

People's Democratic Republic of Algeria
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University of Mohamed Seddik Ben Yahia- Jijel
Faculty of Letters and Languages
Department of English



**Algerian Students and Teachers Attitudes Towards Translanguaging
in Conducting EFL Classroom Activities**

The Case of Second Year Licence Students at Mohammed Seddik Ben Yahia University

**Dissertation submitted in Partial Fulfilment of the Requirements for the Degree of
Master in Didactics of Foreign Languages**

Submitted by

Rania BOUBERBOUCHE

Aya AHMIA

Supervised by

Dr. Abdeldjalil BOUZENOUN

Board of Examiners

Chairperson: Dr. Zahia BOUCHAIR

Mohammed Seddik Ben Yahia University, Jijel

Supervisor: Dr. Abdeldjalil BOUZENOUN

Mohammed Seddik Ben Yahia University, Jijel

Examiner: Dr. Samia AZIEB

Mohammed Seddik Ben Yahia University, Jijel

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Declaration

I hereby declare that the dissertation entitled “Investigating the Role of Translanguaging in Conducting Classroom Activities: The Case of Second Year Licence Students at Mohammed Seddik Ben Yahia University” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

Date
16/09/2021

Dedication

*“In the Name of Allah, the Most Gracious, the Most
Merciful”*

I would like to dedicate this humble work to most precious people to my heart, my dear mother whose prayers never stopped, and my beloved father who always pushed me forward to reach my goals. Their support, encouragement, tenderness, and understanding never ended, may Allah bless them.

To my beloved sister *Khawla* and brother *Abd El Nour*

To my lovely friends: *Ibtissam, Amina, Chahinez, Khadidja* and *Mounira*

Special thanks to: *Mr. Djaafar KHERBOUCHE* for his endless support and collaboration

To my lovely partner: *Aya*

To all my teachers for their support and compliments mainly, teachers of English

Rania

Dedication

First and for most, the greatest thank is to Allah who gave me strength and patience to
complete this work

To my beloved parents for their patience, understanding, prayers, support and encouragement.

To me

To my lovely family

To my sweet partner ***Rania***

To all my teachers for their help and support

To everyone who loves me

Aya

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Abstract

The present study was conducted to investigate EFL students and teachers' perceptions about the effectiveness of translanguaging to increase students' understanding of the target language. In order to reach the objective of this study, two questionnaires were submitted to thirteen (13) second year EFL teachers and seventy-two (72) second year students at Mohammed Seddik Ben Yahia University. After analysing the gathered data, the major findings revealed that teachers and students have different perceptions towards the effectiveness of translanguaging. Teachers hold a negative attitude towards using translanguaging practices inside classrooms, the majority of teachers perceived that using other languages besides English may develop a kind of reliance and students may overuse those languages more than the target language. Moreover, students strongly supported translanguaging as a practice which enhances their learning abilities and promotes their understanding of English as well as it reduces affective factors students face during classroom interaction. Furthermore, pedagogical implications were suggested to teachers and students.

Keywords: Translanguaging, target language, understanding, effectiveness

List of Abbreviations

CLT:	Communicative Language Teaching
EFL:	English as a Foreign Language
FLL:	Foreign Language Learnig
L1:	First Language
TL:	Target Language
UG:	Universal Grammar

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General Introduction

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General Introduction

1. Introduction

The key to successful teaching is to understand how students learn. Learning involves providing students with different ways to process, structure, and acquire academic content. Bilingual education has grown throughout the world in the 21st century (Garcia, 2009). However, little is known about how two or more languages interact and influence learning, this is because most bilingual education programs strictly distinguish between languages, treating bilinguals as “two monolinguals in one” (Grosjean, 1989, p. 03). Recently, many scholars like Garcia and Wei (2014), Baker (2011) and Canagarajah (2001) have challenged the strict separation of languages applied in classrooms and in bilingual programs by opening up a space for cross-language practices, namely “translanguaging”. Translanguaging underlies the interrelationship between language practices of bilinguals, it refers to a practice where students select features from their linguistic repertoire to facilitate understanding of the target language, increase participation in collaborative learning and develop the language being taught. This investigation directs the issue of whether the utilization of translanguaging in EFL classrooms improves or hinders the students’ language learning process.

2. Background of the Study

According to Baker (2001), the term translanguaging comes from Welsh *trasieithu*, coined by Cen Williams (1994, 1996), in its original usage it refers to a teaching practice that requires students to use language interchangeably for receptive and productive use; for example, students may be required to read in English and write in Welsh, and vice versa.

Since then, the term translanguageing has been expanded by many scholars (Garcia, 2009; Li, 2011; Hornberger and Link, 2012) to refer to the complex language practices of multilingual individuals and communities, and the teaching methods using these complex language practices. In other words, translanguageing in education refers to using the mother tongue for the aim of developing the target language.

For many years, researchers and scholars have been committed to providing different hypotheses and theories on how to teach a second language. If this is to be debated, there have been always two aspects: some people are in favour of using the mother tongue (Dulay and Burt, 1973; Johnson and Newport, 1994; Anton and Dicamilla, 1998; Lally, 2002; Cohen and Brooks-Carson, 2001; Cipriani, 2001; Hashim, 2006; Atkinson, 1987; Cook, 2001) while others are dismissive of using the mother tongue (Krashen, 1982; Turnbull, 2001; Macaro, 2005). Therefore, there were different opinions on this matter.

The use of the first language (L1) in foreign language (FL) classes was discouraged by advocates of the target language (TL) position. Krashen (1982) believed that if students want to improve their TL capacities, they must be exposed to a large amount of TL input. However, Turnbull (2001) argued that maximizing the use of TL does not and should not mean that teachers' use of L1 is harmful. Macaro (2005) believed that avoiding L1 will lead to increase the use of input modifications (such as repetition, speaking slowly, replacing more complex words with basic words, simplifying grammar, etc.). This, in turn, may have a negative impact on any situation. Moreover, interaction in L1 makes the discourse unrealistic, reduces lexical diversity, and eliminates contact with complex syntax. In addition to that, input modifications may facilitate communication, but cannot help students acquire complex language knowledge such as vocabulary, phrases, and grammar (Macaro, 2005). That is to say, the use of the

mother tongue in the classroom may hinder the flow of interaction and students might not be exposed to learning complex language knowledge.

On the other hand, the L1 should not be regarded as an obstacle or hindrance to successful learning (Dulay and Burt, 1973; Johnson and Newport, 1994), proponents of this position revealed the positive impact of L1 on FL teaching and learning. For example, the study by Anton and Dicamilla (1998) in which five pairs of Spanish-speaking EFL adult learners conducted English writing tasks, revealed several of the many functions that L1 can serve such as fostering and maintenance of interest in the task, in addition to the development of strategies and approaches for making difficult tasks more manageable. Furthermore, Anton and Dicamilla (1998) believed that the use of L1 is beneficial to learning, because it does not only help the process and completion of tasks, but also creates a social and cognitive space for students to help each other throughout the learning process, and thinking in L1 will produce more refined content. Furthermore, Anton and DiCamilla (1998) viewed that sometimes the TL can be processed and easily digested when making reference to the L1, but this reference must be done carefully and without overuse in order not to reduce the learner's exposure to the TL input.

Moreover, Lally (2002) found out that students who prepare for writing tasks in the L1 get higher scores in terms of ideas, organization, and details. In other words, the use of L1 for tasks writing preparation helped students to brainstorm and organize ideas as well as to comprehend complex vocabulary. Therefore, they will be able to better perform in the tasks. In another study conducted by Cohen and Brooks-Carson (2001), the group reported that they always have more ideas and more clear thoughts in L1. By way of explanation, the integration of the L1 during the learning process helped students to clearly process and express their ideas

and thoughts. In addition, Cipriani (2001) observed in an investigation of beginners' oral participation strategies that L1 is one of the strategies to trigger oral participation between teachers and students. Her data also showed that teachers use L1 to communicate tasks and encourage students to speak English, and students use L1 as a speaking strategy to enable them to continue to communicate in English. Otherwise stated, when the L1 was used as a technique by teachers during oral participation it enhanced student-teacher interaction and pushed students to actively communicate in English.

Seng and Hashim (2006) pointed out that low proficiency students often have difficulty in expressing or verbalizing their ideas confidently and accurately, so they should be allowed to rely on L1 to understand. To rephrase it, when low proficiency students use their L1 it may aid them to promote their self-confidence. Thus students might be able to understand and smoothly convey their thoughts in the target language. The TL is the only medium allowed for discussion, students remain silent due to the lack of English proficiency. In contrast, when both L1 and TL are allowed as mediums of discussion, there will be more participation and meaningful communication will last longer. Therefore, using L1 will increase students' willingness to communicate and express ideas (Atkinson, 1987).

3. Statement of the Problem

One of the most serious challenges for foreign language learners is the need to negotiate and produce meaningful, comprehensible output as a part of language learning in the process of knowledge construction, when learners face difficulties in understanding a concept while reading a text , producing a piece of writing , or making an oral discussion to meet the requirements of the kind of demands the teacher may ask, they usually rely on their

mother tongue to comprehend the given assignments .

4. Aim and Significance of the Study

This study aims at shedding light on EFL students and teachers' attitudes towards translanguaging as a principle pillar among second year EFL learners at Mohammed Seddik Ben Yahia University during the process of learning the foreign language.

5. Research Questions

The current study seeks to provide answers to the following questions:

1. What are the EFL students 'attitudes towards the use of translanguaging practices in classroom?
2. What are EFL teachers' attitudes towards using translanguaging practices in second-year classrooms?

