker is a 'melting pot' of linguistic systems, cultures, and beliefs. Consequently, according to García, second-language learning is both the refinement and the transformation of the child's internal system that involves perfectly learning and understanding one's mother tongue and learning new linguistic elements (L2).

Cen Williams introduced the term translanguaging in 1986 to refer to the use of Welsh when teaching English. This simultaneous use of languages is deliberate, and it has various purposes, such as making students more

comfortable, explaining instruction, or building rapport. For instance, the Welsh teacher could use English to read texts and then give instructions in Welsh. It follows, then, that translanguaging is a scaffolding strategy used to better foreign language learning/teaching.

The prominent proponents of translanguaging, namely Colin Baker and Ofelia García, approach translanguaging slightly differently. Baker (2011), who translated the Welsh word “trawsieithu” into English as ‘translanguaging’, considered translanguaging as a social practice as well as a pedagogical tool that could assist bilingual learners in acquiring new languages. More specifically, the full linguistic repertoire of the speaker/learner could be legitimately used in one space (i.e., the classroom or speech community) to communicate and learn other languages. García (2009), on the other hand, argued that translanguaging refers to the use of a single unified language system that does not distinguish between languages; rather, this system encompasses all the existing codes, which are indispensable tools for appropriate functioning in a speech community. In short, Baker considered translanguaging as the act of shuttling between languages to communicate or aid foreign language learning, while García discounted language boundaries and considered translanguaging as a social and natural phenomenon that could equally be exploited in language teaching.

1.3. Bilingual education: translanguaging and plurilingualism

The beginning of the 21st century was marked by the emergence of new concepts that support bilingual and multilingual education. The most important trends are translanguaging, which, as discussed above, was popularized by Baker (2011) and García (2009). Translanguaging promotes the use of all the classroom language resources to support the acquisition of multilingual/bilingual competencies; thus, the purpose of second-language learning equally involves the development of the learner’s identity and language home language (García & Li, 2014; Li, 2018).

In a similar vein, the Council of Europe (2001, 2020) developed a new concept called plurilingualism, which is different from multilingualism. The fact of the matter is that multilingualism refers to the mastery of individual languages as separate systems while plurilingualism refers to the unified command of foreign languages, allowing individuals to switch from one language to another within the same communicative event. The objective of foreign language teaching is thus not the mere mastery of an added language,



but rather the mastery of an interwoven system that integrates two or more languages. It follows then that bilingual language teaching should integrate dependent languages during the learning process in the same way that individuals use them in real communication (Blanchet & Feussi, 2009).

1.4. Translanguaging activities

Translanguaging pedagogy integrates novel teaching activities. The first attempt to incorporate communicative-translation activities appeared in the Community Language Teaching method in the 1970s (Richards & Rodgers, 2014). In this method, learners are invited to brainstorm discussion topics in their L1, and the teacher translates them into the target language. The second attempt to specify communicative-cross-language activities was taken up by Cen Williams in his Welsh classes. He used input in one language and output in another. For example, students listened to a story in Welsh (input in L1) and summarized it in English (output in L2) (García & Li 2014; Li, 2018).

As of that moment, more and more translanguaging activities have been developed. The Council of Europe (2020) developed translation and mediation activities. Within this context, for example, a student could be asked to mediate between two students who do not understand each other (mediation) or to translate a written text from a foreign language into his/her own language. Similarly, Wechsler (1997) formulated functional-translation activities such as information-gap activities. The newness of translanguaging activities is that they are communicative in nature, seeking to develop either a bilingual/multilingual competency or scaffold the learning of an added language.

1.5. Strong and weak versions of translanguaging

Based on the discussion above (see 1.2.), translanguaging could be divided into two main categories: the strong and weak versions.

1.5.1. Strong version

The 'strong version' of translanguaging consists of the employment of the learner's full linguistic and cultural repertoire (García & Li 2014). This stance involves the use of the classroom language codes (conventionally called languages) to make meaning and cater for the full needs of students from various linguistic and cultural backgrounds; equally, it embraces the development of the full cultural and linguistic identity of the learner. In other words, translanguaging is used to develop both local and target languages and cultures.



