

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mohammed Seddik Ben Yahia.Jijel**



**Faculty of Letters and Languages**  
**Departement of English**

**Second Year Students' Attitudes towards Using Computer for  
Translanguaging ( the use of L1 in EFL learning)**

A Dissertation submitted in the partial fulfillment for the requirements of Master Degree in  
English Didactics.

**Submitted by**

Samiya ABDELLICHE

Ouidad TALEB

**Supervised by:**

Mme.Hassiba BOUKHATEM

**Board of examiners**

**Chairman** Mr.Fateh BOUNAR

University of Mohamed Seddik Ben Yahia

**Examiner** Mme. Fouzia BEN NACER

University of Mohamed Seddik Ben Yahia

**Supervisor** Mme. Hassiba BOUKHATEM

University of Mohamed Seddik Ben Yahia

**Academic Year 2017/2018**

## **Dedication**

*In the name of Allah, the Most Gracious, the Most Merciful, all due to Allah alone,  
the Sustainer of all the World*

I dedicate this work to the most precious people to my heart, the ones who gave me strength and emotional support my dear mother and beloved father. I could not have done this without their encouragement, love, support and sacrifices, for that and more I am forever grateful.

I dedicate this work to my dearest sisters to my heart Warda and Meriem and their kind husbands.

To my pretty little niece "Kawter"

To my beloved brothers: Hicham, Bilal, Abd Nacer, Haroun, Islam and Dawad.

Last and not least, I will not forget my dearest friends to my heart with whom I spent unforgettable moments along the past five years: Sara, Hayat, Ouidad, Amina, Mouna and Samo

May Allah bless you and protect you always and forever.

SAMIYA

## Dedication

*In the name of Allah, the Most Gracious, the Most Merciful.*

I dedicate this work to

The most precious people to my heart my beloved parents the source of hope

To my beloved brothers

To the diamonds of my life my sisters

To my wonderful nephews and niece

To my dear friends

To those many who have lent a hand of assistance

or whispered a word of encouragement

OUIDAD

### **Acknowledgements**

First of all, thanks to Allah who helped us to accomplish this research work.

We would like to express our sincere thanks and deep sense of indebtedness to our supervisor **Mme Boukhatem Hassiba** for her great support and help.

We would like to express our sincere thanks to all the members of the jury for accepting to read and evaluate this piece of research.

Our sincere appreciation also goes to **Mr. Naili Redouane** for his help, advice and insightful suggestions.

We would like to thank second year students for their collaboration.

We are grateful to those teachers who gave us from their precious time to complete our questionnaire.

## **Abstract**

New technologies particularly computers appear to offer many opportunities for learners and teachers. Teaching a language with the help of computers has attracted the attention of many scholars in the last decades. The current study aims to examine the attitudes of English students at the university of Mohamed Sedik Ben Yahya towards the effectiveness of using computer for translanguaging. In this research, it has been hypothesized that EFL students and teachers would have positive attitudes towards the use of computer for translanguaging. Data are gathered through the use of questionnaire administered to 10 teachers and 100 second year students at the department of English, Mohamed sedik Ben Yahya ,Jijel. The findings of this study revealed that both students and teachers have a positive attitudes towards using computer for translanguaging. Both participants showed general agreement on the importance of using computer in language teaching and learning as well as its importance in developing the four language skills and they expressed their positive views about computer's influence on both the teaching and learning process.

**LIST OF ABBRIVIATIONS**

CALL: Computer assisted language learning.

CAI: Computer assisted instruction.

CAL: Computer assisted learning.

CBI: Computer based instruction

CMC: Computer mediated communication

EFL: English as a foreign language

Q: Question

L1: First language

L2: Second language.

SL: Source language

TESOL: Teaching English to speakers of other languages.

TL: Target language

% : Percentage

.

<b>List of tables</b>	<b>Pages</b>
<b>Table 1:</b> Students' familiarity with using computer.....	34
<b>Table 2:</b> The kind of access to computers that students' have.....	35
<b>Table 3:</b> Frequency of using computers for studying English.....	36
<b>Table 4:</b> The duration of using computers for studying English.....	37
<b>Table 5:</b> Students' perceptions on the importance of using computers in their education.....	38
<b>Table 6:</b> The amount of help that the computer offers for learners of English.....	39
<b>Table 7:</b> The kind of help that the computer offers for learners of English.....	40
<b>Table 8:</b> The amount of Arabic/French that teachers use in classes.....	42
<b>Table 9:</b> The amount of Arabic/French students want their teachers to use in classes.....	43
<b>Table 10:</b> Students' opinions about the effectiveness of the teachers' use of Arabic.....	43
<b>Table 11:</b> The students' use of Arabic/French in classes.....	44
<b>Table 12:</b> The language students use while accomplishing pair and group work.....	45
<b>Table 13:</b> The frequency of translating new vocabulary and expressions.....	45
<b>Table 14:</b> Answer to question does translating new vocabulary and expressions enables you to better understand them.....	46
<b>Table 15:</b> Students' opinions about the effectiveness of translating new vocabulary and expressions for better remembering .....	47
<b>Table 16:</b> Students' use of translation software.....	47

<b>Table 17</b> Types of dictionary software that students use.....	48
<b>Table18:</b> The use of Arabic words to find English equivalent.....	49
<b>Table 19:</b> The types of activities that the computer translation is helpful in.....	50
<b>Table20:</b> The part of texts that students translate while reading.....	51
<b>Table 21:</b> The use of computer translation software in preparing research and home works.....	52
<b>Table22:</b> Students' perceptions on the use of translation software to enhance the quality of their research.....	53
<b>Table 23:</b> The frequency of using Arabic /French scripts,subtitles and lyrics.....	54
<b>Table 24:</b> Students' perceptions on translation using computers.....	55
<b>Table 25:</b> Teachers use of computer in teaching.....	57
<b>Table26:</b> Teachers perceptions on the importance of computer in education.....	58
<b>Table 27:</b> Teachers opinions about the usefulness of computer for learners of English.....	58
<b>Table28:</b> The kind of help that the computer offers for learners of English.....	59
<b>Table29:</b> The amount of help that the computers offer for learners of English.....	60
<b>Table 30:</b> Teachers' perceptions about the effectiveness of computer in teaching....	61
<b>Table 31:</b> The amount of Arabic /French that teachers use in classes .....	61
<b>Table 32:</b> Teachers perceptions towards using Arabic/French in classes.....	62
<b>Table33:</b> The frequency of translating new vocabulary and expressions.....	63
<b>Table 34:</b> Teachers' perceptions about translation.....	63
<b>Table 35:</b> Frequency of asking for the Arabic translation.....	64
<b>Table 36:</b> Students use of Arabic in classes.....	65

<b>Table 37:</b> Teachers encouragement to students to use translation software.....	66
<b>Table 38:</b> Types of dictionary software that teachers encourage their students to use.....	66
<b>Table 49:</b> Answer to question in which kind of activities do you think that the computer is helpful.....	67
<b>Table 40:</b> Teachers perceptions about translation using computers.....	68

## Contents

	<b>Page</b>
Dedication.....	I
Acknowledgement.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of tables.....	VI
Contents.....	IX

## GENERAL INTRODUCTION

1. Statement of the problem.....	1
2. Aim of the research.....	.2
3. Research questions.....	...2
4. Hypothesis.....	3
5. Means of the research.....	3
6. Structure of the study.....	3

## CHAPTER ONE: Translanguaging.

### Introduction

1.1. Definition of translanguaging.....	4
1.2 Origins and development.....	5
1.3 Translanguaging space.....	7

1.4 Strategies of translanguaging .....	7
1.5. Components of teachers translanguaging.....	8
1.6. Premises of translanguaging.....	8
1.7. Advantages of translanguaging.....	9
1.8. Definition of code switching.....	11
1.9. Code switching vs translanguaging.....	12
1.10. Purposes of translanguaging.....	14
1.11. Translanguaging and related concepts.....	15
1.11.1.Biliteracy.....	15
1.11.2.Scaffolding.....	16
1.11.3.Translation.....	17

## **Conclusion**

## **CHAPER T0W: Computer Assisted Language Learning.**

### **Introduction**

2.1. Definition of computer.....	19
2.2 Goals of introducing computer in education.....	19
2.3.The role of computer in education.....	20
2.4. Definition of CALL.....	21
2.5. History of CALL.....	21
2.5.1. Behaviouristic CALL.....	21

2.5.2. Communicative CALL.....	22
2.5.3. Integrative CALL.....	22
2.6. CALL program and materials .....	24
2.7. Principles of good CALL.....	24
2.8. Advantages of CALL.....	25
2.8.1. Advantages of CALL for learners .....	28
2.8.2. Advantages of CALL for teachers.....	28
2.9. CALL and language skills .....	29
2.9.1. Reading .....	29
2.9.2. Writing.....	29
2.9.3. Speaking.....	30
2.9.4. Listening.....	31
2.10. Disadvantages of CALL.....	31
2.11. Limitations of CALL.....	32