6. Research Hypothesis

Based on the research questions stated above, the researchers hypothesize the following:

1. EFL students would have positive attitudes towards the use of translanguaging.
2. EFL teachers would have positive attitudes towards translanguaging.

7. Means of Research

To obtain the necessary data to answer the research questions and to reach the purpose of the study, quantitative data collection and analysis were used. Precisely, questionnaires

were administered for both second-year EFL teachers and students at Mohammed Seddik Ben Yahia University. The questionnaires were used to investigate how EFL students and teachers consider the use of translanguaging in classrooms.

8. Structure of the Study

The study at hand consists of two chapters; the first is theoretical and the second is practical. The first chapter takes a broader look at translanguaging as an academic practice and its utilization and effectiveness in EFL classrooms. As far as the second chapter is concerned, it consists of three sections. The first section describes the methodology of research, the second one deals with data analysis and the final section tackles the discussion of the results.

Chapter One: Attitudes and Translanguaging

Introduction

Section One: Attitudes in Foreign Language Learning

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Chapter 01: Attitudes and Translanguaging / Literature Review

Section 01: Attitudes in Foreign Language Learning

Introduction

Attitude has recently received considerable attention from both first and second language researchers. Most of the researches on the issue have concluded that attitude is an integral part of learning and that it should, therefore, become an essential component of second or foreign language learning pedagogy. The general introduction provided the background of this study and outlined the statement of the problem, research questions, and aim of the study as well as the significance of this study. This chapter seeks provide a literature review about attitudes and translanguaging. The first section seeks to consider what attitudes are, functions of attitudes, a definition of language attitudes in addition to language attitudes in cognitive theories of second language learning. The purpose of the second section is to provide an in-depth elaboration of literature surrounding translanguaging and its effectiveness in EFL contexts among second-year students.

1.1. Definition of Attitude

Attitude has been and continued to be the focus of much research in the entire social sciences. According to different theories, attitudes are defined from different angles which has resulted in semantic disagreements and differences about the generality and specificity of the term. Researchers have offered a number of definitions to the concept of “attitude” in the field of

language learning, and there is no consensus on a single definition that covers all types of attitudes because one concept may overlap with other psychological concepts. Therefore, the term attitude is defined according to its context, and it is used and limited to its own scope (McKenzie, 2010).

According to Gardner (1980), attitudes are the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats and convictions about any specific topic. That's to say, an attitude is not only reflected in an aspect of human cognition that also includes the emotional value of specific things. Therefore, attitude will significantly affect what will be done as part of behaviour with a degree of positive or negative, favourable or unfavourable reaction when someone encounters certain situation.

Rhine (1958) believed that attitude is not just a cognitive structure, but an evaluation dimension that affects individual behaviour, that is; attitude may involve knowledge: people with attitude need to understand things about that person or what attitude they. Attitudes may involve feelings: the person may like, hate, or enjoy. Attitudes may involve experience: the person may have done something or done something; however, it is worth considering that the person has evaluated another person, event, or thing, and this evaluation may affect actual behaviour. In short, an attitude is a positive, negative, or mixed evaluation of an object expressed at some level of intensity. It is an expression of a favourable or unfavourable evaluation of a person, place, thing, or event. These are fundamental determinants of our perceptions of and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain actions.

Gardner (1985, p.39–49), there are about five characteristics of attitude to be considered in learning second language:

- a. Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have

feelings and emotions attached to them)

- b. Attitudes are dimensional rather than bipolar-they vary in degree of favourability/unfavourability.
- c. Attitudes predispose a person to act in a certain way, but the relationship between attitudes is not a strong one.
- d. Attitudes are learned, not inherited or genetically endowed.
- e. Attitudes tend to persist but they can be modified by experience.

1.2. Language Attitudes

In the late 1950s; at the same time as the emergence of psychologicalism as a response to behaviourist methods, social psychologists studied language attitudes. During this period, views on language began to change. Language is no longer just regarded as a behavioural phenomenon, but as an internal psychological activity. In the 1960s, due to the work of Labov and Lambert, the study of language attitudes received more and more attention, and they both paved the way for the study of language-related attitudes. Therefore, language attitude research has begun to play an important role in various disciplines, such as social psychology of language (Gardner, 1985).

According to Smith (1996), providing a clear definition of language attitude is still difficult due to the complex connections between many concepts, for example; Attitudes, language, language attitudes and their connection with society. Another important reason is related to two different paradigms (mentalism and behaviorism) which studied language attitudes from two different perspectives. Crystal (2008) provided a definition of language attitudes which states that they are “the feelings people have about their own language or the language of others”. In brief, language attitude refers to the positive or negative feelings or evaluations that

people hold towards other languages. Language attitudes have nothing to do with language itself, but it can also cover other related subjects. The field of language attitudes contains a wide range of concerns. Specifically, the reasons for studying language attitudes depend on specific concerns.

Baker (1992, P. 29) pointed out the following key points of language attitude research over the years:

1. Attitude to language variation, dialect and speech style
2. Attitude to learning a new language
3. Attitude to a specific minority language (such as Welsh)
4. Attitude to language groups, communities, minorities
5. Attitude to language lessons
6. Attitude of parents to language learning
7. Attitude to the uses of a specific language 8. Attitude to language preference

1.3. Components of Language Attitudes

According to Oskamp and Schultz (2005), there are several main theoretical views on the nature of attitudes. An older view called the tri-componential view; believed that attitude is a single entity, but it has three aspects or components: affective, behavioural, and cognitive. It is also called the ABC model of attitude, and it was illustrated in an example of riding a motorcycle:

- a. **An affective (emotional) component**, this refers to the feelings and emotions one has toward the object.

For instance, “Riding a motorcycle is fun.” “Riding a motorcycle is exciting.”

- b. **A Behavioural component**, consisting of one's action tendencies toward the object.

For example, "I ride motorcycles every chance I get." "If I had the money, I would buy motorcycle."

- c. **A Cognitive Component**, consisting of the ideas and beliefs that one has about the attitude object.

For example, "Motorcycles are fast." "Riding a motorcycle instead of a car saves gas."

To put it another way, an attitude is composed of three main components which include behavioural cognitive and emotional component. The behavioural component of an attitude reflects how it affects the way we act or behave. The cognitive component is based on the information or knowledge, that part of attitude which is related in general knowledge of a person. It refers to the beliefs, thoughts, and attributes that we would associate with an object whereas the affective component is based on feelings, it deals with feelings or emotions that are brought to the surface about something, such as fear or hate.

1.4. Language Attitudes in Cognitive Theories of FLL

1.4.1. Krashen's Monitor Model

Krashen's (1981) Cognitive theories of second language view the responsible strategies of linguistic knowledge development to be general in nature and related to and involved in other types of learning. The monitor model is a noticeable SLA cognitive theory. The latter, posits that there exists both a conscious and a subconscious language system which can both be activated in any language situation. The two systems thought to be independent from each other. The model emphasizes the role of attitudes in SLA and distinguishes between attitudinal/motivational variables, which are related to subconscious acquisition and language aptitude, which is associated to conscious learning

Krashen's Model consists of five main hypotheses: The acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis

In the acquisition - learning hypothesis Krashen stated that "students have two different ways of developing skills in a second language: learning and acquisition" (as cited in Lai, Wei, 2019, p.128). Learning is a conscious process that focuses the students' attention on the form of the language (structure). Unlike learning, acquisition is a process similar to that by which we acquired our mother tongue, and which represents the subconscious activity by which we internalize the new language, putting emphasis on the message (meaning) rather than on the form. Acquisition is, thus, the untutored or naturalistic way (Lai, Wei, 2013, p.128). That is to say "language acquisition is believed to be broadly similar to the process which children use to acquire both their L1 and L2" (Mckenzi, 2010, p. 27). Simply put, acquisition is a sub-conscious process, which is similar to the acquisition of mother tongue for the children. Unlike learning which is a conscious process, where learners consciously study the L2.

According to the Natural Order Hypothesis, "learners of a second language acquire structural items in a predictable order regardless of the order of presentation" (Abukhattala, 2013, p. 128). In other words, some language items are learned before other items in a predictable order. For instance, Krashen(1983) argued that the study of Dulay & Burt showed that children acquire their first language in a precise order by picking up certain grammatical morphemes before others which is similar to second language learning (as cited in Lai, Wei,2019, p. 1460)

The monitor hypothesis is closely related to the "Acquisition- Learning" hypothesis. It aims to show how learning and acquisition are utilized, as well as the innate relationship between them. (Lai, Wei,2019, p. 1459). Krashen (1982) indicated that only "acquisition system" can directly promote the development of second language competence and can be used as a production mechanism for

language use. whereas the "learning system," which is the result of conscious knowledge of the language structure, can only be used as a monitor role in language use and not as part of language competence. There are three conditions that must be met in order for the monitor roles to be activated, but they are not sufficient.

1. *Sufficient time: that is, language users have to have sufficient time to effectively select and use grammar rules.*
2. *Focus on form: that is, language users have to focus on the form of the languages by considering the appropriateness of the language.*
3. *Know the rules: that is, language users have to possess the grammar concepts and language rules of the language learned. (Lai, Wei, 2019, p. 1460)*

Krashen (1981) stated that, the input hypothesis emphasizes on the importance of comprehensible input, because it helps learners to naturally acquire language structures. This comprehensible input is $i+1$ level (as cited in Mckenzi, 2010, P. 27), which means that the input is slightly higher than the current learners' language skills. Furthermore, Krashen(1985) claimed that the ideal input is composed of four characteristics: comprehensibility, interesting and relevant, not grammatically sequenced, sufficient input (as cited in Lai, Wei, p.1460).