1.5.2. Weak version

This type of translanguaging uses the learner's linguistic resources to simply enhance the learning of an added language (García, 2009). Specifically, code switching between various classroom languages or using translation is considered as a pedagogical tool, aiming at enhancing the learning of foreign languages. This approach does not involve the development of multicultural and multilingual individuals as intended by the Council of Europe (2020) and García and Li (2014). Indeed, the latter considered foreign language teaching as a transformative act aiming at forming global citizens.

The review of the most cited research papers on the topic (e.g., Khairunnisa & Lukmana, 2020; Raja, Suparno, & Ngadiso, 2022; Yuvayapan, 2019) showed that these research studies addressed the weak version of translanguaging, not the strong translanguaging pedagogy as formulated by García and Li (2014). Likewise, this study extends this research topic by exploring the Algerian EFL school and university teachers' attitudes towards the use of pedagogical translation to enhance English language learning.

1.6. Teachers' attitudes towards the use of translanguaging in EFL

Regarding the Algerian EFL teachers, it seems that they have mixed feelings towards translanguaging. Some studies indicated that teachers consider L1 use as doing more harm than good to English language learning (e.g., Boubouche & Ahmia, 2021; Khelalfa, & Kellil, 2023), and the second set of studies argued that translanguaging is effective (e.g., Azza, 2022) while the third category of studies reported indecisive teachers' attitudes (e.g., Gouiez & Fezzaa, 2023). For example, Boubouche and Ahmia (2021) stated that teachers are worried about students being too reliant on their L1 at the expense of EFL learning while Azza (2022) stated that the teacher-participants liked the way translanguaging could increase motivation and classroom participation.

2. Methodology

This section describes the type of study, participants, research instruments, and research procedures.

2.1. Type of study

This study is an explanatory sequential mixed methods study. According to Creswell and Creswell (2017), this type of research design begins with the implementation of a quantitative design to examine a given phenomenon, and it is followed by a qualitative design to get a deeper understanding of the phenomenon under investigation. Accordingly, the current study first uses

a descriptive survey by means of a close-ended questionnaire to collect data about the Algerian EFL school and university teachers' attitudes towards the use of translanguaging. Then, it follows with an open-ended interview. The purpose of the sequential quantitative-qualitative design is to triangulate and better understand teachers' attitudes towards translanguaging by comparing survey and interview results.

2.2. Participants

The sample of the survey consisted of 138 participants. These informants were Algerian cross-level EFL teachers from public schools, private schools, or universities. Specifically, the sample size consisted of 33 university teachers, 88 primary, middle, or secondary school teachers, as well as 12 private school teachers. Additionally, to warrant the sample representativeness, the respondents were selected from several Algerian geographically scattered districts such as Jijel, Djelfa, Blida, Oran, Ghardaia, Ain Salah, and Batna. This national and cross-level sampling was intended to collect a global view of the Algerian EFL teachers' attitudes towards the use of translanguaging in Algeria.

The convenience sampling technique was used to select the participants of the study. Convenience sampling denotes the selection of the sample in accordance with a set of criteria (such as accessibility and availability) that suit the researcher (Dörnyei, 2007). As the researcher aimed at gathering a nationwide view on the use of translanguaging in the Algerian EFL context, it was difficult to access the entire population and implement random sampling. Therefore, an online questionnaire was addressed to colleagues who were ready, willing, and available to take part in the survey.

Moreover, since it was difficult to get a national sample ranging between 1 and 10 percent (Dörnyei, 2007), a minimum sample of 138 participants was chosen. These respondents had to be English language teachers who taught English for general purposes.

In addition to the sample that took part in the quantitative phase of the study, 20 teachers were interviewed to further understand their opinions on the use of translanguaging. The interview-participants were likewise selected from different Algerian districts to ensure more national representativeness. Furthermore, the researcher attempted to ensure cross-level proportionality, including 5 university teachers, 11 public school teachers, and 4 private school teachers.