## CONCLUSION

### CHAPTER THREE: Field work

#### Introduction.

3.1 Aim of the questionnaire.....	33
3.2. Administrating the questionnaire.....	33
3.3. Description of the questionnaire.....	34

3.4. Analysis of the students' questionnaire.....	34
3.5. Discussion of the results of students' questionnaire.....	56
4. Teachers' Questionnaire.....	57
4.1. Description of the teachers' questionnaire.....	57
4.2. Analysis of the teachers' questionnaire.....	57
4.3. Discussion of the teachers' questionnaire.....	69
<b>GENERAL CONCLUSION</b>	
1.Recomendations.....	72
2.Future Research.....	72
References	
Appendices	
Resume	
ملخص	

## Introduction

Traditionally the teaching of foreign language/second language was through the use of that language only. This can be best illustrated in early methods of teaching such as the Direct Method in which the learner is not allowed to use his mother tongue i.e. the teaching is done entirely in the target language. The Audiolingual is another method in which the mother tongue is prohibited. Nazary (2008) claims that supporters of the monolingual approach to teaching can be summarized as follows: to learn L2, learners are required to expose to second language as much as possible so that they notice the importance of L2, also in the process of L2 learning the second language must kept separated from the mother tongue. In the last two decades, researchers allow the use of the first language as a new strategy for learning second language. Auerbach (1993) believes that “when the native language is used, practioners, researchers and learners constantly report positive results “. (as cited in Nazary, 2008). The practice of using the first language in learning the second language is known as” translinguaging” which is the language process which is used by multilingual and involved the use of their available linguistic resources. This strategy has been used in language teaching and has been regarded as a powerful tool for both teachers and learners.” Translinguaging is a practice in which educators allow the mixing of languages in bilingual setting” (Adamson and Fujimoto Adamson, 2012, p.59 cited in Nambisan, 2014).

In the process of second language acquisition, learners are facing so many difficulties mainly because of the lack of vocabulary, grammatical errors. These are obstacles that deprive them from obtaining high level of language proficiency. In order to overcome these problems, learners need to look for new strategies that help them in the process of learning.

New technological development needs to be invested for that purpose; the use of computers in second language learning can be helpful. This study investigates second year students' attitudes towards using computer as a tool for translanguaging.

According to Allport (1967) attitudes is "a mental and neural of readiness, organized through experience, exerting directive and dynamic influence upon the individual's response to all objects and situations which is related". (p.8) (As cited in Richardson,1996). So for using computers for translanguaging, this means the beliefs and perceptions of students about the effectiveness of the integration of computer in the process of learning i.e.do students really consider computer as a helpful tool for translanguaging.

### **Aim of the study**

The main objective of the current study is to investigate the EFL students and teachers attitudes towards using computers as a tool to improve their second language proficiency and thus improve their skills.

### **Research questions**

The present study attempts to provide answers to the following research questions:

- 1-To what extent translanguaging is an effective pedagogy in enhancing students' language performance?
- 2-what are the attitudes of the Algerian EFL university students towards the use of computer for translanguaging to enhance their performance?

**Research hypothesis**

This research aims at investigating the students and teachers attitudes towards using computers for translanguaging. Thus, we hypothesize that: EFL students and teachers would have positive attitudes towards the use of computers for translanguaging.

**Means of the research**

In order to achieve the objectives of this study and arrive at significant results the questionnaire will be administered to second year university students and teachers of English to collect the data needed for the study. The questionnaire will be used to investigate how students and teachers consider the use of computers for translanguaging.

**The structure of the study**

This research is divided into two parts; the literature review and field work. The literature review is divided into two chapters: the first one is devoted to translanguaging (definition, origins and development, advantages, code switching and the distinction between translanguaging and code switching, translanguaging space.) The second one is devoted to computer assisted language learning (definition, advantages and its importance to the four skills and good principles of CALL). As far as the third chapter is concerned, it is devoted to the analysis and the discussion and the interpretation of the results.

## **Chapter one:**

### **translanguaging**

#### **Introduction**

Learning a second/foreign language has been a topic for research over decades. Recently, researchers in the field have directed their focus towards a new strategy in which the learners' mother tongue is used to learn a second language. This new strategy is known as "translanguaging". In this chapter, mention will be made about definition of translanguaging, purposes, premises of translanguaging code switching, translanguaging vs code switching, advantages of translanguaging and some related concepts.

#### **1.1. Definition of translanguaging**

The term translanguaging has received scholars' attention since the early twentieth century, many scholars in the field of linguistics, sociolinguistics and education has given various definitions to the term. Canagarajah (2011) defines translanguaging as "the ability of multilingual speakers to shuttle between languages treating the diverse languages that forms their repertoire as an integrated system."

Translanguaging also can be defined as "the deployment of the speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages." (Grosjean, 2016).

For Jones and Baker translanguaging is "a process of establishing meaning, shaping experiences, understanding and knowledge through the use of two languages" (Jones and Baker, 2014, p.141 cited in Portoles and Marti, 2017, p.65).

In this context, García (2009) defines translanguaging as multiple discursive practices that bilingual speakers use to understand the bilingual world in which they live. Thus,

it is the process used by bilingual students to create a space where they make use of all their linguistic and semiotic repertoire and which is accepted by teachers as a legitimate pedagogical practice although it was originally an educational theory (Lewis et al, 2012 cited in Lasagabaster & Garcia, 2014, p.2).

“translanguaging in education can be defined as a process by which students and teachers engage in complex discursive practices that include all the language practices of students and sustain old ones, communicate and appropriate knowledge and give voice to new sociopolitical realities by interrogating linguistic inequality.” (Garcia 2014, p3) (cited in Childs 2016, p.25).

## **1.2. Origins and development**

Introducing the concept of translanguaging in Welsh educational setting comes as a suggested solution to the problem of monolingual schools in Wales. The Welsh and the English are treated as separated languages with the English dominance. As a result, language struggle ensured the revelation of the Welsh language. Many researchers argued that bilingualism has a negative impact on learners. Lewis et al (2012) cite some studies such as Saer (1922,1923) bilingualism leads mental confusion. The result of the study conducted by Jones (1959) shows that bilingualism has no disadvantage on intelligence. Peal and Lambert in the 1970's and 1980's show a few cognitive rewards of being bilingual. By the 1980's the idea of Welsh and English was seen holistic, additive, and advantageous which leads to the emergence of translanguaging in the educational context. The emergence of translanguaging has many negative ideas about bilingualism. Recent neurolinguistic studies (Thierry and Wu, 2007) (cited in Lewis et al 2012 ;643) proved that both languages remain active when just one of them is used and can be easily accessed and used by bilinguals, these studies have changed the researchers views towards bilingualism from being

disadvantageous to advantageous and beneficial. This results to moving away from separating languages and reflected the idea that bilingual children use both languages for better understanding of the topic and to enhance their performance.

The term translanguaging was coined by Cen Williams, a well-known Welsh educationalist, in the 1980's as 'trawsieithu' (Garcia and Leiva, 2014) then Colin Baker translated the concept to English (Vogel and Garcia, 2017). In its original use, it refers to the use of two languages in the same lesson. In this practice students are instructed in one language and produce in another language "translanguaging means that you receive information in one language (e.g. English) and use it yourself through the medium of the other language (e.g. Welsh) before you can use that information successfully you must have fully understood it. (Williams,1996, p.64) (as cited in Lewis et al, 2012).

In the original sense of translanguaging pedagogy the boundaries between languages are considered. Welsh and English languages are used to reinforce bilingualism (Garcia and Kleyn, 2016). The term has been extended by scholars (Black ledge and Creese2010; Canagarajah2011; Garcia2009, 2011; Garcia and Sylvan 2011; Hornberger and Link, 2012; Lewis et al 2012a, b). Creese and Blackledge (2010) and Garcia (2009) extended translanguaging from its Welsh origin. In "Bilingual education in the 21st century; a global perspective" Garcia introduced the concept of 'dynamic bilingualism' which goes beyond the notion of additive bilingualism, it acknowledges the linguistic system that interacts in dynamic ways with each other. (Garcia and Kleyn, 2016).

### 1.3. Translanguaging space

Li Wei proposed the idea of “translanguaging space”, a social space that can bring together the different dimensions of the multilingual speaker’s personal history, experience, context, ideologies, and cognitive, physical capacity into one coordinated and meaningful performance.

Multilingual speakers are using all their linguistic resources, creating multilingual practices in order to acquire meaning and transform their multilingual lives so they are able to create a translanguaging space. The later has no boundaries since new identities, beliefs and linguistic practices constantly combined and new ones are produced. Translanguaging space characterizes by creativity and criticality.