The affective filter as the fifth hypothesis in the monitor modal, accounts for the influence of affective factors on second language acquisition as Mckenzi stated in his book *The Social Psychology of English as a Global Language*:

The filter influences the rate of language development by determining the amount of input the learner comes into contact with and the amount of input which is converted to intake. Attitude towards the target language is viewed as an important affective variable, in addition to motivation, self- confidence and anxiety state. (2010, p. 28)

That is to say, learners with high filter (low motivation and self-confidence but high levels of anxiety)

obtain a little input, whereas learners with low filter receive great input. (*Mckenzi, 2010, p. 28*)

To sum up, the lower the effective filter is; the more input is allowed to pass through. This latter, should be a comprehensible input as stated by Wilson (2002) “Acquisition is more important than learning. People acquire second languages only if they obtain comprehensible input ($i + 1$) and if their affective filters are low enough to allow the input in “(as cited in Lai, Wei, p. 1461).

Section 02: Theories and Research on Translanguaging

1.1. Translanguaging

According to Baker (2011) the term “Translanguaging” comes from the Welsh “Trawsieithu” and was coined by Cen Williams (1994, 1996) which referred to an academic practice where students are asked to substitute languages for the purpose of receptive and productive use. Its original meaning referred to the educational practice of using Welsh and English in the classroom so that students read a passage or listened to some information in one language and had to develop their work in another language (as cited in Garcia and Wei, 2014). Canagarajah (2011, p. 401) also defined translanguaging as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system”. Another scholar namely Mignolo (2000) pointed out that translanguaging refers to new language uses that make obvious the complexity of language exchanges among individuals with various backgrounds, and releases histories and understandings that had been covered inside strict language identities constrained by country states.

Williams (2002, p. 40) stated that “translanguaging came to mean the process whereby one language is used in order to reinforce the other with the aim to increase understanding and in order to augment the pupil’s ability in both languages” (as cited in Tsokalidou and Skourtou, 2020, p. 221). In other words, translanguaging is the use of other languages alongside the target language to facilitate and maintain the learning process. According to Williams (2002), students attribute new concepts and ideas they hear, they transfer their own understanding of the concepts and concurrently use them in other languages. He also inferred that the notion “Translanguaging” focuses more on the learners’ use of their linguistic resources and their goal behind using this practice, rather than the teacher’s role within the classroom even though it may

be used by the teacher. In the same line Williams (2003) pointed out that translanguaging aims at using the stronger language to develop and reinforce the weaker language. Thus, this process will achieve a relatively balanced development of the learner's target language (as cited in Tsokolidou and Skourtou, 2020).

Bilingualism, multilingualism and plurilingualism are three related concepts that had been used by many researchers in the field of Translanguaging. Hence, it is important to provide a synopsis of these significant terms.

To start with the term bilingualism, refers to the ability of a speaker to speak two languages. Haugen (1956, p. 11) gave an early definition of the term bilingual as “bilingual is a cover term for people with a number of different language skills, having in common only that they are not monolingual, bilingual is one who knows two languages” (as cited in Garcia and Li, 2014). Another scholar namely Weinreich (1974, p. 1) provided a similar definition to bilingualism as “the practice of alternately using two languages will be called bilingualism and the persons involved, bilinguals, bilingual has thus come to mean knowing and using two autonomous languages”. In a nutshell, bilingualism is when a speaker knows and uses two languages in communicative settings.

Moreover, multilingualism is a complex phenomenon that was studied by many researchers from distinct perspectives in various disciplines such as linguistics, psycholinguistics, sociolinguistics and education. For example, Li (2008, p.04) defined a multilingual individual as “anyone who can communicate in more than two languages, active (through speaking and writing) or passive (through listening and reading)”. Another well-known definition of multilingualism was given by the European Commission (2007, p. 06) as “the

ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (as cited in Cenoz, 2013, p. 05). It means, multilingualism has to do with effectively using more than two languages for written and spoken discourse. It contrasted monolingualism which refers to the ability of using only one language.

The term plurilingualism was coined by the council of Europe, it was defined in the Common European Framework of Reference for Languages (1996, p. 168) as “the ability to use languages for the purposes of communication and to take part in intercultural action, where a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures”. In other words, plurilingualism refers to a speaker who has competence in more than one language and switches between them easily depending on the situation without too much effort, and it is focused on the individual as an agent in the interaction. In short, plurilingualism refers to the speaker’s capacity to learn more than one language and to effectively interact in multicultural community. Finally, Garcia and Wei (2014) explained that the terms bilingualism, multilingualism and plurilingualism refer to a plurality of languages.

1.2. Codeswitching and Translanguaging, is There a Difference?

According to Cook (2001), code-switching is a language alternation that occurs when a speaker alternates or switches between two or more languages, or language varieties in the context of a single interaction. Typically, speakers’ native language and second language are used intrasententially or intersententially. The term translanguaging is a generally recent one used in accordance with code-switching, in the literature Translanguaging is like code-switching in that it refers to multilingual speakers’ shuttling between dialects in a characteristic way (as

cited in Park, n.d., pp.50-52).

The epistemological difference between translanguaging and code-switching is that translanguaging refers not simply to a shift between two languages or codes, but rather to the speaker's use of original and complex interrelated discursive practices. In this context, Garcia (2009, p. 42) stated that "translanguaging are multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds". In other words, translanguaging is more than code-switching that sees languages as separate entities which are switched for communicative purposes. Moreover, code-switching has to do with language level while translanguaging refers to the development of language codes and connects different varieties and cultures together.

Translanguaging contrasts with code-switching in the light of the fact that code-switching is the substitute use of at least two dialects, languages or even discourse styles (Hymes, 1977). As indicated by Li (2016), code-switching is an interaction of going between dialects where one language (code) is turned off to clear path for the use of another dialect (code). Consequently, translanguaging allows students to utilize their whole linguistic repertoire to understand better.

Garcia (2014) gave an example to show the difference between translanguaging and code-switching. The epistemology of code-switching has to do with the language function on the iPhone. On one hand, the language-switch function could be said to respond to a code-switching epistemology where bilinguals are expected to 'switch' languages by pressing the key of switching on the keyboard based on the concept that there are named languages. On the other hand, translanguaging is the ability to precisely ignore this kind of language function on the smartphone and to use all language features fluidly, because they are part of the bilingual

speaker's repertoire. For Garcia (2014), then, a translanguaging epistemology would be like turning off the language-switch function on the iPhone and enabling bilinguals to select features from their entire semiotic repertoire.

To sum up, code-switching refers to an alternation or switch between two languages within a sentence or a discourse. While translanguaging refers to the concurrent use of two or more languages to communicate ideas and to make meaning across. It seeks to transcend the boundaries between languages and recognizes those languages as one system of interaction. However, code switching views the languages used during interaction as separate systems.

1.3. Monoglossic Versus Heteroglossic View of Language

Recent studies on codeswitching and translanguaging had witnessed a shift from monoglossic language ideology which viewed language as autonomous skills functioning independently in various contexts, to holistic heteroglossic language use. The term heteroglossic came from "Heteroglossia" which is linked to Bakhtin's (1981) word "Raznorechie" ("various voices" in Russian). According to Bailey (2007, p. 257) the term heteroglossia "addresses simultaneous use of different kinds of forms and signs" (as cited in Goodman and Tastanbek, 2020, p. 06). These signs and structures under a code-switching lens are viewed as belonging to two separate languages, but under a translanguaging lens are not seen as discrete and are in this manner heteroglossic. Garcia (2009) reinforced this point by characterizing the distinction between diglossia and heteroglossia as follows "languages are not compartmentalized in a diglossic situation, but rather they overlap, intersect, and interconnect". Other views supporting

the heteroglossic language ideology and rejecting the separation of languages in classroom practices emphasised the shift from monoglossic, objective observation of language practices and practices of language dominance to a holistic, heteroglossic, subjective understanding of language experiences, meaning- making and identity formation. For instance, De Korne (2012) discovered more positive results in Luxembourg, when she reported translanguaging practices around Luxembourgish, German, and French and English that arose naturally during a task to create and perform a play in English, De Korne offers translanguaging practices as proof of heteroglossic belief about multilingualism and language in education.

To sum up, according to Goodman and Tastanbek (2020) both codeswitching and translanguaging illustrated the rotation or blending of languages in and out of classrooms and the spontaneous use in classrooms. However, code-switching had conceptualized bilingualism as a division of languages based on a monoglossic perspective, and bilingualism as two separate languages. In addition, codeswitching focused on dominance and proficiency in one language over another. Nevertheless, the conceptualization of bilingualism under translanguaging lens underlies the holistic, heteroglossic nature of language use. Consequently, through translanguaging what was called previously alternation, mixing, and

combination of codes in better perceived as language practices that transcend named languages boundaries. Thus, translanguaging as a pedagogical methodology includes more worthy emphasis on the use of language in classrooms for meaning-making and identity formation.