2.3. Research Instruments

This research study used two research tools. They are a questionnaire and semi-structured interview.

A questionnaire was used to collect data. Standardized survey questionnaires are the most practical research tools for consistently collecting data from a large sample with little cost and effort (Dörnyei, 2007; Kumar, 2018). Additionally, they allow gathering data from a geographically scattered population (Kumar, 2018). These features match the research study, which consists of gathering specific data on Algerian English language teachers' attitudes towards translanguaging.

The questionnaire used close-ended questions. In order to collect structured data, close-ended questions in the form of multiple-choice questions and rating scales were used. The questions were completely closed and, thereby allowing respondents to select from one of the provided choices. Dörnyei (2007) was of the opinion that close-ended questionnaires are the most effective type in that they compel respondents to select from pre-specified categories, and then allow the obtained data to be numerically analyzed.

The layout of the questionnaire consisted of two parts. The first part was short and was devoted to demographic information, as well as to teachers' actual classroom translanguaging practices. The second part addressed teachers' attitudes towards translanguaging.

The interview was semi-structured; it used pre-specified questions, but it allowed using prompts (Dörnyei, 2007). Three main questions were used to guide the interview. They were about the extent to which teachers used translanguaging, their opinion towards its utility, and their attitudes towards the use of translanguaging activities.

2.4. Research Procedures

The questionnaire was designed and administered online via a Google Form. Google Forms is an online tool that allows creating surveys and collecting data. Besides, it offers various advantages such as the use of *compulsory option* that prevents respondents from skipping questions. After devising the questionnaire, it was sent to colleague EFL teachers via social media platforms (such as Messenger) and emails. The researcher's long working experience in the field made it possible to reach a sample of 138 participants. In fact, the majority of participants were his former students. Consequently,



the data were obtained from reliable sources, rather than unknown online participants.

The questionnaire was followed by a semi-structured interview. The latter was conducted with 20 volunteer teachers mostly via Google Meet. The researcher ensured a relaxed and convivial atmosphere to make the interviewees more open to discussions and less intimidated by the questions (Yin, 2018). Additionally, in order to make the interview more effective, they were given the questions in advance to consider them before getting started.

The researcher used the major pre-specified topics of the interview, which were directly related to the research question. Subsequently, prompts were used to dig deeper into the interviewee's perspectives (Yin, 2018). The participants seemed excited and happy to discuss this controversial topic and share their personal experiences and perspectives.

3. Results

The findings of this study are provided below. They include the findings of the questionnaire, which are presented in sections and the findings of the semi-structured interview, which are summarized in prose.

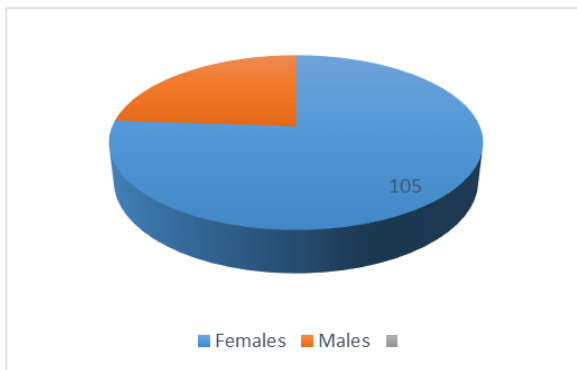
3.1. Questionnaire findings

This section reports the data obtained from the questionnaire and presents them in diagrams and tables. Additionally, it highlights the most important patterns that emerged from the teachers' responses.

3.1.1. Informants' gender

This heading reports the gender of the participants. The data are presented in a pie chart.