Creativity; this space allows individuals to choose between official standard uses of language and create a linguistic mode which is expended outside the boundaries of the conventional and appropriate. Criticality; translanguaging space enhances the ability of considering opinions driven from educational, social or linguistic situations, questioning them by using available facts suitably and decisively. (Wei ,2011).

### 1.4. Strategies of translanguaging

Scholars have researched three main areas of translanguaging. First translanguaging as a practice which refers to what students do with language, how they understand and perceive it. Ootendorp and Antonissen (2014; p73) cited in Ibiwumi (2015) “described translanguaging as the hetroglossic practices used by students in learning contexts”. Second, translanguaging as a skill which is related to the multilingual proficiencies in language skills: reading, writing, listening, speaking in different contexts. Third, translanguaging as a pedagogy which refers to “new

language practices bilingual students adapt in order to cope with linguistic difficulties in language situations'' . (as cited in Ibiwumi,2015).

### **1.5. Components of teachers' translanguaging pedagogy**

Garcia, Johnson and Seltzer (2017) have identified three components for teachers' translanguaging.

1. Stance: it is about the belief that all the students' linguistic practices are important and they can help them to better accomplishment in education.
2. Design: it is as systematic plan that help students to integrate language practices in and out of school and integrate both practices. Students' language practices are determined and affected by the design of instructional units, lesson plan and assessment. Also, it ensures that they have been exposed to language features they need for different academic tasks.
3. Shift: it is the ability to use and adapt instructional material based on students' feedback i.e. to change it according to the students' answers. (cited in Garcia and Vogel, 2017).

### **1.6. Premises of translanguaging theory**

Garcia and Vogel (2017) state that there are three core premises that undergird translanguaging theory. Firstly, it assumes that in order to communicate, all speakers have a single linguistic repertoire from which they select language they use.

Secondly, it takes up a perspective on bi- multilingualism that characterizes the speakers' dynamic bilingualism and language practices regardless of boundaries of

languages. Thirdly, it acknowledges the material effects of language much more for minoritized language.

### **1.7. Advantages of Translanguaging**

Developing Williams conceptualization of translanguaging, Baker (2001,2006,2011) discuss four potential educational advantages of translanguaging and thus arguing for the importance of the concept as a pedagogical practice.

Firstly, it promotes deeper and fuller understanding of the subject matter. "Translanguaging may help students to gain a deeper and fuller understanding of the subject matter". Taking the idea of the Vygotskian "zone of proximal development" that further learning is based on stretching pre-existing knowledge, plus the idea that interdependence of two languages enables cross-linguistic transfer." (Cummins, 2008).as cited in Lewis et al 2012).

Secondly, it may help the development of the weaker language. "translanguaging attempts to develop academic language skills in both languages leading to a fuller bilingualism and biliteracy." (Baker, 2011, p290). as cited in Lewis et al 2012). Allowing students to read about a topic in one language and write in another language means that they understand the topic very well. Thirdly, it may facilitate home school links and co-operation. Translanguaging theory allows students to use their stronger language to improve the weaker language. Fourthly, it may help the integration of fluent speakers with early learners translanguaging facilitates the integration of fluent L1 speakers and L2 speakers at various levels of attainment. (as cited in Lewis et al 2012).

For second language learners, translanguaging offers many advantages such as helping them to promote strategies for navigating conversation in order to help them to maintain identity. Also, for second language teachers, translanguaging help them to make students understand better through the use of their mother tongue. In addition to that, using translanguaging make learners feel that their culture and identities are valuable which make them more involved and willing to learn (Martin,2015 cited in Nambisan, 2014). Allowing learners to use their mother tongue will help them to better communicate in English “translanguaing allows for students to use their native language as a tool to help them excel in the target language.” (Cummins, 2008, p.65cited in Nambisan, 2014). In addition to that, giving students the freedom to select the language make them more autonomous and integrate both knowledge of the mother tongue and the target language (White, Hailemariam, and Ogbay (2013) cited in Nambisan, 2014).

Cook(2001) argues that translanguaging is a natural phenomenon so preventing students from using their L1 in the classroom is impossible. It is better to find positive ways to use more L2 in classes through encouraging learners to use it. Cook (2001) suggested that it is better to use teaching methods in which L1 is allowed, thus, using L1 in the classroom make translanguaging as a positive practice in which learners are engaged. (cited in Nambisan, 2014).

In terms of second language acquisition translanguaging help learners to acquire a second language. The study conducted by Greece and Blackledge (2010) shows that translanguaging facilitate the learning of English for Gujarati and Chinese students in the United Kingdom. The findings of this Study show that translanguaging is an important learning strategy to make meaning and accomplish tasks. Greese and

Blackledge claim that this pedagogy is essential for understanding tasks that teachers assign.

In the second language learning scholars encourage learners of English and a foreign language to use translanguaging. Garcia (2014) states that translanguaging encourage learners to use their full linguistic repertoire to succeed academically. Garcia calls for keeping translanguaging as a common practice in TESOL. (cited in Sugharto, 2015).

### **1.8. Definition of code switching**

The term code switching is usually associated with the use of two or more languages in the same discourse. Scholars have given many definitions to the term.

Gumpers (1982) defines code switching as ‘the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical system or systems’ (p.59 cited in Nordin, Rachid Ali, Syed Zubir, 2012, p.480).

Cook(2000) defines code switching as “going from one language to the other in mid speech when both speakers know the same two languages.” (p.83) cited in Nordin et al 2012 p.480). Another definition is provided by Hymes (1974) who defines code-switching as “a common term for alternative use of two or more languages, varieties of a language or even speech styles. (cited in Ayeomoni, 2006, p.91).

Bokamba (1989) defines “Code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event” (cited in Ayeomoni, 2006. p.91).

For Grosjean (1982) “Code switching is the alternation in the use of two languages (or even more) in the same discourse; the switch can happen within the words clauses

or sentences. However, there is only a switch in the language, not an integration of the word, clause or sentence into the other language.”(147).cited in AbdJalil, 2009,p3).

As it has been stated above, code switching refers to the mixing (by bilinguals and multilingual) of two or more languages in discourse, such mixing may take place at any level of linguistic structure but its occurrence within the confines of a single sentence constituent or even word.

### **1.9. Code switching vs translanguaging**

The terms code switching and translanguaging are used in the same context i.e. used as similar concepts and even interchangeably. In literature, translanguaging is similar to code switching in that it refers to multilingual speakers shuttling between languages in a natural manner but many scholars and researchers argue that the terms are different.

Mokgalakane (2014) states that the concepts of translanguaging and code switching are similar in that both of them involve moving back and forth between languages. However, the distinction is still clear in that translanguaging started as a pedagogical practice that involves a strategic shift between two languages; learners are instructed in one language and produce in another language (Williams, 1994) (cited in Mokgalakane, 2014). On the other hand, Code switching involves the speaker shifting from his mother tongue to the target language within the same sentence or ending the sentence in one language and start the new sentence in another language.

In this context, Garcia and Leiva (2014) claim that code switching refers to the mixing or switching of two static language codes, while translanguaging is about a new languaging reality original and independent from any of the parents' language.

Ibiwumi (2015) claims that translanguaging differs from the notion of code switching in that it refers not only to a shift or a shuttle between two languages. But to the speakers' construction and use of original and complex, interrelated discursive practices that cannot be easily assigned to one or another.

Hesson and Seltzer (2014) claim that code switching is the use of two separate languages without reference to the other; it is assumed that the two languages of bilinguals are separated. Whereas, in translanguaging the two languages are considered as a single integrated system. "In contrast to code switching which describes language users' strategic and contextually responsive alternation between features of distinct languages. Translanguaging stresses that language users select linguistic features from their single repertoire generatively in ways that foment new linguistic and social possibilities" ( Li Wei, 2011) ( cited in Poza ,2017,p.103).

Childs (2016) claims that translanguaging is like code switching and translation in that all these concepts fit with the work of multilingualism. But the distinction is clear in that code switching and translation are responsive whereas translanguaging is a planned strategy (systematic use of two languages).

*“There is clearly overlap between code switching and translanguaging, with the former a term from linguistics which analyses the speech of bilinguals, while translanguaging is essentially sociolinguistic ecological and situated. Garcia(2009a) maintains that that translanguaging goes beyond what has been termed code switching...although it includes it, as well as other kinds of bilingual language use and bilingual contact.”(p45). There is also ideological movement in that code switching has associations with language separation while translanguaging celebrates and approves flexibility in language use and the permeability of learning through two or more languages particularly in the bilingual classroom, translanguaging as a concept tries to move acceptable practice away from language separation and thus has ideological \_even political\_ associations” .cited in Lewis et al ,2012) .*

### 1.10. Purposes of translanguaging

García, Johnson, and Seltzer (2017) identify four purposes for the strategic use of translanguaging in education. It assists students and permits them to understand comprehend the content and allow them to develop their linguistic practices for different academic purposes. Also, it makes space for students' bilingualism and ways of knowin., In addition to that, it supports students' bilingual identities. (cited in Garcia and Vogel, 2017).