1.4. Translanguaging Versus Translation

Translanguaging also differs from the notion of translation. In classrooms, students have

different dominant languages. The teacher always tries to translate from one language that is the target language to another for instance learners' mother language, so that they can understand better the content being taught. Translanguaging in contrast, refers to the concurrent use of two languages; the process of translating is more likely about separating languages, scaffolding and using mainly the stronger language (Lewis et al, 2012). For instance, the instructor can use translation so that the weaker academic language (e.g. English) used for instruction is translated into the student's stronger language (e.g. Arabic) to promote comprehension and facilitate learning of the new language. Though translation may occur during translanguaging practices, it was claimed that there is a difference between the two concepts. Williams (2002) stressed that "translation sees languages as separate, emphasizing that one language is preferred academically even if it is temporarily the weaker language unlike translanguaging which tends to use and enhance both languages (as cited in Lewis, Jones, and Baker, 2012, p. 660).

1.5. Translanguaging as a Teaching Strategy

Understanding translanguaging as a teaching strategy is related to the original concept used in Welsh bilingual education. The pedagogical translanguaging aims to use the entire linguistic resources to enhance the learning process, rather than avoiding the students' language knowledge due to their educational background. In addition, compared with the traditional ideology of language separation based on a monolingual perspective, this approach implied a shift. Furthermore, as a pedagogical method, translanguaging aimed to activate students' linguistic repertoire and to develop their metalinguistic awareness about the way the languages are used in natural communication so that students can benefit from their own multilingualism (Cenoz and Gorter, 2020). To put it in other words, pedagogical translanguaging means that languages should not be taught as separate systems but rather as interrelated entities with the

learners' existing languages resources. Therefore, the aim behind using translanguaging as pedagogy is to enhance the development of the target language by using the whole semiotic resources.

Translanguaging pedagogy has two particular measurements: the discursive dimension and the instructional dimension. The discursive translanguaging pedagogy refers to the practice of encouraging students to use their full linguistic repertoire while learning in classrooms (Garcia and Sylvan, 2011). This practice is part of an instructional context which stimulates the use of various languages, and it was characterized by Gort and Sembiente (2015, p. 09) as “the dynamic discursive exchanges in which teachers and students engage as they draw on and choose from multiple languages and language varieties”. In contrast, the instructional translanguaging dimension is a process of designing a curriculum that allows students to use both languages during learning (Creese and Blackledge, 2010). This design concept promotes the deliberate use of two languages to gain an understanding of new content.

1.6. Student-led and Teacher-led Translanguaging

By using translanguaging, bilingual learners can flexibly control their own learning, and self-regulate when and how to use the language according to the context in which they are required to perform. Williams (2012, p. 81) called this "natural translanguaging" (as cited in Garcia and Wei, 2014) in the classroom, which mainly refers to the behaviour of students' learning, but it may also include teachers' use of translanguaging for individuals, pairs, and groups of students to ensure a full understanding of the topic being taught. Lewis, Jones, and Baker (2012, p. 665) called it “student-oriented translanguaging” which means, for example, when students gather information in English, discuss the content in Welsh, and complete the

written work in English. Brooks and Donato (1994) observed that when learners are allowed to organize activities and discuss the tasks and their goals, they can orient themselves jointly. Hence, allowing them to self-regulate during the learning process. This process emphasized the independence of students; as they self-regulate their knowledge and actions to acquire information and thus enable language acquisition.

According to Lewis, Jones and Baker (2012), official translanguaging is carried out and set by teachers, it includes more planned actions for interaction between teachers and students. Sometimes teachers use official translanguaging to deepen the classroom interpretation of the complex parts of the subject or to conduct in-depth discussions of language or social issues. In other times, the teacher showed a complete understanding of the subject area. Lewis, Jones and Baker (2012) also named it "Teacher-directed-translanguaging", which involves a planned and structured activity of teachers as a transformative pedagogy. For teachers, official translanguaging is a way to ensure that all students play a role in cognitive, social and creative aspects while performing in meaningful interaction. In other words, official translanguaging is controlled and guided by the teacher for various learning purposes inside the classroom for instance, to ensure the full understanding of the content and students' engagement during classroom interaction.

1.7. Translanguaging Space

The concept of translanguaging space refers to a space that individuals create to interact with other spaces created by other speakers. The language resources used by speakers to create their own space include not only their cognitive abilities, but also their personal history, experience, attitudes, values, and ideologies acquired through interaction with others under specific social and historical conditions. Wei (2011) explained the nature of the translanguaging

space as a continuous process. The translanguaging space contains two main aspects, namely creativity which is according to Wei (2011) is “the ability to choose between following and flouting rules and norms of behavior, including the use of language. It is about pushing and breaking the boundaries between the old and the new, the conventional and the original, and the acceptable and the challenging” (p. 1223).

As well as criticality which refers to “the ability to use available evidence appropriately, systematically and insightfully to inform considered views of cultural, social and linguistic phenomena” (Wei, 2011, p. 1223). In a translanguaging space speakers become comfortable with the use of each language, creativity begins to flow and languages start to be interconnected in ways that can only be understood in that particular space, and when talking about a space it means where speakers interact physically and mentally using different modalities i.e. Speakers communicate using textual, aural, linguistic, spatial, and visual resources or modes to construct and interpret messages. Moreover, speakers can join their experiences, beliefs, attitudes and physical capacity to come up with meaningful performance. Thus, these enhanced contacts between learners of diverse backgrounds provide new opportunities for innovation and creativity (Wei, 2011).

1.8. Translanguaging Goals and Strategies

The following table summarizes the different ways in which translanguaging is used by teachers in schools to ensure that students learn both content and language. It also highlights the goals of translanguaging in EFL learning classrooms.

Table 1. *Teaching to learn content and language through translanguaging*

Translanguaging Goals	Translanguaging Strategies
<ul style="list-style-type: none"> -To differentiate among learners' levels and adapt instruction to different types of students -Build background knowledge in order to make meaning of the content -Deepen understanding and develop new knowledge and critical thinking -To engage learners so as to build a bilingual identity -For cross-linguistic flexibility so as to use language practices competently - To improve classroom participation -To facilitate meaningful content learning -To promote vocabulary learning 	<ul style="list-style-type: none"> -Peer grouping according to home language to enable collaborative dialogue and cooperative tasks using translanguaging -Reading multilingual texts, multilingual listening/ visual resources -Task-based learning and kinesthetic -Translanguaging when appropriate for understanding -Group discussions and debates -Group and pair work -Translanguaging in writing /in speaking -Translanguaging in lectures and in explaining texts -discussing the content in English and later on in all their available resources -Enable students to translanguage in order to support their responses as they miss the correct English word

Note. Adapted from O. Garcia and L. Wei, 2014, Palgrave Macmillan. Copyright 1988 by designs and patents.

1.9. Advantages of Translanguaging

Baker (2011, as cited in Lewis et al, 2012, P. 645) discussed four potential educational advantages of translanguaging.

Firstly, translanguaging may promote a deeper and fuller understanding of the subject

being taught. In monolingual teaching situations students find it impossible to answer questions or write an essay about a subject they do not fully understand it, this is because a processing situation did not occur. For example, students write sentences, copy and adapt paragraphs or even write from the teachers' dictation without real understanding. However, translanguaging enables the students to process and digest the content through negotiating the meaning and discussing the content using other languages in their repertoire. That is to say, translanguaging enhances students' understanding of the instruction and therefore it promotes their performance.

Secondly, translanguaging may help students to develop weaker language skills. As an example, students may try to use their stronger language to complete the main part of the work, and then use the weaker language to complete the less challenging related tasks. Namely, translanguaging enables students to accomplish the hard parts of the tasks.

Thirdly, the joint use of languages can facilitate home-school cooperation. If a child can communicate to a minority language parent in their usual medium, the parent can support the child in their school work.

Fourthly, translanguaging facilitates the integration of fluent English speakers and different levels of English learners. If English learners are integrated with native English speakers, and if the two languages are used sensitively and strategically in the classroom, the learners can develop their second language skills while learning the content.

Conclusion

This chapter shows that translanguaging is an effective practice in teaching and learning processes. Moreover, translanguaging is a practice which enhances students' target language development in terms of increasing classroom participation and promoting self-confidence. Translanguaging can be used as a teaching strategy that allows students to select from their

linguistic resources and use these resources to self-regulate their learning and better understand the tasks assigned to them. It can be used by teachers to control the learners' behaviour during learning to ensure the full understanding of the content and to simplify the instruction in a planned and structured way. The chapter has also shown how translanguaging can open a classroom space where students use their languages resources creatively and critically to share their attitudes, knowledge, experiences and beliefs with each other to perform a flawless interaction. At the end, we concluded the chapter with translanguaging goals and strategies for a successful implementation of translanguaging inside the classroom in addition to the advantages to show its impact inside and outside the class.

Chapter Two: Field Work

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Chapter 02: Field Work

Introduction

To find convincing answers on the effectiveness of translanguaging among second-year EFL learners, questionnaires were administered to explore both second-year students and teachers' attitudes towards translanguaging practices inside classrooms. In what follows, one can come up with what might confirm or reject the already stated hypotheses.

Within this chapter, two different questionnaires were addressed to second-year teachers and students at the University of Mohamed Seddik Ben Yahia. In this section the results of the questionnaire for students will be shown to check the validity of the research hypotheses.

2.1. Data Collection Procedures

The present work was conducted with the use of questionnaires to collect data for this research. Dornyei stated "Because the essence of scientific research is trying to find answers to questions in a systematic manner, it is no wonder that questionnaires have become one of the most popular research instruments" (2010, p. 1).

The potential participants for this study were second-year EFL students in addition to teachers at Mohamed Seddik Ben Yahia University. The questionnaires were both handed and posted online to explore both students and teachers' perceptions towards translanguaging.