Figure 1. Participants' gender

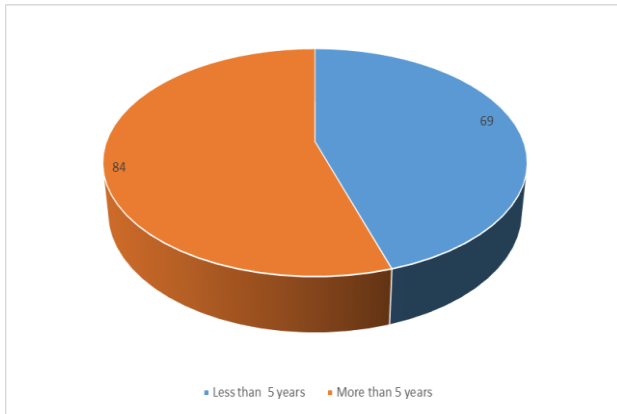


The majority of participants are females. This is because most of the Algerian EFL teachers nowadays are females.

3.1.2. Informants' Teaching Experience

This second question of the questionnaire is about the participants' teaching experience. The findings are also illustrated graphically.

Figure 2. Participants' teaching experience

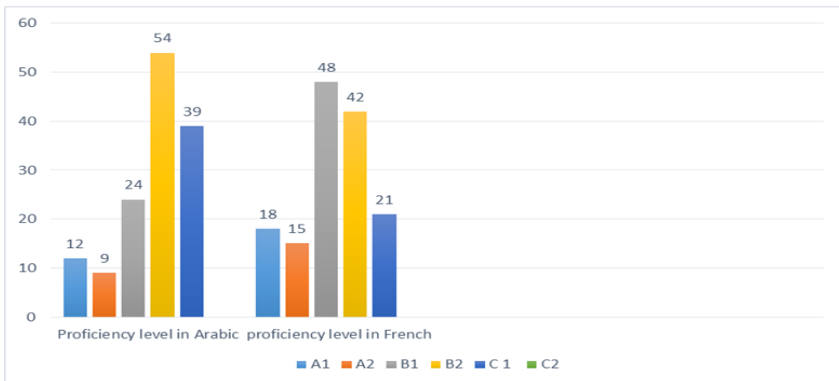


The sample is almost evenly distributed in terms of teaching experience. Hence, the results of the study equally represent teachers in terms of working experience.

3.1.3. Informants' proficiency level in Arabic and French

The third section of the questionnaire is about the participants' command of French and Arabic. The findings are illustrated via a bar graph.

Figure 3. Teachers' proficiency level in Arabic and French

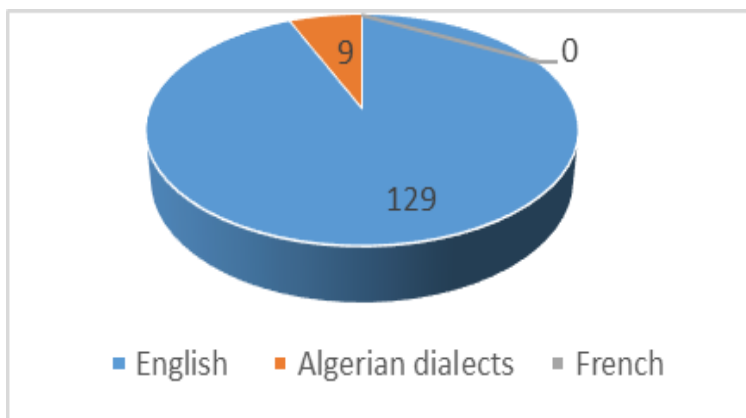


Most of the respondents have an acceptable level in Arabic. Hence, it is certainly easy for them to code switch from English into Arabic. It is to be noted that in the questionnaire a thematic scale of 'basic language user - - - - proficient' was used, rather than the proficiency levels of the Council of Europe which might be unknown to some teachers.

3.1.4. Primary Instructional Languages

This section reports the results of question four. The collected data are graphically illustrated below.

Figure 4. Classroom dominant languages



The majority of the teachers stated that they used English in their classrooms; nevertheless, a significant number of them said that Algerian dialects are the dominant codes in their classrooms. This testifies that Algerian teachers code switch from English into Algerian dialects, and not French.

3.1.5. Teachers' views on the functions of translanguaging

This heading reports participants' answers to questions 5-15. The findings are presented via a table.