Translanguaging strategy is used in education for many reasons; it helps to check students' understanding when the teacher introduces a new material that learners are not familiar with, the teacher will use the learners' mother tongue in order to ensure that learners understand. Moreover, through this strategy teachers avoid misunderstanding from students. Another reason for using translanguaging is that teachers use it to explain difficult concepts, new vocabulary and grammatical structures. In order to explain new vocabulary, it is helpful to use L1 so that learners can get the meaning easier. For teaching grammar, the use of L1 can help learners to master it better than using only the target language which may confuse the learners. In a study conducted by Ahmed (2009) students reported that teachers' translanguaging help them to understand grammar points. (cited in Nambisan,2014).

## 1.11. Translanguaging and related concepts

### 1.11.1. Translanguaging and biliteracy

“Biliteracy is defined by sociocultural theorists such as García (2006), as the successful acquisition of reading and writing in two languages. Some researchers considered literacy as an independent notion and referred to “literacy and bilingualism or literacy across languages and cultures” (García et al., 2006, p.3 cited in Sotiroula, 2015, p.29).

Dworin (2003, p.171) defined biliteracy as “a term used to describe children’s literate competencies in two languages, to whatever degree, developed either simultaneously or successively”. Some researchers did not use the term biliteracy and referred only to literacy as a single area of studies; instead they referred to “literacy and bilingualism” (García et al., 2006) or spoke of “literacy across languages and cultures” (Ferdman et al., 1994; García et al., 2006). cited Sotiroula, 2015, p.29). Dual literacy can be defined as ‘ the ability to speak read and write easily in both languages together with the added ability to move confidently and smoothly between languages for different purposes’. (Estyn2002, p1). cited in Lewis et al2012, p. 646). Eastyn state that biliteracy is important in that:

1. It assists individuals’ intellectual development by refining their ability to think understand and internalize information in two languages.
2. It prepares individuals to learn additional languages by developing flexibility of mind and a positive approach towards other languages and cultures.
3. It prepares individuals to effectively for situations where they need to use both languages and transfer from one language to another (Estyn, 2002, p.02 cited in Lewis et al 2012).

Estyn in her paper ‘‘developing dual literacy’ argued that the skills involved in dual literacy are sometimes called translanguaging or transliterative skills’’ (p.3cited in Mokgalakane, 2014).

Sotiroula (2015) Claims that allowing students to use two languages in learning is a form of translanguaging, when students use two languages to read this is called biliteracy which involves the use of cognitive activity in two languages to facilitate literacy.

### **1.11.2. Scaffolding and translanguaging**

‘‘the term scaffolding was used by (Jerome Bruner Wood et al, 1976) to describe the process in which a child or novice could be assisted to achieve a task that they may not be able to achieve if unassisted, until they are able to perform the task on their own.’’ (Pea, 2004, P.542). Fernandiz et al (2013) claims that scaffolding was described by Bruner as a ‘‘vicarious consciousness’’, a contemporary intellectual support which a teacher offers in order to draw the learner up towards a higher understanding. In this context, Merhri and American (2014)’’ claim that scaffolding usually comes with terms such as help, assistance, and guidance. However, one needs to be cautious about the use of such terms ...scaffolding is not synonymous with help through it is a kind of help.’’(p.757).

Mokgalakane (2014) claims that scaffolding and translanguaging are related concepts. Scaffolding is a form of translanguaing; a learner of foreign language uses the mother tongue in the learning process which is considered as scaffolding. If the learner have a problem or difficulty to understand a concept in the second language he or she will use the mother tongue which help him to understand better.

### 1.11.3. Translation and translanguaging

For Nida (1969) "translation consists of reproducing in the receptor language the closest natural equivalent of SL message, First, in terms of meaning and second in terms of style. But relatively simple statement requires careful evaluation of several seemingly contradictory elements" (1969, 1982; 12) (cited in Deeb 2005, p.12).

"House (1982; 29-30) introduces a definition that adds a pragmatic aspect to translating when looking at textual equivalence; translation is the replacement of a text in the source language by a semantically and pragmatically equivalent text in the target language." cited in Deeb, 2005, p.12).

Catford(1965) defines translation as" the replacement of textual material in one language (SL) by equivalent textual material in another language (TL) (P.20)(cited in Jixing, 2013, p.108). "A translation...is a text written in a well-known language which refers to and represents a text in a language which is not well known." (Newmark, 2001Cited in Jixing, 2013, p.109).

When teaching students with different dominant languages teachers translate to make students understand the content. translanguaging is about the use of two languages. However, translation is about the use of two separate languages .In bilingual classrooms, translation is used to transmit the content from the weaker language (foreign)into the stronger language (home language) to better understand the content.(Lewis et al2012).

**Conclusion**

Translanguaging is a strategy that allows the use of the mother tongue to learn a second language. It is assumed that the learners' mother tongue and second language are integrated in a single system. The purpose of using translanguaging is that it facilitates the learning process and help for better understanding.

## **Chapter two:**

### **Computer Assisted Language Learning**

#### **Introduction**

Technology has invaded every field and education is not an exception. Since the computer is first used in education, the question whether the computer promotes language learning and facilitates the teaching process is risen.

In the following section, we try to examine CALL and its' uses in language learning and teaching. We will briefly discuss what is computer assisted language learning, the discussion will continue to cover the role of computer in education, a brief history of CALL , principles of good CALL class, advantages and disadvantages of CALL will be discussed.

#### **2.1. Definition of computer**

Before talking about computer assisted language learning, it is worth to define what is computer first. "Computer is a device that process information with great speed and accuracy. Computers process information by helping to create the information itself, by displaying, storing, recognizing and communicating information to other computers. In general, they process numbers, words, still or more moving pictures and sounds. (Gunduz, 2005, p.195).

#### **2.2. The goals of introducing computers in education**

- To make the educational system cope with the development in force work.
- Introducing new technology in the field allows for more productivity and efficiency.

- By using computer learners will be more autonomous and responsible for their learning. (Brarethy , 2015).

### **2.3. Role of computer in education**

Computers' roles in education are different, these roles can be categorised into three main different categories: a tutor, learner and assistant. When the computer is first used in education, it is used as a tutor. In this category, computer is in charge of giving instructions which are presented through texts, graphics, audios and videos. Learners are required to interact with the computer which provides them with feedback. Computer applications that is used for teaching or what is known as computer -assisted instruction (CAI) or computer-based instruction (CBI), computer assisted learning (CAL). These applications can be categorised into drill and practice, tutorials, stimulation, instruction game, problem solving. Studies on computer as a tutor has shown its' effectiveness compared to traditional methods.

Computer's role in education had changed from tutor to learner. In this category, the learners' role and the teachers' role are reversed; the learner is in charge of teaching or programing the computer how to perform tasks and activities. It is claimed that this is the best way to use computer in education. In this mode, students may use tools such as multimedia, hypermedia which enable them to create interactive presentations.

The computer's role shifts from learner to assistant. For this role, the computer may be used as tape writer, drafting table and much more. This can be done through computer application such as word processors, graphic packages, presentation software and data bases. Teachers and learners use computer for producing instructional materials that help them to teach and learn. (Yumei, 2012).

## **2.4. Definition of CALL**

Computer assisted language learning, usually abbreviated as CALL, is a form of learning and teaching process where a learner uses computer to improve his learning process. The term is defined differently by many scholars. CALL can be defined broadly as “any process in which a learner uses computer and as a result improves his or her learning.” (Beatty, 2010). For Beatty (2010) this definition is broad, but it is the most appropriate one since it gives clear idea of how computer is used in teaching and learning. “although the name includes computers, the term CALL embraces any applications of information and communication technology (ICTs) to teaching and learning foreign languages.” (as cited in Tafazoli and Golshan, 2014).

## **2.5. History of CALL**

Warschauer and Healey (1998) claim that computers use in education has a long history. It started in 1960's and it can be divided into three main phases: behaviouristic CALL, communicative CALL and integrative CALL. Each phase has its characteristics and the beginning of each one based on the criticism of the previous phase and linked to the learning theory that dominate language.

### **2.5.1. Behaviouristic CALL**

It dominated the period of 1960's 1970's and it was influenced by the Behaviourist theories of learning. In this phase of CALL computer was regarded as a tutor, it also was characterized by drill and practice to teach Grammar rules. According to Warschauer (1996) the rationale behind relying on drill and practice are: First, making the learner exposed to the same material is regarded as important and

improves learning. Second, the computer is the better tool for repeated practices and drills; it never get border of repetition and it provides non-judgemental feedback. Third, practices and drills can be presented on individualised basis which enables learners to have more for other activities in class.