2.2. Population and Sampling

The questionnaires were submitted to second-year EFL students and teachers at

Mohamed Seddik Ben Yahia University, during the academic year 2020-2021. Seventy-two students (72) and thirteen teachers (13) participated in this study.

The selection of this particular population was based on the consideration that second-year students are exposed to the use of translanguaging practices inside the classroom to increase their understanding of the target language.

2.3. Questionnaire for Students

2.3.1. Aim of the Questionnaire

It is the core of the research which aims to consider students' perceptions towards the effectiveness of using translanguaging and its impact on enhancing students' performance inside the classroom.

2.3.2. Administration of the Questionnaire

The target population of this study is second- year EFL students at the University of Mohamed Seddik Ben Yahia. The questionnaire was administered to 72 students. It is made up of 16 questions that are classified into two sections; each section focused on a particular aspect related directly or indirectly to our research.

2.3.3. Description of the Questionnaire

The questionnaire consists of 16 questions; it is divided into two sections

The first section contains four questions (Q1-Q4), the purpose behind this section is to have clear insights on how second-year students engage in collaborative learning using translanguaging.

The second section is a combination of 12 questions (Q5-Q16) which seeks to find out students' experiences with translanguaging inside the classroom.

2.3.4. Analysis of the Questionnaire

Section One: Students' Views on Collaborative Learning

Q 1- When I am assigned to do some group work, I use other languages besides English to discuss the task.

- a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

Table 2.1. *Students' Use of Other Languages in Group Work*

Options	Number	Percentage
a.	7	9.8%
b.	37	51.4%
c.	20	27.7%
d.	8	11.1%
e.	0	0%
Total	72	100%

This question aimed at finding out whether the participants use other languages besides English to discuss the tasks being assigned to them or not. The findings revealed that more than half of the participants “agreed” that they use other languages besides English and 27.7% of them chose to be “neutral”. However, 11, 1% disagreed that they involve other languages besides the target one while only 9.8% strongly agreed.

Q 2- I think that the teacher should allow students to use other languages besides the target one in the class for:

- a) Open discussions and debates
- b) Asking for and giving clarification
- c) Classroom participation (with teachers)
- d) Casual conversations in the classroom
- e) Others, please specify

Table 2.2. Purposes of Using Other Languages

Options	Number	Percentage
a.	18	25%
b.	16	22.2%
c.	13	18.1%
d.	9	12.5%
e.	1	1.4%
f.	1	1.4%
g.	1	1.4%
No answer	13	18%
Total	72	100%

The purpose of this question was to recognize in which situation the students think that their teachers should allow them to use other languages. The results showed that quarter of the participants ticked “open discussions and debates” which represent the highest percentage, and 22.2% chose “asking for and giving clarifications”. 18% of the students ticked “classroom

participation” while 12.5% selected “casual conversations” and only 03% suggested other situations.

Q 3- The use of translanguaging for discussing different instructions with group members helps me to develop my understanding.

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

Table 2.3. Students’ Opinions on Using Translanguaging for Discussing Instructions

Options	Number	Percentage
a.	19	26.4%
b.	44	61.1%
c.	8	11.1%
d.	1	1.4%
e.	0	0%
Total	72	100%

The objective of this question was to have an idea whether students agree that the use of translanguaging for discussing different instructions with group members helps them to develop their understanding or not. The table above showed that 61.1% of the participants “agreed” that using translanguaging for discussing different instructions helps them to promote their understanding, and 26.4% “strongly agreed”. However, 11.1% of the students chose to be neutral and only 1.4% “disagreed”.

Q 4- Using translanguaging during group discussions allows me to better express my understanding of the instruction using the target language.

a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

Table 2.4. Students' Opinions on Using Translanguaging to Express Understanding

Options	Number	Percentage
a.	17	23.7%
b.	40	55.6%
c.	10	13.8%
d.	3	4.2%
e.	2	2.7%
Total	72	100%

This question was asked to figure out whether using translanguaging during group discussions allows the students to better express their understanding of instruction using the target language or not. According to the students' responses, it was revealed that 55.6% of the participants "agreed" that using translanguaging helps them to better express their understanding while 23.7% said that they "strongly agree". 13.8% chose to be neutral. However, 4.2% of the students "disagreed, and only 2.7% selected "strongly disagreed".

Section Two: Students' Experience With Translanguaging

Q 5- How can using Translanguaging in the class be beneficial, choose the most beneficial one or ones:

- a) Promoting self-confidence
- b) Encouraging group work
- c) Increase your participation
- d) Reduce hesitation
- e) Others, please specify

Table 2.5. Benefits of Using Translanguaging in the Classroom

Options	Number	Percentage
a.	6	8.3%
b.	10	13.8%
c.	10	13.8%

d.	6	8.3%
a+b+c+d	1	1.4%
a+b+c	4	5.6%
a+c+d	4	5.6%
b+c+d	1	1.4%
a+b	9	12.5%
a+c	4	5.6%
a+d	4	5.6%
b+c	6	8.3%
b+d	2	2.8%
c+d	2	2.8%
e.	1	1.4%
f.	1	1.4%
g.	1	1.4%
Total	72	100%

The purpose of this question was to find out how using translanguaging can be beneficial to students. The results displayed in the table above indicated that 44% [$\underline{a}=32$: (\underline{a} : 6)+ ($\underline{a+b+c+d}$: 1)+ ($\underline{a+b+c}$: 4)+ ($\underline{a+c+d}$: 4)+ ($\underline{a+b}$: 9)+ ($\underline{a+c}$: 4)+ ($\underline{a+d}$: 4)] of the participants found that using translanguaging can be more beneficial for promoting self-confidence and 45% [$\underline{b}=31$: (\underline{b} :10)+ ($\underline{a+b+c+d}$:1)+ ($\underline{a+b+c}$: 4)+ ($\underline{b+c+d}$: 1)+ ($\underline{a+b}$: 9)+ ($\underline{b+c}$: 6)+ ($\underline{b+d}$: 2)] of them chose encouraging group work. 43% [$\underline{c}=32$: (\underline{c} : 10)+ ($\underline{a+b+c+d}$: 1)+ ($\underline{a+b+c}$: 4)+ ($\underline{a+c+d}$: 4)+ ($\underline{b+c+d}$: 1)+ ($\underline{a+c}$: 4)+ ($\underline{b+c}$: 6)+ ($\underline{c+d}$: 2)] of the students selected increasing participation

while 27% [(d=20: (d: 6)+ (a+b+c+d:1)+ (a+c+d: 4)+ (b+c+d: 1)+ (a+d: 4)+ (b+d: 2)+ (c+d: 2)] voted for reducing hesitation. However, only 4% of the population suggested other benefits such as increasing understanding, avoiding shyness, and reducing anxiety.

Q 6- When one of your classmates asks you for further clarifications, do you simplify the instruction using:

- a) Mother tongue
- b) French only
- c) English only
- d) English plus other languages (mother language, French)

Table 2.6. Students' Use of Other Languages for Further Clarifications

Options	Number	Percentage
a.	16	22.2%
b.	3	4.2%
c.	9	12.5%
d.	44	61.1%
Total	72	100%

This question aimed at knowing what language or languages the students use to simplify the instruction for their classmates. As it is shown in the table above, 61.1% of the students said that they use English plus other languages when they simplify the instruction to their mates. 22.2% of the population uses the mother tongue and 12.5% prefer to use

English only. However, only 4.2% said that they use only French when their classmates ask for clarifications.

Q 7- When you ask for clarification, your question is in:

- a) The mother tongue
- b) French only
- c) English only
- d) English plus other languages (the mother language, French)

Table 2.7. Languages Students Use When Asking for Clarification

Options	Number	Percentage
a.	15	20.8%
b.	3	4.2%
c.	31	43.1%
d.	23	31.9%
Total	72	100%

Once again, the aim behind this question was to know what language the participants use when they ask for clarifications from their mates. The results of their responses indicated that 43.1% of the students use English only, and 31.9% of them use English plus other languages. 20.8% of the students said that they use the mother tongue while only 4.2% of them use French only.

Q 8- I prefer to receive explanations from my classmates in;

- a) The mother tongue
- b) French only
- c) English only
- d) English plus other languages (the mother language, French)

Table 2.8. *Students' Preferences on How to Receive Clarification*

Options	Number	Percentage
a.	4	19.4%
b.	1	1.4%
c.	23	31.9
d.	34	47.3%
Total	72	100%

The goal behind this question was to find out which language students prefer the most when receiving clarification from classmates. According to the results, 47.3% of the participants said that they prefer to receive clarification in English plus other languages. 31.9% chose English only, and 19.4% of the population preferred to receive it in their mother tongue. However, only 1.4% preferred to receive simplified instruction in French only.

Q 9- I find the received peer feedback which is based on different languages more effective than the English language only

- a) Yes
- b) No
 - Why?

Table2.9. Students' Beliefs on Received Feedback Based on Other Languages

Options	Number	Percentage
a.	49	68.1%
b.	23	31.9%
Total	72	100%

The purpose behind this question was to determine whether students find it more effective when they receive feedback that is based on different languages than the one which is based on English only. The students' responses showed that most of the participants 68% find it more effective to receive feedback based on different languages and said "yes" while the rest 31% answered with "no".