Table 1. Teachers' views on aspects of classroom translanguaging

Statement	Always	Often	Sometimes	Rarely	Never
5. Code switching to other languages (Using languages other than English to)	11.8%	11.8	44.1	20.6	11.8
6. give instructions	5.9%	11.8	26.5	35.3	20.6
7. manage the classroom	8.8%	38.2	11.8	23.5	17.6
8. establish rapport	2.9%	17.6	41.5	23.5	14.7
9. clarify difficult concepts	5.9%	35.3	23.5	29.4	5.9
10. assist less able students	2.9%	23.5	50	17.6	5.9
11. give feedback	5.9%	11.8	35.3	26.5	20.6
12. praise students	2.9%	5.9	44.1	20.6	26.5
13. check comprehension	2.9%	8.8	11.8	26.5	50
14. express grammatical rules	2.9%	5.9	44.1	23.5	23.5
15. explain reading texts	2.9	2.9	35.3	44.1	14.7

As seen in the table above, the teachers stated that they sometimes code switch, but not to a great extent, as 20 % said they rarely do so.

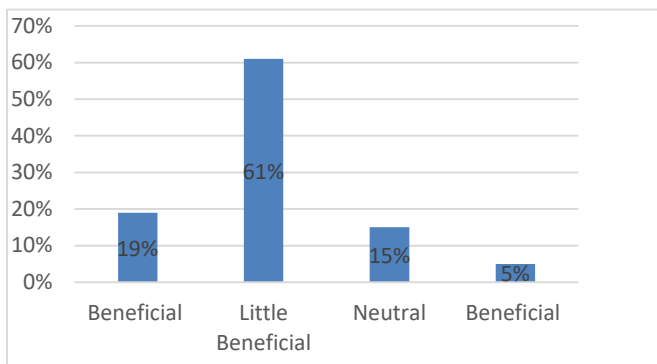
With regard to the use of translanguaging to achieve specific classroom language functions, the participants, in general, welcomed the employment of this pedagogical practice. They reported that they were generally in favor of the use of translanguaging to manage classroom behaviors, clarify meanings of difficult concepts, establish rapport, assist less able students, give feedback, praise students, and explain grammatical rules. Nevertheless, a significant majority of them disagreed with the use of translanguaging for the execution of certain classroom tasks such as giving instruction, checking comprehension, and explaining reading texts.

3.1.6. Worth of translanguaging

This section of the questionnaire is about the use of translanguaging in the classroom. A bar graph is used to illustrate the results.



Figure 5: Use of languages other than English in the classroom



Concerning teachers' attitudes towards the usefulness of translinguaging in Algerian classrooms, the majority of the teachers believe that translinguaging is of little significance. Only 19% of them stated that translinguaging is beneficial while 15 % expressed mixed feelings.

This last section of the questionnaire is specifically devoted to the teachers' views on the use of translinguaging activities.

3.1.7. Teachers' opinions on the use of communicative translinguaging activities

Table 2. Teachers' views on translinguaging techniques

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Use bilingual dictionaries in the classroom	19%	14	14	34	18
Summarize content of the lesson in L1	26%	13	19	24	17
Use online translation tools	9 %	40	39	8	3
Use mother tongue to help peers	9%	35	34	12	9
Labeling objects in English and L1	17%	41	32	5	3
Ask how they would say a concept in L1	24%	38	24	5	7

The last set of the questions was about the practice of translinguaging activities in a principled manner to enhance the learners' unified linguistic and cultural repertoire. The teacher-participants supported the promotion

of translanguaging instructional techniques. They expressed their approval for implementing online translation tools, using L1 to teach peers, labeling objects bilingually, and asking students on how to say concepts in their L1. Nevertheless, they disapproved of the use of bilingual dictionaries and expressed mixed feelings towards summing up the content of the lesson in L1.