### **2.5.2. Communicative CALL**

Behaviouristic CALL was criticised for focusing on behaviouristic approach of learning which was rejected at the theoretical and pedagogical level. The criticism of behaviouristic CALL paved the way to the emergence of new era of CALL. According to Underwood (1984) communicative CALL should focus on teaching communication and how language forms are used rather than focusing on grammatical structure. Also, Grammar should not be the main concern i. e it should be taught implicitly so as the learners should be encouraged to use language and communicate in authentic situation to be able to use language forms. The aim of the feedback should not correct the student's answers, the teacher should adapt their answers and reward should be avoided. Hence, the target language should be the language classrooms. So learners feel natural when using it in the classroom, even without using computer. (cited in Warschauer, 1996.).

### **2.5.3. Integrative CALL**

The criticism of communicative CALL leads to the emergence of integrative CALL in the 1990's ,which means the integration of the various language skills in teaching and learning by means of technology. In this era the focus is on the integration of language skills as well as technology in language learning process, communication via computer has become much important. According to Pirasteh (2014) The integrative CALL characterizes by the emergence of multimedia

technology which is illustrated by CD-ROMs, its advantage is that a variety of media can be accessed in a single machine.

In addition to that, the emergence of the internet in 1990 has changed the way computer users communicate. Since the main goal of learning a language is to be able to communicate with other users of language, the internet is considered as the most important (unique) material that can provide learners with the opportunity to do so. Thus, the internet allows teachers and learners to get access to materials that can help the processes of teaching and learning. Moreover, learners can have various resources such as; magazines, journals and books with the advantage of publishing their multimedia information. (Gunduz, 2005).

In short, the internet enables learners to;

1. Communicate with other users of language including native speakers and other users of language.
2. Use language individually outside classes.
3. Interact in authentic situations through chat rooms.
4. Read and listen to update news. (Gunduz2005).

In this context, Mltu and Tuga, (2013 )claim that computer and the internet motivate language learners through giving them the opportunity to choose the topic they want to discuss, also, it allows them to develop their learning strategies.

## 2. 6. CALL programs and materials

CALL programs and materials include specific software; applications designed to develop and facilitate language learning, such as CD-ROMs web based interactive language learning exercises and quizzes .It also includes generic software applications designed for general purposes, such as word processors (word), presentation software (power point), and speed sheet (Excel), that can be used to support language learning. Web based learning programs, online dictionaries, online encyclopedias, new magazine sites, e texts, web-quests, web publishing.... In addition to that it includes computer mediated communication (CMC) programs; synchronous-online chat; synchronic e mail, discussion forum, message board. (Pirasteh, 2014).

## 2.7. Principles of good CALL

CALL is not an issue separated from other language teaching and learning; it is used with other forms of language teaching and learning, CALL can substitute those materials that can be used without other forms. CALL should put the learner at the center of the process; researches on cognitive learning theories has shown that learners could learn better when they are engaged with the learning process and the material (Cantos,1993; Chun and Plass,1996; Levy,1997; Mayer,1997; Yuand Michael ;1998 cited in Bangs and Cantos,2004). Student must feel that they are making progress through the feedback, help and assistance they are given. Thus, it is important to make a trial prototype material before finishing the program to ensure that it will obtain the desired results. Obviously, CALL exists for learners, not for teachers, CALL programs should offer a kind of assessment for learners, since it (assessment) is considered as the most important feedback that such programs can provide. Moreover, CALL should be adaptive; these programs must cope with

individual learning situations which is considered as an advantage that these programs offer. For this CALL should harness technology, not serve it. In order to engage and motivate the learner; such programs should make the learner engaged with the content then provide intrinsic feedback that results from the learner's interaction with the computer. Most importantly, CALL should respond to research; CALL designers need empirical field research from which they can draw a research conclusion that help them to design the appropriate programs.

Moreover, CALL should be focused; it is essential for CALL activities to be designed to achieve a particular outcome, specifying the learning objectives will help in designing the program. That, CALL would respond to a perceived need; before designing these programs, developers need to know the purpose of using computer or to which learning situation the computer will be used so that they become able to design the appropriate program. And it should help learners learn better; cognitive learning theories emphasize the learner's reflection on his learning, CALL programs provide such reflection that help learners to better understanding and performance (Bangs and Cantos, 2004).

## **2.8. Advantages of CALL**

Computer assisted language learning is a form of learning process in which may help students by providing them with a set of opportunities and advantages that help them to acquire a language better. Ravichndran (2000) states that CALL provides learners with interest and motivation: in any language classroom, it is important to provide repeated practice to help learners to acquire language. But this practice can be boring, so that student may lose their motivation. CALL programs provide learners with a new, different and attractive ways of learning, this can be

through computer games, animated graphic. This new techniques that CALL classes provide are so motivated and make learners more willing to learn the foreign language.

Individualisation is another advantage that CALL provides; some students need more time and practice to master a language. the computer offers the students “self-instructional tasks that learners could use in the way they feel is important and helpful for them.as computer offers such activities, it acts as a teacher for one individual In addition to that, students in classes have different learning styles; so teacher needs to cope with all the different styles in his class .Nowadays, this problem is no more valid ,the computer can provide activities for different learning styles .Also using computer allows students and teachers to organise time for activities and to do the activity in its devoted time. Moreover, it allows them to learn specific information and provide them with the basic tools for learning and use it in other contexts.

Talking about feedback in CALL classes which is regarded as an important element that can be beneficial for learners. But sometimes it is not given it's importance or value in the sense that it is delayed or even denied. Teachers provide positive feedback that encourage and reinforced learners. In case the feedback is neglected from the teacher, learners continue applying a misconception in this regard the computer can give immediate and specific feedback and help learners to be aware of misconceptions.

Error analysis is another advantage that CALL offers. Computer provides the learners with the type of errors they made and react by providing students self-correction and the reason behind the correction proposed and Provides them with

guide and free writing programs such as word processor work on the ability to create and manipulate texts. This encourage students to develop their writing skills. The computer offers help concerning paragraph, structure and language aspects, what is important here is that the teacher can direct students' writing. Also, vocabulary, grammar and pronunciation can be developed.

Pre-determined to process syllabus is another advantage that CALL offers.” one advantage in using microprocessor is that it can enhance the learning process for preparing determined syllabus to an encouraging process syllabus”. (Ravichndran, 2000.p.03). Also, when students and teachers are using CALL software, they will be able to use complicated forms of such programs linking computer with internet means that more authentic materials are used.

Banihani(2014) states that the computer is an appropriate tool that provide activities which help learners to acquire the four language skills and thus integrate them. Also, using computer can help learners to learn inside and outside classroom and provide learners with authentic learning situations and individual learning activities. In addition to that, computer allows students to be more involved in learning process since it is learner centered approach. Moreover, computers provide learners with feedback which allow them to learn better. In teacher's centered classrooms the role of students is passive participant who only listen and follow the teacher's instructions, and the teacher's role is to ask questions, giving the information to learners. These classes are labled by Metz as “real classrooms”. for Sandholtz et al (1990 cited in Banihani,2014) states that teaching in these classes is limited to drill and practice, so learners cannot develop high-order cognitive learning, the activities that teachers give is not related to real life situations which make learners unable to use language in authentic situations.

Using computer as an assisting material help to apply different approaches including: audio-visual approach, cognitive approach, communicative approach. An audio -visual approach relying on mimicry and memorization, pronunciation is given much important. What characterises cognitive approach is that learners are responsible for their learning .In communicative approach, communication in the target language is emphasised (celce-Murcia 2001).integrating these approaches in software provide more effective learning to develop language learning.Beatty2003 claim that CALL provide learners with the ability to improve language skills and help them to become more autonomous, for teachers these programs help them to be more competent.(cited in Onsoy,2004).

### **2.8.1. Advantages of CALL for learners:**

CALL application provides many advantages for students, among them; interactivity, independent practice patience, automatic feedback and ability to edit work. This may allow students to be more autonomous and more motivated. «As kenning &kenning (1983) state, what distinguishes computer science from other technological devices like tape recorders, videos and film projectors in what they allow for interaction” (As cited in Onsoy, 2004, p.14-15). kenning and kenning state that what characterised computer from other supporting materials in education is interactivity. (Onsoy,2004).

### **2.8.2. Advantages of CALL for teachers:**

CALL application provides many opportunities for all participants. These applications are also beneficial for teachers. Since it facilitates the teaching and the learning process. For teachers CALL programs help them to save time and improve their teaching process. (as cited in Onsoy,2014).

## **2.9. CALL and language skills**

CALL offers a various activity that helps in developing the four language skills: reading skill, writing skills, speaking skill and the listening skills.