Q 10- I think the use of other languages helps me to progress to the next level of proficiency.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

Table 2.10. *Students' Insights on Using Other Languages to Develop Language Proficiency*

Options	Number	Percentage
a.	14	19.4%
b.	41	56.9%
c.	11	15.3%
d.	5	6.9%
e.	1	1.5%
Total	72	100%

This question aimed at recognizing whether the use of other languages besides English among students helps them to progress to the next level of proficiency. The findings determined that 56.9% of the students agreed and 19.4% said that they strongly agree, while 15.3% chose to be neutral. However, 6.9% of the participants disagreed and only 1.5% strongly disagreed.

Q 11- Does the use of other languages hinder the development of the target language (English)?

- a) Yes
- b) No

Table 2.11. *Students' Beliefs on Hindrance of Target Language Development*

Options	Number	Percentage
a.	28	38.9%
b.	44	61.1%

Total	72	100%
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The objective of this question was to observe whether the use of other languages alongside English hinders the students' development of the target language. The results in the table above determined that 61.1% of the population answered with “no” and 38.9% said “yes” it hinders the development of the target language.

Q 12- The use of other languages:

- a) Disrupts the flow of ideas
- b) Contributes to enrich the discussion
- c) Others, please specify
 - Whatever your answer is, please explain why?

Table2.12. Consequences of Using Other Languages Besides English

Options	Number	Percentage
a.	28	38.9%
b.	44	61.1%
Others	0	0%
Total	72	100%

The aim of this question was to know the effectiveness of the use of other languages on the development of the target language. The results displayed in the table above showed that 61.1% of the participants said that it contributes to enrich the discussion. In contrast, 38.9% of the students argued that it disrupts the flow of ideas.

Q 13- Do your teachers allow you to use other languages besides English in class for discussing unclear instructions with your group members?

- a) Yes
- b) No

Table 2.13. *Teachers' Allowance of Using Other Languages Besides English*

Options	Number	Percentage
a.	41	56.9%
b.	30	41.7%
No answer	1	1.4%
Total	72	100%

This question was addressed to know students' opinions on whether teachers allow them to use other languages besides the target language for discussing unclear instructions among group members or not. According to the results, 56.9% of the participants said "yes" while 41.7% said that it was not allowed.

Q 14- How many of your teachers allow you to use other languages in the class

- a) All
- b) Most
- c) Some
- d) Few
- e) None

Table 2.14. *Number of Teachers Allowing the Use of Other Languages*

Options	Number	Percentage
a.	5	7%
b.	10	14.1%
c.	18	25.4%
d.	15	21.1%
e.	23	32.4%
Total	72	100%

In this question, the participants were required to determine how many teachers allow the use of other languages in the class. The results in the table above showed that 32.4% of the population answered by “none”, and 25.4% of the participants said that “some” teachers allow them to use other languages. 21.1% said “few” and 14.1% ticked “most” however, only 7% of the students said that “all” teachers allow them to use other languages inside the classroom.

Q 15- For those teachers who allow you to use other languages how often do they do that?

- a) Many times in a session
- b) Few times in a session
- c) Few times over a number of sessions
- d) Hardly ever

Table2.15. *Frequency of the Use of Other Languages Besides the Target One*

Options	Number	Percentage
a.	3	4.1%
b.	25	34.7%
c.	20	27.7%
d.	17	23.6%
No answer	7	9.9%
Total	72	100%

The purpose of this question was to know the frequency of the use of other languages by teachers who allow it. The table above showed that 34.7% of the students said that their teachers allow the use of other languages “few times in a session”, 27.7% of them answered by “few times over a number of sessions”. 23.6% of the participants ticked “hardly ever” while only 4.1% of them selected “many times in a session”.

Q 16- What would make the students stop using other languages in the classroom:

- a) They are not effective
- b) Prevented by the teacher
- c) Affect evaluation
- d) Others, please specify
- e)

Table 2.16. Reasons to Stop Using Other Languages

Options	Number	Percentage
a.	19	26.3%
b.	28	38.9%
c.	20	27.8%
d.	1	1.4%
e.	1	1.4%
f.	1	1.4%
No answer	2	2.8%
Total	72%	100%

The aim behind this question was to figure out the reasons why students would stop using other languages in the classroom. The table showed that 38.9% of the students said that it is prevented by the teacher, 27.8% of them said that it affects their evaluation. 26.3% said they are not effective while only 4% preferred to mention other reasons.

Q 17- Please add any other comment you have related to this topic

This question was asked to gather further students' suggestions on using translanguaging as a strategy of teaching and learning and their answers were as follows:

- Using translanguaging helps to improve the understanding of the target language and the use of other languages like Arabic and French makes the

discussion easy and flawless. Besides, it enables the speaker to express and explain his point of view confidently.

- The use of other languages alongside English may be helpful to improve the target language, but overusing this practice affects the level of proficiency students seek to develop.
- As English learners, still using only English inside the classroom is more beneficial although the integration of other languages is advantageous to get the meaning of complex items.
- Using other languages in the middle of discussion helps the students to engage and be more interested in the discussion.

2.4. Questionnaire for Teachers

2.4.1. Aim of the Questionnaire

It is the core of the research which aims at generating data about teachers' beliefs and perceptions towards the effectiveness of using translanguaging and its impact on students' performance inside the classroom.

2.4.2. Administration of the Questionnaire

The questionnaire was addressed to thirteen (13) teachers of Second -year working at the department of English at Mohammed Seddik Ben Yahia University to get different opinions and beliefs towards the effectiveness of using translanguaging among second -year students.

2.4.3. Description of the Questionnaire

The sample consists of seven (7) questions, three (3) close-ended questions and four (4) open-ended questions.

2.4.4. Analysis of Teachers Questionnaire

Q 1- Do you believe it is beneficial for students to use other languages besides English in the classroom?

- a. Yes
- b. No

Table2.1. *Teachers' Beliefs Towards the Utility of Other Languages*

Options	Frequency	Percentage
a.	5	38.4%
b.	8	61.6%
Total	13	100%

The objective behind this question was to know the teachers' beliefs on whether the use of other languages besides English is beneficial or not. The findings revealed that 38.4% of teachers ticked "yes" while 61.6% of them voted for "no".

Q 2- How often do your students use other languages alongside the target one in the classroom for the following purposes

- a) To discuss content or activities in small groups
- b) Asking for and giving clarifications
- c) Participating in the classroom

- d) Casual conversations in the classroom
- e) To brainstorm during class activities

Table 2.2. *The Frequency of Using Other Languages to Discuss Content or Activities*

Options	Never	Rarely	Sometimes	Often	Very often	Total
a.	0	2	7	2	2	13
Percentage	0%	15.4%	53.8%	15.4%	15.4%	100%

The table above indicated that 53.8% of teachers said that their students “sometimes” use other languages besides English to discuss content or activities in small groups and 15.4% of them selected “rarely”. 15.4% argued that their students “very often” use other languages. Also, the same percentage 15.4% voted for “often”.

Table 2.3. *The Frequency of Using Other Languages for Asking and Giving Clarifications*

Options	Never	Rarely	Sometimes	Often	Very often	Total
b.	2	3	7	0	1	13
Percentage	15.4%	23.1%	53.8%	0%	7.7%	100%

For the second purpose, most of the teachers 53.8% said that their students “sometimes” use other languages alongside the target one when asking for and giving clarification. 23.1% voted for “rarely” and 15.4% of them ticked “never”. However, only 7.7% opted for “very often”.

Table 2.4. *The Frequency of Using Other Languages for Participating in the Classroom*

Options	Never	Rarely	Sometimes	Often	Very often	Total
c.	4	4	3	1	0	12
Percentage	33.3%	33.3%	25%	7.7%	0%	93.3%

In the table displayed above, it was revealed that 33.3% of teachers said that their students “never” involve other languages besides English during classroom participation. Another 33.3% of them chose “rarely” and 25% voted for “sometimes”. In contrast, only 7.7% of teachers argued that their students “often” use other languages.

Table 2.5. *The Frequency of Using Other Languages During Casual Conversations*

Options	Never	Rarely	Sometimes	Often	Very often	Total
d.	1	3	4	3	2	13
Percentage	7.7%	23.1%	30.7%	23.1%	15.4%	100%

The results in the table showed that most of the teachers 30.7% said that their students “sometimes” integrate other languages with the target language during casual conversations in the classroom. 23% ticked “rarely” and another 23.1% opted for “often”. 15.4% selected “very often” and only 7.7% of the teachers said “never”.

Table 2.6. *The Frequency of Using Other Languages to Brainstorm During Class Activities*

Options	Never	Rarely	Sometimes	Often	Very often	Total
e.	1	6	3	2	1	13

Percentage	7.7%	46.1%	23.1%	15.4%	7.7%	100%
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The results in the table above indicated that the majority of teachers 46.2% said that their students “rarely” use other languages besides English to brainstorm during class activities and 23.1% voted for “sometimes”. 15.4% ticked “often” however 7.6% selected “very often” and another 7.7% chose “never”.

Q 3- How often do your students should use other languages in the classroom besides the target language in the following contexts

- a) To discuss content or activities in small groups
- b) Asking for and giving clarifications
- c) Participating in the classroom
- d) Casual conversations in the classroom
- e) To brainstorm during class activities

Table 2.7. *Teachers’ Beliefs Towards Using Other Languages to Discuss Content or Activities*

Options	Never	Rarely	Sometimes	Often	Very often	Total
a.	5	2	5	1	0	13
Percentage	38.5%	15.4%	38.5%	7.6%	0%	100%

According to the results displayed above, 38.5% of teachers chose that their students should “never” use other languages besides English so as to discuss content or activities in small groups. Another 38.5 %voted for “sometimes” and 15.4% said “rarely”. In contrast, only 7.6%

ticked “often”.