3.2. Interview Findings

The interview followed the patterns that emerged from the major data of the questionnaire. The first intriguing topic was the teachers' lukewarm attitudes towards translanguaging. Most of the interviewees explained that they were not entirely in favor of translanguaging because they thought it took time away from students to practice the target language. Additionally, they raised the problem of linguistic interference. When I asked a university teacher about brainstorming a topic in L1 and drafting in English, she replied:

“Brainstorming in L1 can, in some cases, lead to richer content and language. However, this approach affects the structure of writing. I believe that brainstorming in L1 then writing in the target language can result in negative transfer, especially in early stages of language learning. Since the linguistic systems of the L1 and the target language differ, learners who are unaware of these differences may transfer ideas directly, leading to errors in their writing.”

Another university teacher added, ‘*this will develop the habit of thinking in L1*’.

Overall, most of the interviewed teachers showed concerns about mixing the language codes. Additionally, a secondary school teacher said that nowadays students are widely exposed to English through the media; consequently, they need to hear their teachers talk in English. They considered the use of L1 as a substandard pedagogy and the teachers using it as incompetent ones. Actually, many teachers pointed out that native-like fluency in English was motivating to students.

The second important pattern that stemmed from the thematic analysis of the interview data is the view of translation as a default pedagogy. Many teachers argued that they fall back on Arabic when they are unable to conduct teaching in English. Mostly, they argued that they utilized translanguaging incidentally to explain difficult concepts and give instructions.



The third point highlighted in the interview findings is the fear of overreliance on the use of L1 at the expense of the target language practice. Another university teacher said,

“Overdependence on L1 lowers chances of practice, so you need to be smart when to use that... I personally don't use it when teaching at univ cause they're supposed to be advanced or at least upper-intermediate students.”

Another teacher from secondary school remarked, *“With time, when overdone, it might create a sense of over-reliance.”*

It appears that the interviewees had concerns about conducting teaching in L1 and indulging in endless translation practices such as text translation. One teacher criticized translanguaging activities saying that text or story translation is the task of the specialty of translation.

The use of translanguaging with less able students and beginners is the most accepted instance of translanguaging application that emerged from the interview. A primary school teacher pointed out that she often used Arabic with beginners, especially when she felt the students were struggling to understand. Actually, all the teachers interviewed said that translanguaging could be frequently used with beginners.

4. Discussion

This section discusses the results obtained from the questionnaire and the interview and answers the research questions, which are presented in a form of topics. The results yielded from the questionnaire and the interview match to a great extent. They both highlighted the teacher-participants' relatively negative attitudes towards translanguaging especially at higher education. The interview proved insightful in providing more explanations of the key issues that emerged from the questionnaire such as the preference for incidental translanguaging over its formalized and standardized use.

4.1. Translanguaging use in the Algerian English classrooms

A significant number (44.1%) of the teachers said that they sometimes use translanguaging in their EFL classrooms. However, it seems that Algerian teachers usually avoid using L1 and other languages in their classrooms. Actually, most of the classroom talk is carried out in English, especially with advanced students. In line with previous studies (e.g., Bouguerra, 2024), translanguaging is more tolerated with beginners and to some extent with intermediate learners.



The language used for translanguaging is Arabic (or Algerian dialects). Understandably, teachers themselves reported that their level of proficiency in Arabic is far better than in French. Moreover, Arabic is definitely more accessible to Algerian learners than French.

4.2. Teachers' views on the utility of translanguaging

Overall, the teacher-participants consider translanguaging to be of little benefit. This insight mismatches with Khairunnisa and Lukmana's (2020) findings that asserted the support of Indonesian teachers for translanguaging use as a strategy to assist English language comprehension. As already argued in this paper, Algerian teachers are probably still affected by the backlash against translation use for imparting foreign language skills. Actually, many teachers showed in the interview their concern about the problem of language transfer and the transposition of Arabic syntax into English linguistic production.

Furthermore, many interviewees stated that the students consider the use of translanguaging as an outdated pedagogy. Apart from beginners' contexts, only incidental translanguaging seems to be tolerated. In other words, the use of principled translation as a deliberate teaching strategy (Baker, 2011) is dismissed. Both in the questionnaire and the interview, the participants insisted on the restricted use of translanguaging to gloss meanings of English words in Arabic or to explain grammar.