### **2.9.1. Reading skill:**

Using CALL programs, learners are required to read the text in order to be able to complete the task which help them to develop Grammar and vocabulary. In these programs learners are involved in deep study of the content and the structure of the text. Besides to this, computer programs provide sentence structure, speed reading and close reading which are considered as alternative ways of developing the reading skill.” a key area made possible by CALL is electronic glossing as a support for both vocabulary and reading.” (Hubbard,2009). Jones and Fortescue (1987, cited in Onsoy,2004.) claim that developing reading skills relies on predicting the meaning of words and help students to read efficiently, the computer offers exercises that help students to develop their reading skill such as matching words with meaning. Healey (1999 cited in Onsoy, 2004.) claims that the computer helps learners to develop the reading techniques such as :scanning , skimming, identifying in the main ideas through the use of pictures, animation, sound effect also these motivate learners on reading.

### **2.9.2. Writing skill**

One advantage in using computer is word processor which helps learners to develop the writing skill. Also, it provides useful practice for guided and free writing. Some programs help students in the pre-writing stage by assisting them to outline their ideas (Warschauer and Healey, 1998). In addition to that, it is time saving

because it allows students to check mistakes while writing and help to change the text by adding tables and figures as well as to save these changes. Learners also have the opportunity to revise their writing. (Onsoy,2004). Dictionaries are considered as an important feature that the computer offers; both monolingual and monolingual ones can run in the background and can be accessed with a key stocked and some of them help with sounds and videos clips to help students recognize the word and put it in context. (Gunduz, 2005).

### **2.9.3. Speaking skill:**

Oral proficiency and communication are important in the learning language process. Communication is considered as the core skills that learners must master in language classrooms. This proficiency is achieved through the activities provided by computers such as: stimulation, role plays and discussion. The most important advantage is that computer stimulation offers motivation which is very important feature in language classrooms.

Dialogue studies that are made by computers with the help of movies provide cultural knowledge and body movements which enhance the learners' communication. (Gunduz, 2005). Moreover, computer helps learners to pronounce better, "most pronunciation programs now incorporates some sort of voice recording and play back to let students compare their recording with a model". (Warschauer and Healey, 1998, p.59). Today many English pronunciation programs have video clips and animation for the mouth making specific sounds. Some other vocabulary programs provide learners with speech recognition technology that helps them to recognise how close they are to the target pronunciation. In addition to that, learners

are able to see the graphic presentation of their speechwriter allows them to obtain a sophisticated feedback. (Warschauer and Healey, 1998).

#### **2.9.4. Listening skill**

” one of the simplest ways of giving practice in listening comprehension is to use a multiple- choice or fill-in program in conjunction with a cassette recorder or the latest multimedia containing a recorder. “(Gunduz, 2005, p.204). Using computer for such activities allows the learner to hear again relevant part of the tape, such activities not only help to integrate listening and writing skills but also evaluate learners listening comprehension skills in a more active way than is generally possible in a non-CALL class. (Jones and Fortescue 1987 as cited Onsoy 2004.). Moreover, CALL Programs allow students to hear again what they cannot understand. Thus, listening allow students to develop their pronunciation since they can listen to native speaker. (Cited in Onsoy, 2004).

#### **2.10. Disadvantages of CALL**

Computer has been proven that it is an effective tool for language learning and teaching. However, it still has some drawbacks, among them: learners who are not familiar with using keyboards may waste their time while printing their answers. When students are working with computers they are working individually, which prevents them from developing communication. Thus, students in any language lesson need to interact with each other to develop their language skills. To overcome this problem, it is suggested that it is important to organise pair work, but in practice students are using their mother tongue in discussing their answers and this will slow down their speaking progress; they will not be able to communicate effectively. Note that not all the activities that the computer offers are suitable for the clarification

learners are not machines and the computer cannot predict what will happen in the classroom and provide a solution. Perhaps they are programmed so, it is not able to give feedback to open ended questions. To develop CALL, much time and efforts are needed; developing such programs needs competence in the target subject, pedagogical skills and computing experience. Also, learners may feel tired and bored when they are reading from the screen since they will spend a long period of time reading from it. (Gunduz,205).

### **2.11. Limitations of CALL**

Although computers facilitate the learning and the teaching process, it has many limitations. These limitations can be summarised as follow: using computers provide no opportunities for group and pair work and students may feel bored reading from the screen. In many cases, students and teachers are not competent in using computers. In addition to that, computers cannot full file the teaching and the learning process, some of them need the teacher instruction while working on the computer. Also, the software and hardware problems may slow down the learning and the teaching process. Another limitation is that computer's feedback may not be the same as teachers because the teacher feedback may involves some pedagogical aspects; the house van motivate their students by giving them feedback. (As cited in Onsoy ,2004 p15.16).

### **Conclusion**

The discussion of this chapter consists mainly of providing a definition of CALL, a brief history of its three phases and the characteristics of each phase, then providing the main principles of CALL, the discussion will continue to cover the advantages and disadvantages of CALL then CALL and language skills.

## **Chapter Three:**

### **Field work**

#### **Introduction:**

Chapter three is on the form of “field work “. It seems appropriately to give the students to express their ideas via questionnaire. Within this chapter there will be two questionnaires which addressed to second year students at the university of Mohamed Sedik Ben yahya as well as to teachers. The questionnaire was designed in order to explore and investigate how second year students perceived the use of computers for translanguaging. In this section we will see the result of the students' Questionnaire and teachers' questionnaire to check the validity of the research hypothesis. The results obtained from the questionnaire are discussed as objectively as possible.

#### **3. students' questionnaire :**

##### **3.1. Aim of questionnaire :**

It is the core of the subject research to consider students perceptions about the use of computer for translanguaging. The questionnaire aims at investigating students' attitudes towards using computer for translanguaging and its importance in enhancing students' performance.

##### **3.2. Administration of the questionnaire:**

The target population of this study is second year students at the University of Mohamed Sedik Ben Yahya. Students Questionnaire was designed to 100 students.

This questionnaire is made up of 25 questions that are classified into three sections each section focusing on particular aspect related directly or indirectly to our research.

### 3.3. Description of the questionnaire

The questionnaire consists of 24 questions; It is divided into 3 sections  
Section one (1-7) is about the use of computer in education and students perceptions about it.

Section two (8-15) is about students use of Arabic/English in classes and whether it enhances their performance.

Section three (16-24) seeks information about students' attitudes towards using computer for tanslanguaging.

### 3.4. Analysis of the students' questionnaire

**Q.1. Are you familiar with using computers?** Yes  No

**Table.3.1. Students' familiarity with using computers.**

Options	Subjects	Percentage %
a)	91	91
b)	9	9
<b>Total</b>	<b>100</b>	<b>100</b>

The table shows that the majority of students (91%) are familiar with using computer.

**Q.2. Which access do you have to computers?**

- a) personal computer
- b) Family's computer
- c) Friend's computer
- d) University computer
- e) Cybercafé's computer

**Table.3.2. The kind of access to computers that the participants have.**

<b>Options</b>	<b>subjects</b>	<b>Percentage%</b>
a.	50	50
b.	26	26
c.	2	2
d.	5	5
e.	2	2
a+b	5	5
a+c	2	2
a+d	2	2
a+e	1	1
a+b+e	3	3
b+d	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

With regard to this question that deals with students' access to computers. Half of the participants have their personal computers. (26%) use their family computers, few participants (5%) use the university computers. (2%)of participants claim that they use friends' computers and a similar percentage claim to use cybercafé's

computers. The result also shows that some of the participants have more than one access; (5%) claim to use either their personal or family computers, (2%) claim to use both their personal computer and friend's computers, a similar percentage state that they use their personal computer and university computer. (3%) among the participants claim that they use personal computers, family computers and cybercafé's computers. Other participants (7%) state that they use their personal computers either with friend's computers, university's or cybercafé's computers.

### Q.3. How often do you use computers for studying English?

- a) Never       b) Rarely       c) Sometimes       d) Often   
 e) Always

**Table.3.3. Frequency of using computers for studying English.**

Options	Subjects	Percentage %
a)	3	3
b)	14	14
c)	59	59
d)	10	10
e)	12	12
No answer	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The table above indicates that the participants are using the computer for studying English frequently. As it is shown in the reported answers, more than half of the students (59%) are sometimes using computers, (14%) among the participants are using computer rarely, other participants are using computers always and often with

percentages of (12%) and (10%). However, only (3%) claim that they do not use computers for studying.

**Q.4. How long do you use computers for studying English?**

- a) Less than 15minutes
- b) Less than 30 minutes
- c) Less than one hour
- d) More than one hour
- e) Two hours or less
- f) Two hours or more
- g) Not sure

**Table.3.4. The duration of using computers for studying English.**

Options	subjects	Percentage%
a)	8	8
b)	15	15
c)	24	24
d)	31	31
e)	6	6
f)	5	5
g)	11	11
<b>total</b>	<b>100</b>	<b>100</b>

The table shows the duration of using computers for studying English. (31%) of the participants claim that they are using computer for more than one hour, (24%) claim that they use it for one hour, (15%) states that they use it for no more than 30minutes. The results show

that only (6%) use it for two hours or more and few of them (5%) are using computers for two hours or less.