Table 2.8. *Teachers’ Beliefs Towards Using Other Languages for Asking for and Giving Clarifications*

Options	Never	Rarely	Sometimes	Often	Very often	Total
b.	5	5	3	0	0	13
Percentage	38.5%	38.5%	23%	0%	0%	100%

For the second context, 38.5% of teachers said that their students should “never” use other languages besides English” when asking for and giving clarification. 38.5% selected “rarely” and only 23% voted for “sometimes”.

Table 2.9. *Teachers’ Beliefs towards Using Other Languages for Participating in the Classroom*

Options	Never	Rarely	Sometimes	Often	Very often	Total
c.	4	6	2	1	0	13
Percentage	30.8%	46.1%	15.4%	7.7%	0%	100%

For the third context, most second-year teachers 46.2% selected that students should “rarely” use other languages alongside the target one when participating in the classroom, 30.8% of them voted for “never” however, 15.4% ticked “sometimes” and only 7.6% said “often”.

Table 2.10. *Teachers’ Beliefs Towards Using Other Languages During Casual Conversations*

Options	Never	Rarely	Sometimes	Often	Very often	Total
d.	1	6	5	1	0	13
Percentage	7.7%	46.1%	38.5%	7.7%	0%	100%

For the fourth context, 46.1% of teachers said that students should “rarely” use other languages during casual conversations in the classroom, and 30.5% voted for “sometimes”. 7.7% of them ticked “never” and 7.7% chose “often”.

Table 2.11. *Teachers’ Beliefs Towards Using Other Languages to Brainstorm During Class Activities*

Options	Never	Rarely	Sometimes	Often	Very often	Total
e.	5	6	1	1	0	13
Percentage	38.5%	46.1%	7.7%	7.7%	0%	100%

For the last context, the majority of teachers 46.1% said that their students should “rarely” integrate other languages besides English to brainstorm during classroom activities. 38.5% ticked “never”, 7.7% of them voted for “sometimes” and 7.7% selected “often”.

Open-ended questions were asked to collect more information about teachers’ perspectives towards using translanguaging as a pedagogical strategy and whether the latter has an impact on learners’ target language development. Teachers responded in different ways and their answers were as follows:

Q 4- Does translanguaging create obstacle for students while developing their academic language? If yes, in what ways?

- Translanguaging develops a kind of reliance on using other languages more than the academic language, and this might inhibit the mastery of the target language.
- Using only the target language contributes to the degree of fluency the students eventually develop. However, if students fall back to the native language fluency will not be improved.
- Using other languages maintains a kind of dependence and it becomes habitual for them to overuse these languages inside the classroom. As a result, this may create confusion and students may lose track on developing the target language they are supposed to use more.
- Students may transfer negatively from one language to the other, this may cause and overlap between the rules of different languages in a manner that is harmful to the learning process.
- Translanguaging reduces their ability to express themselves adequately in serious situations inside the classroom especially during assessment which needs elaborate discussion in only one language.
- Translanguaging is very helpful for students and does not create obstacle since it facilitates the learning process.

Q 5- Do you consider translanguaging as a tool which can enhance students' learning experience and develop their identity? If yes, how?

- Translanguaging enables students to develop their identity by expressing confidently their thoughts and ideas; it helps them develop their critical

thinking as long as they critically compare the differences and similarities between the target language and other languages.

- Since the goal of university students is to develop only the target language, translanguaging does not enhance students' experiences, and identity can be developed through raising their cultural awareness of both the target language and the local culture.

Q 6- In your own words, please describe in which situations it is not beneficial for students to use other languages besides the language being taught?

- Translanguaging is not beneficial when working on developing the listening and speaking skills which support solely the use of the target language especially in discussing and exchanging points of view. Hence, integrating other languages besides the target language may affect students' competency.
- It is not beneficial when students seek to develop the writing skills. In contrast, translanguaging can be used when students lack vocabulary, or when they lose train of thoughts in the target language.
- In the context of interaction, students should interact using only English. When learning through trial and error without the use of other languages, students can attain a mastery and degree of self-confidence to make mistakes since they are in the process of developing the target language.
- In the case of teacher-student interaction, students should use only English for example, when discussing the major parts of an essay students must answer in English because both the language and the content are important and not only the idea itself.

Q 7- Is there any information that you would like to share about your perception or the use of translanguaging among students in the classroom?

- Translanguaging should be introduced as a controlled technique (by teachers) to improve L2 learning. It can be used occasionally in a wise and principled way; otherwise students will go with what keeps them in their comfort zone if they sense too much tolerance for such a practice.
- Thinking in the target language is an essential part of the mastery of that language. Therefore, students must make efforts to improve their language. Instead of relying on translanguaging.
- Translanguaging is sometimes only an excuse for covering one's lack of mastery in particular occasions. However, it might be reliable in other contexts.
- Translanguaging is beneficial to students while learning but it shouldn't be used more often. However, it is advisable to avoid the interference of other languages while developing the speaking and writing skills because it affects them negatively.

Summary of the Major Findings

The analysis of the questionnaire for Students revealed that the students are aware of the positive impact translanguaging has on the learning process. The results of the study showed that the participants strongly support the use of other languages alongside English inside the classroom.

The first section of the questionnaire which deals with students' views on collaborative learning showed that more than half of the participants use other languages besides English during group work. Moreover, translanguaging should be allowed by

teachers during group discussions and debates as well as when students ask for and provide clarifications for their mates to increase understanding of the assigned instruction.

The second section of the questionnaire for students which deals with students' experience with translanguaging showed that translanguaging appeared to be more beneficial for promoting self-confidence and encouraging group work. Furthermore, it was claimed that using Translanguaging inside the classroom does not hinder the development of the target language; however, it contributes to enrich the discussion and helps the learners to develop to the next level of proficiency.

The analysis of the questionnaire for teachers showed that the majority of teachers disagreed on using translanguaging inside second year EFL classrooms since they are English language learners, English should be the only medium of interaction used among learners. Most of the teachers viewed that the integration of other languages alongside English has a negative impact on students' development of the target language and students may develop a kind of reliance on using other languages while the goal is to develop English language skills. However, other teachers claimed that translanguaging is beneficial since it facilitates the learning process, but it should be used in a controlled and principled way.

Conclusion

After implementing the two chapters and bringing findings to our research, we conclude by providing a summary of the whole work. In this study, one research tool was used which is the questionnaire for both teachers and students in order to gather specific perspectives and beliefs towards the effectiveness of using Translanguaging inside second year EFL classrooms. The overall results of both teachers and students showed that

students have a positive insight about translanguaging for enhancing the learning experiences and encouraging classroom interaction. However, almost all teachers believed that translanguaging has a negative impact on learners' target language development like developing a kind of reliance on using other languages more than the language they seek to develop.

General Conclusion

1. Putting it All Together
2. Research Implications and Pedagogical Recommendations
3. Limitations of the Study
4. Suggestions for Further Research

1. Putting it All Together

The aim of this piece of research was to investigate the effectiveness of translanguaging activities on developing the students' target language and increasing the understanding of the content. This study covered two chapters; the theoretical chapter and the practical one.

The theoretical part provided an elaborated literature surrounding translanguaging. It started by reviewing some approaches and methods of second language learning and teaching. A background of translanguaging was presented along with determining some differences between translanguaging and code-switching, and translanguaging and translation. In this chapter, translanguaging was introduced as a teaching and learning strategy inside the classrooms and its role in providing the students with a cognitive space where different languages flow and connect together. Finally, the study conducted translanguaging goals and strategies in addition to the advantages of integrating other languages besides English during classroom interaction.

The second chapter encompassed the practical part. the data was gathered through the use of one research instrument which is the questionnaire. Two different questionnaires were administered to second-year teachers and students to explore their perceptions towards the effectiveness of translanguaging on the target language development. The questions were designed to check whether translanguaging enhances the understanding of the content and whether teachers are aware of its importance.

To sum up, the findings of the study revealed that second-year EFL teachers and

students have different perspectives towards the effectiveness of translanguaging. The results showed that the students strongly supported that translanguaging has a positive effect on their learning of the target language and that the latter helps them to understand the content better. However, the results obtained from teachers indicated that the majority are not satisfied with using translanguaging activities for the aim of developing the target language. Thus, the present study confirms that second-year EFL students have positive attitudes towards the use of translanguaging. However, teachers' research findings rejects that teachers hold positive attitudes towards translanguaging.

1. Research Implications and Pedagogical Recommendations

Based on our research findings, further suggestions could be considered for a successful implementation of translanguaging as a practice among second-year EFL university students.

- Teachers, as well as authorities should rethink about the usefulness of translanguaging during the learning process and should encourage students to select from their linguistic resources. Therefore, it will enhance the learners' participation.
- Teachers need to apply translanguaging strategies inside the classroom to help the learners acquire English successfully.
- Instructors should be aware of the importance of translanguaging as a practice to develop the target language.
- Instructors should believe in the effectiveness of using other languages besides the target language and believe that such practice would develop learner' interaction and self-confidence inside the classroom.
- Learners need to be exposed to a strategic and controlled use of translanguaging

because allowing the integration of other languages alongside English helps them to brainstorm activities and better understand the tasks.

- Most second-year students are satisfied with using translanguaging as a technique to promote understanding of the target language. According to them all languages contain complex vocabulary, and it is sometimes useful to negotiate the meaning of those vocabulary items in the mother tongue, especially in an EFL classroom where students have varying degrees at English language. Hence, it is recommended to question the students' viewpoints about how to use translanguaging to increase their knowledge of the target language and fulfill their needs.