4.3. Teachers' views on the use of functional translanguaging activities

Besides incidental use, translanguaging nowadays is promoted as a principled pedagogy (García, 2009). The teachers' reactions to this innovative practice is not completely promising. The participants revealed consistently with the findings of Khairunnisa and Lukmana (2020) and Wang (2019) that they are ready to embrace a number of translanguaging functions such as assisting peers and establishing rapport in the mother tongue.

Similarly, when the participants were presented with novel bilingual (translation) activities such as summarizing contents of lessons bilingually, they expressed their appreciation for such types of translanguaging techniques. The teachers must be unfamiliar with this new trend in bilingual education that integrates strategic bilingual communication activities. The activities promoted by Weschler (1997) such as bilingual information-gap activities could be very appealing to most EFL teachers who are used to the



monolingual approach, which, as García (2009) held, does more harm than good to bilingual children.

Nevertheless, the interview indicated that although translanguaging activities could be effective for enhancing English language learning, these activities could equally get in the way of providing enough opportunities for target language practice. Although García (2009) confidently assured that translanguaging does not reject target language immersion, the interviewed teachers seemed skeptical as to how to reconcile translanguaging with target language immersion.

It should be noted, however, that the Algerian school and higher education teachers seem resistant to change. Translation practices are still relegated to a secondary position or to the landscape of the course. This is probably reinforced by the school textbooks, which give little value to bilingual materials. For example, in the public-school textbooks, bilingual lists are placed at the end of the course books. Indeed, the informants of this investigation rated negatively the use of bilingual dictionaries while such dictionaries are viewed positively in China (Chen & Liu, 2022).

5. Pedagogical implications

Based on the discussions above, this paper puts forward a set of pedagogical and research recommendations. Given that Algerian English language teachers are still resistant to the use of translanguaging, it is crucial to familiarize them with the new translation methodology. For example, they should be introduced to functional-translation activities that are, as their name indicates, communicative in nature. Samples of translanguaging activities are provided by Weschler (1997), and such types of activities have nothing to do with old grammar-translation activities (Skopecčková, 2024).

Moreover, this study recommends the use of judicious and principled translation that would use the learner's L1 as a scaffolding tool to enhance English language learning, rather than the development of a bilingual individual as proposed by García and Li (2014). As things stand, we cannot rush into significant change. Algerian EFL teachers need gradual introduction to translanguaging pedagogy. For instance, translanguaging could be promoted more concretely and formalized through practical workshops. Teacher trainers need to organize workshops to test out its use through the creation of activities that integrate the learner's linguistic resources.



In terms of scholarly recommendations, future researchers could test the implementation of translanguaging activities and see how teachers would react to them. For example, information-gap activities could be implemented to develop learners' communicative capacities, rather than their linguistic competence. Probably, such future studies would convincingly promote translanguaging practices in Algerian schools and universities.

Conclusion

Algeria is a multilingual country that could take advantage of the emerging translanguaging pedagogy, which is theoretically supported in comparison to the old translation practices and code switching. This pedagogical translation uses principled activities that could be adapted to any language teaching methods. Additionally, it is consistent with new communicative language teaching trends.

This mixed method study surveyed and explored the opinions of Algerian EFL school and university teachers towards the use of translanguaging to look at whether these instructors are ready to espouse the innovative classroom translation pedagogies. A sample of 138 EFL teachers from different parts of the country was surveyed via an online questionnaire, and 20 volunteer teachers took part in the follow-up interview.

The findings basically indicated that Algerian EFL school and higher education teachers sometimes code switch from English into Arabic, but their classes tend to be monolingual and far from applying the translanguaging pedagogy. Actually, translanguaging seems to be used as a default pedagogy and as a last resort to manage classroom instruction. Nonetheless, the teacher-participants agreed on the use of some translanguaging aspects such as the use of L1 to help peers. Furthermore, they seemed attracted by some functional-translanguaging activities, which seemed unfamiliar to them.

Finally, it could be said that this study attempted to collect the Algerian teachers' opinions on the use of translanguaging in its weakest version and has attempted to demystify this emerging pedagogy that should be urgently utilized in the Algerian EFL and multilingual context.

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