**Q.5. Do you think that computer use has been important in your education?**

Yes  No

**Table.3.5. Students perceptions on the importance of computers in their education.**

Options	Subjects	Percentage%
Yes	89	89
No	11	11
<b>Total</b>	<b>100</b>	<b>100</b>

The table shows that almost all the participants have good perception on the importance of computers in their education with the percentage of (89%), only few (11%) consider computer as not being important in their education.

**Q.6. How much does the computer use help you in studying English?**

a) Very much       b) Much       c) Somehow       d) A little   
 e) Not at all

**Table.3.6. The amount of help the computer offer for learners of English**

<b>Options</b>	<b>subjects</b>	<b>Percentag%</b>
a)	37	37
b)	31	31
c)	23	23
d)	7	7
e)	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The table indicates that (37%) of students consider that the computer as very much helpful for them, (31 %) consider it as much helpful, and few of them (23%)consider it as somehow helpful. Only (7 %) states that the computer provides them with little help, and (2%) consider the computer as not helpful at all.

**Table.3.7. The kind of help that the computer offers for learners of English**

One/two options	subjects	percentage	Three more options	or subjects	percentage
a.	4	4	A+b+d	1	1
b.	9	9	A+b+f	2	2
c.	3	3	A+c+f+	2	2
d.	4	4	A+d+f	3	3
e.	3	3	A+e+f	1	1
f.	12	12	A+b+c+f	2	2
A+c	3	3	A+b+d+f	2	2
A+d	3	3	A+c+d+f	2	2
A+e	3	3	A+b+c+d+f	3	3
A+f	3	3	A+b+c+d+e+f	10	10
B+c	3	3	B+c+d	1	1
B+d	1	1	B+c+e	1	1
B+f	4	4	B+c+f	4	4
C+d	2	2	B+d+f	1	1
C+e	2	2	B+e+f	1	1
D+f	1	1	B+c+d+e+f	1	1
No answer	3	3			
<b>Total</b>				<b>100</b>	<b>100</b>

Students' answers to this question demonstrated that (12%) from the whole population use computer for the purpose of translating words. (9%) of students claim that the computer provides them with the opportunity to check their grammar. (4%) among them state that the computer helps them to improve their pronunciation and similar percentage claim that it helps them to find vocabulary. (3%) of the participants

state that the computer helps to check grammar and other (3%) claim that it is a vocabulary builder. The table indicates that (5%) of the students claim that the computer helps them to pronounce better, check grammar, spelling, find and build vocabulary as well as translation.

As it is shown in the table, (12%) of the participants claim that the computer offers them with pronunciation help either with grammar checking, spelling, vocabulary finding; vocabulary building and word translation. (8%) claim that the computer helps them to check grammar either with spelling checker, vocabulary finder, vocabulary builder and word translation. (4%) state that the computer help them to check spelling or build their vocabulary. A similar percentage, state that they use computer to check spelling and to find or build vocabulary. (1%) of the students state that the computer help them to find vocabulary and to translate words. A similar percentage claim that the computer helps them to pronounce better, check grammar and find vocabulary. (8%) of the participants claim that it provides them with pronunciation help as well as with word translation, grammar checking, check spelling, and to find or build vocabulary. (8%) agreed that the computer offers them the opportunity to check grammar with other kinds of help including spelling check find and build vocabulary or translate words. (10%) claim that the computer provides them with all kinds of help. From the reported answers of the participants we can say that the computer offers multiple kinds of help.

**Section two: Translanguaging****Q.8. What amount of Arabic/French do your teachers use in class?**

- a) Extensive
- b) Moderate
- c) Minimal
- d) Not at all

**Table.3.8. The amount of Arabic/French that teachers use in classes**

<b>Options</b>	<b>Subjects</b>	<b>Percentage%</b>
a.	6	6
b.	15	15
c.	52	52
d.	25	25
No answer	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The table shows that the teachers are not using much Arabic/French in classes. As the participants have reported, only (6%) of teachers use Arabic extensively, (25%) does not use it at all, (15%) use Arabic moderately, and (52%) use it in a minimal way.

**Q.9. Would you like your teacher to use**a) More Arabic/French in classes? b) Less Arabic /French in classes? **Table.3.9. The amount of Arabic students want their teachers to use in class.**

Options	subjects	Percentage%
a.	27	27
b.	71	71
No answer	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The result obtained shows that the majority of participants (71%) want their teachers to use less Arabic/French in classes and only (27%) among them want more Arabic/French.

**Q.10. does the teacher use of Arabic in classes helps you to understand better?**Yes No **Table.3.10. Students 'opinions about the effectiveness of the teachers' use of Arabic.**

Options	subjects	Percentage%
Yes	67	67
No	30	30
No answer	3	3
<b>Total</b>	<b>100</b>	<b>100</b>

The result obtained shows that the majority of participants (67%) consider the teachers' use of Arabic is helpful to understand better, whereas, (30%) consider it as not helpful.

**Q.11. Do you use Arabic/French (colloquial or standard) in classes?**

Yes  No

**Table 3.11. The students' use of Arabic/French in classes.**

Options	subjects	Percentage%
a.	51	51
b.	30	30
No answer	4	4
<b>Total</b>	<b>100</b>	<b>100</b>

As it is shown in the table, (51%) among the subjects use Arabic/French in classes, and only (45%) of them use English. We can say that most of the subjects prefer to use Arabic in classes.

**Q.12. When you are given a pair work or group work, do you accomplish it using.**

a) Arabic/French?

b) English?

c) Both of the above?

**Table.3.12. The language used while accomplishing pair and group work.**

Options	subjects	Percentage%
a.	4	4
b.	59	59
c.	35	35
No answer	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

It seems from the table that (59%) of the participants use only English in accomplishing pair and group work, (35%) among them use both Arabic and English, and very few (4%) use Arabic/French.

**Q.13. How often do you translate new vocabulary and expressions?**

- a) Never                       c) Sometimes
- b) Rarely                       d) Often
- e) Always

**Table.3.13. The frequency of translating new vocabulary and expressions.**

Options	subjects	Percentage%
a.	2	2
b.	16	16
c.	50	50
d.	20	20
e.	12	12
<b>Total</b>	<b>100</b>	<b>100</b>

From the table, it is shown that most of students translate new vocabulary and expressions, half of the participants state that they sometimes translate new vocabulary, (20%) often translate new expressions. Few participants (16%) claims that they rarely translate.

**Q.14. Does translating new vocabulary and expressions enables you to better understand them?**

Yes  No

**Table.3.14. Answers to question does translating new vocabulary and expressions enables you to better understand them.**

Options	Subjects	Percentage%
a.	93	93
b.	7	7
<b>Total</b>	<b>100</b>	<b>100</b>

The table indicates that nearly all the participants (93%) states that translating new vocabulary and expressions help them to understand it better. From the students' answers we can say that they have good perception on translation for better understanding.

**Q.15. Does translating new vocabulary and expressions enable you to better remember them?**

a) Yes  b) No

**Table.3.15. Answer to question does translating new vocabulary and expressions enable you to better remember them?**

Options	subjects	Percentage%
a.	93	93
b.	7	7
<b>Total</b>	<b>100</b>	<b>100</b>

The table shows that the participants in their majority (93%) reported that translating new vocabulary help them to remember it better. From the students' answers we can say that they have good perception on translation for better remembering.

**Q.16. Do you use translation software that the computer offers?**

- a) Yes       b) No

**Table.3.16. Students use of translation software.**

options	subjects	Percentage%
a.	65	65
b.	31	31
no answer	4	4
<b>Total</b>	<b>100</b>	<b>100</b>

The table above shows that more than half of the participants (65%) use translation software and only (31%) does not use them. We can say that since most of students use translation software they have a positive attitude towards them.

**Q.17. which types of dictionary software do you use when you encounter new vocabulary and expressions?**

- a) Monolingual dictionary (English-English)
- b) Bilingual (English-Arabic or English French)
- c) Multilingual dictionary (English-Arabic-French)
- d) All the above
- e) None (printed dictionary)

**Table.3.17. Types of dictionary software that students use.**

Options	subjects	Percentage%
a.	27	27
b.	14	14
c.	6	6
d.	31	31
e.	1	1
a+b	18	18
a+c	1	1
b+c	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The table shows that (31%) of participants use translation use all types of dictionaries (bilingual, monolingual, multilingual), (27%) among the participants use

monolingual dictionary, (6%) use multi-lingual dictionary, (18%) of participants use both monolingual and bilingual dictionary. Only (1%) participants use only printed dictionary.