2. Limitations of the Study

This research has faced some obstacles that resulted in a difficulty to reach the data needed to generalize the findings. Hence, it is important to highlight the following limitations:

- First, the data could not be obtained through the use of interviews as a research instrument, which could have resulted in a more reliable data collection.
- Second, it was challenging to have teachers for interviews due to the current situation of (Covid-19). Second-year teachers were not all available at the department of English due to the new system of education (studying by batches).
- Third, due to the severe situation of covid-19, it was hard to reach the targeted population and it took so much time to get enough participants for this study. The sample of the study was limited to only 72 students of second year upon which these results could not be generalized. However, it was submitted to all the groups of second-year students.

3. Suggestions for Further Research

The current study investigated the effectiveness of using translanguaging practices among second-year EFL learners, based on the findings:

- Other researchers should investigate the use of translanguaging in other universities with other participants. The results of the study showed that most second-year teachers hold negative perceptions towards translanguaging, other researchers should better use other means of research to gather more reliable data like using interviews with a larger population of teachers to obtain different perceptions on this matter.
- Further research can be done on the effectiveness of translanguaging with the use of technological tools to expose other things that this study could not cover.
- The findings revealed the positive perceptions most second-year students hold towards using translanguaging. It would be more beneficial to make an experimental study to determine the extent to which translanguaging can affect the learners target language development.

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Appendices

APPENDIX I

Questionnaire for Students

The following questionnaire is part of a master dissertation which investigates the effectiveness of translanguaging among second-year EFL learners, at the University of Mohamed Seddik Ben Yahia to reveal the impact that translanguaging practices have on facilitating the comprehension of the target language being taught in second year EFL classrooms. We would love to hear your opinion on the effectiveness of this latter on your learning process. This survey should only take 5 minutes, and your responses are completely anonymous.

Your contribution is much appreciated

Please read carefully the following definition before starting answering

“Translanguaging came to mean the process whereby one language is used to reinforce the other with the aim to increase understanding, and in order to augment pupils’ ability in both languages” Williams (2002, p. 221)

In other words, translanguaging is the use of other languages besides the target language, in order to facilitate the learning process.

Students’ Views on Collaborative Learning

- 1- When I am assigned to do some group work I use other languages than English to discuss the task.

Strongly agree Agree Neutral Disagree strongly disagree

2- I think that the teacher should allow students to use other languages besides the target one in the class.

- Open discussions and debates
 - Asking for and giving clarifications.
 - Classroom participation (with teachers)
 - Casual conversations in the classroom
 - Others (please specify)
-

3- The use of translanguaging for discussing different instructions with group members helps me to develop my understanding.

Strongly agree Agree Neutral Disagree strongly disagree

4- Using translanguaging during group discussions allows me to better express my understanding of the instruction using the target language:

Strongly agree Agree Neutral Disagree strongly disagree

Students' Experience With Translanguaging

5- How can using Translanguaging in the class be beneficial, choose the most beneficial ones (you can choose more than one):

- Promoting self-confidence
 - Encouraging group work
 - Increase your participation
 - Reducing hesitation
 - Others (please specify)
-

6- When one of your classmates asks you for further clarifications, do you simplify the instruction using:

- Mother tongue
- French only
- English only
- English plus other languages (French – mother tongue)

7- When you ask for clarification, your question is in:

- Mother tongue
- French only
- English only
- English plus other languages (French – mother tongue)

8- I prefer to receive explanations from my classmates in :

- Mother tongue
- French only
- English only

English plus other languages (French – mother tongue)

9- I find the received peer feedback which is based on different languages more effective than the English language one.

Yes No

-Why?

10- I think the use of other languages helps me to progress to the next level of proficiency.

Strongly agree Agree Neutral Disagree strongly disagree

11- Does the use of other languages hinder the development of the target language (English)?

Yes No

12- The use of other languages:

Disrupts the flow of ideas.

Contributes to enrich the discussion.

Others (please specify)

Whatever your answer is, please explain why?

13- Do your teachers allow you to use other languages than English in class for discussing unclear instructions with your group members?

Yes No

14 - How many of your teachers allow you to use other languages in the class?

- All
- Most
- Some
- Few
- None

15- For those teachers who allow you to use other languages how often do they do that?

- Many times in a session
- Few times in a session
- Few times over a number of sessions
- Hardly ever

16- What would make the students stop using other languages in the classroom?

- They are not effective
- Prevented by the teacher
- Affect their evaluation
- Others (please specify)

17- Please add any other comment you may have related to this topic

APPENDIX II

Questionnaire for Teachers

We are conducting a research on the effectiveness of translanguaging among second year EFL learners at university of Mohamed Seddik ben Yahia-jijel, to reveal the impact that translanguaging practices has on facilitating the comprehension of the target language being taught in second year EFL classrooms. We would love to hear about your opinion on the effectiveness of this latter on your students' learning process. This survey should only take 5 minutes, and your responses are completely anonymous.

We really appreciate your participation!

“translanguaging came to mean the process whereby one language is used to reinforce the other with the aim to increase understanding, and in order to augment pupils' ability in both languages” Williams (2002, p. 221).

1. Do you believe it is beneficial for students to use other languages besides English in the classroom?

Yes No

2. How often do your students use other languages alongside the target one in the classroom for the following purposes:

Never rarely sometimes often very
often

- To discuss content or activities in small groups
- Asking for and giving clarifications
- Participating in the classroom
- Casual conversations in the classroom
- To brainstorm during class activities

Others, please specify:

3. How often do you think your students should use other languages in the classroom besides the target language in the in the following contexts:

Never rarely sometimes often very
often

- To discuss content or activities in small groups
- Asking for and giving clarifications
- To enable participation by lower proficiency students
- Casual conversations in the classroom
- To brainstorm during class activities

If others, please specify:

4. Does translanguaging create obstacle for students while developing their academic language? If yes, in what ways?

5. Do you consider translanguaging as a tool which can enhance students' learning experience and develop their identity? If yes, how?

6. In your own words, please describe in which situations it is not beneficial for students to use other languages besides the language being taught?

7. Is there any additional information that you would like to share about your perception or the use of translanguaging among students in the classroom?

Résumé

La présente étude vise à montrer dans quelle mesure la pratique de la traduction linguistique facilite la compréhension de la langue cible enseignée. Par conséquent, l'étude se fonde sur l'hypothèse que si les apprenants utilisent des pratiques de la traduction linguistique, cela les aidera à élargir leurs ressources linguistiques durant le processus d'apprentissage. La traduction linguistique les aidera également à faciliter la compréhension de la matière enseignée. Afin de confirmer cette hypothèse, une étude statistique a été menée sur des étudiants en deuxième année licence en langue anglaise à l'université Mohammad Seddik Ben Yahia - Jijel. Deux questionnaires sont joints, le premier s'adresse à soixante-douze étudiants, et le second s'adresse à treize professeurs de la faculté des lettres et langues étrangères, dans le but de découvrir l'impact de la traduction linguistique sur les performances des étudiants en classe. Les résultats de cette étude ont montré que les étudiants appuient largement que la traduction linguistique a un impact positif sur leur apprentissage de la langue anglaise et que cette dernière les aide à mieux comprendre le contenu. Cependant, presque tous les professeurs pensent que la traduction des langues a un impact négatif sur le développement de la langue cible pour les apprenants, par exemple en développant une sorte de dépendance vis-à-vis de l'utilisation d'autres langues que la langue qu'ils cherchent à développer. A la lumière de ces résultats, certaines recommandations ont été suggérées et certaines restrictions qui entravaient le déroulement idéal de ce travail ont été évoquées.

ملخص

تهدف هذه الدراسة إلى الكشف عن مدى تأثير ممارسة الترجمة اللغوية على تسهيل فهم اللغة المستهدفة التي يتم تدريسها. وفقاً لذلك تستند الدراسة إلى فرضية مفادها أنه إذا استخدم المتعلمون ممارسات الترجمة اللغوية، فإنها ستساعدهم على توسيع مواردهم اللغوية خلال عملية التعلم. كما أن الترجمة اللغوية ستساعدهم أيضاً على تسهيل فهم الموضوع الذي يتم تدريسه. من أجل إثبات صحة هذه الفرضية أجريت دراسة تجريبية على طلاب السنة الثانية ليسانس لغة إنجليزية بجامعة محمد صديق بن يحيى - جيجل. تم إرفاق استبيانين، الأول موجه إلى اثنين وسبعين طالبا والثاني موجه إلى ثلاثة عشر أستاذ بكلية الآداب واللغات الأجنبية بهدف اكتشاف تأثير الترجمة اللغوية على أداء الطلاب داخل الفصل. أظهرت نتائج هذه الدراسة أن الطلاب يؤيدون بشدة أن الترجمة اللغوية لها تأثير إيجابي على تعلمهم للغة الانجليزية وأن الأخيرة تساعدهم على فهم المحتوى بشكل أفضل. ومع ذلك، يعتقد جميع الأساتذة تقريباً أن الترجمة اللغوية لها تأثير سلبي على تطوير اللغة المستهدفة للمتعلمين على سبيل المثال خلق نوع من الاعتماد على استخدام لغات أخرى أكثر من اللغة التي يسعون إلى تطويرها. على ضوء هذه النتائج تم اقتراح بعض التوصيات كما تم ذكر بعض القيود التي عرقلت السير المثل لهذا العمل.