**Q.18. When you are lost for word, how often do you use Arabic/French words to look for the English equivalents?**

- a) Never                       c) Sometimes   
 b) Rarely                       d) Often   
 e) Always

**Table. 3.18. The use of Arabic word to find English equivalent.**

Options	subjects	Percentage%
a.	5	5
b.	28	28
c.	47	47
d.	10	10
e.	8	8
No answer	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The table shows that (47%) of participants claim that they sometimes use Arabic/French word and look for the English equivalent, (10%) among the participants often do so, and (28%) state that they rarely use Arabic words and translate it to English.



(6%) among the participants states that it is helpful for listening and reading activities.

(5%) claim that computer help them in reading and writing activities. (3%) of students

state that computer is helpful in all types of activities. From the students' answers we

can conclude that computer is suitable to all kinds of activities.

**Q.20.when you read using computers, what do you translate, if any?**

- a) Whole texts
- b) Parts of texts
- c) Difficult words or expressions
- d) Key words necessary for text comprehension
- e) Nothing

**Table.3.20. The parts of texts that students translate.**

Options	subjects	Percentage%
a.	7	7
b.	12	12
c.	59	59
d.	9	9
a+b	1	1
b+c+d	2	2
c+d	9	9
no answer	1	1
<b>Total</b>	<b>100</b>	<b>100</b>

As regard to using computer for translation while reading. A great proportion of students (59%) confirme that they use computer to translate difficult words and expressions, (12%) of the students claim that they translate parts of the text. (9%) among them state that they translate only key words that are necessary for texts

comprehension. Only (7%) state that they translate the whole texts. Other participants who represent (7%) claim that they use computer to translate difficult or key words that are necessary to understand the text. Few participants (2%) state that they translate parts of the text with difficult words and expressions. (1%) of the students state that they translate the whole text if necessary. As we can notice the participants use too much translation software throughout their reading.

**Q.21. Do you use computer translation software in preparing research and homework assignment?**

Yes  No

**Table.3.21. The use of computer translation software in preparing research and homework assignment.**

Options	subjects	Percentage%
a.	74	74
b.	21	21
No answer	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The table reveals that (74%) of the participants use translation software in preparing research and homework assignment, since most of the participants are using translation software, they found it helpful.

**Q.22. To what extent do you think that using computer translation software enhances the quality of your research and homework assignment?**

a) VeryMuch  c) Somehow   
 b) Much  d) A little   
 e) Not at all

**Table.3.22. Students' perceptions on the use of translation software to enhance the quality of their research.**

Options	subjects	Percentage%
a.	11	11
b.	42	42
c.	28	28
d.	15	15
e.	1	1
No answer	3	3
<b>Total</b>	<b>100</b>	<b>100</b>

Most of the participants (42%) consider that translation software enhances much the quality of research, (11%) claim that it helps them very much, (28%) states that it helps them somehow, and (15%) claim that it helps them a little. From the result obtained, we can notice that the majority of participants have positive attitudes towards using translation software to enhance the quality of research.

**Q.23. How often do you use Arabic/French scripts, subtitles and lyrics to help you understand the audios and videos in English?**

- a) Never                       c) Sometimes
- b) Rarely                               d) Often
- a) Always

**Table.3.23. The frequency of using Arabic/French scripts, subtitles and lyrics to understand the audios and videos in English.**

<b>Options</b>	<b>subjects</b>	<b>Percentage%</b>
a.	7	7
b.	26	26
c.	56	56
d.	6	6
e.	3	3
No answer	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The table indicates that the majority of participants are using Arabic/French subtitles and lyrics to understand the audios and videos in English. More than half of the participants (56%) are sometimes using Arabic/French scripts, subtitles and lyrics to understand, (6%) states that they use it often, whereas, (26%) of subjects state that they are rarely use it.

**Q.24. Do you think that translation using computer is**

a) More efficient than using print dictionaries?

b) More difficult and time-consuming than using dictionaries?

c) Not different from using print dictionaries?

**Table.3.24. Perceptions on translation using computers.**

<b>Options</b>	<b>subjets</b>	<b>Percentage %</b>
a.	44	44
b.	29	29
c.	24	24
No answer	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The table reveals the students' perceptions on translation using computers (44%) of the participants claim that translation software are more efficient than print dictionary, (29%) claim that it is more difficult and time consuming than print dictionaries, and (24%) claim that it is the same as using print dictionary.

## **Conclusion**

The analysis of the students' questionnaire reveals that the students are aware of the significance of using computer in education especially translation software.as far as the use of Arabic in classes they perceive it as important with new vocabulary and expressions. So, the result of the study strongly supports the use of computer for translanguaging.

### **3.5. Discussion:**

The section dealing with computer assisted language learning shows that almost all the students (91%) are familiar with using computers .When speaking about the importance of computer in education we find that (89%)of the students who answer the questionnaire consider the use of computer as very important in their education.(37%)from the population claim that it help them very much in their education, nearly the same percentage (31%)say that it is much helpful . Students responses shows that the computer offers them different kinds of help. (9%) of the participants claim that computers help them to check grammar. (12%)of them state

that it provides them with word translation and others claim that computers offers them various kinds of help including pronunciation help and word translation (3%) pronunciation help, grammar checker ,Spelling checker Vocabulary finder, vocabulary builder, and word translation (5%).

From the analysis of the students responses about computer section. we can see that computer is very important in education and the students are aware of its' important since the majority of them use it in their education.

The analysis of the next section "translanguaging " reveals that more than the half of the participants (52%) describe the use of Arabic in classes as minimal as they claim that the use of Arabic help them to understand better.93%of them rely much on translating new vocabulary and expressions for better understanding and remembering.

From the analysis of the students' answers about translanguaging section we can see that using Arabic in English classes is helpful especially with new vocabulary and expressions.

The analysis of the last section which deals with the use of computer for translanguaging reveals that most of the students (99%) are using translation software .The result shows that only (27%)among the participants use monolingual dictionary so for the participants translation software is helpful for all the activities which help to improve the four language skills The participants claim that translation software is more beneficial than printed dictionaries. So from the students' answers we can notice that the students prefer to use translation software rather than print dictionaries.

#### 4. Teachers' Questionnaire

##### 4.1. Description of the questionnaire

The questionnaire consists of 16 questions, It is divided into 3 sections;

Section one (1-6) is about the use of computer in education and teachers' perceptions about it.

Section two (7 -12) is about teachers' use of Arabic/English in classes and whether it enhances students' performance.

Section three (13 -26) seeks information about teachers' attitudes towards using computer for tanslanguaging.

##### 4.2. Analysis of the teachers' questionnaire

###### Q.1. Do you use computer in teaching?

a) yes                       b) No

**Table.3.25. Teachers use of computer in teaching**

Options	Subjets	Perentage%
a.	7	70
b.	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

The table shows that more than half of teachers (70%) use computer in teaching and only (30%) does not use it.

**Q.2. Do you think that the computer is important in education?**a) yes  b) No **Table.3.26. Teachers 'perceptions on the importance of computer in education**

Options	subjects	Percentage%
a.	10	100
b.	00	00
<b>Total</b>	<b>10</b>	<b>100</b>

All the participants claim that they think that computer is important in education. As we can notice, teachers have good perception on the importance of computer in education.

**Q.3. Do computers offer helps for learners of English?**a) yes  No **Table.3.27. Teachers' opinion about usefulness of computer for learners of English.**

Options	subjects	Percentage%
a.	10	100
b.	00	00
<b>Total</b>	<b>10</b>	<b>100</b>

As it is shown in the table, all the participants state that the computer offers help for learners of English; we can conclude that teachers are aware of the importance of computer for learners of English.

**Q.4. which kind of help do you think that the computer offers for learners of English?**

- a) Pronunciation help
- b) Grammar checker
- c) Spelling checker
- d) Vocabulary finder
- e) Vocabulary builder
- f) Word translation
- g) All the above

**Table.3.28. The kind of help that the computer offers for English learners.**

Options	subjects	Percentage%
g.	7	70
a+b+d+f	1	10
a+b+c+d+f	1	10
b+c+f	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

As the above table reveals, (70%) of teachers claim that the computer provides students with various kinds of help including; pronunciation help, grammar and spelling checker ,vocabulary finder and builder and word translation.(10%) of them claim that the computer help learners to check grammar, translate words and check spelling. The same percentage states that the computer helps them to check grammar, pronounce better, translate words and find vocabulary. The rest of the participants (10%) state that the computer provides them with pronunciation help, grammar checker, spelling checker, vocabulary finding and word translation. We can notice that the participants are aware of the usefulness of computer for learners.

**Q.5. To what extent do you think that using computers help your students to complete the activities?**

a-Very much  b-Somehow

c-Not very much  d-A little

e- Not at all

**Table.3.29. The amount of help that the computer offers for English learners.**

Options	subjects	Percentage%
a.	5	50
b.	4	40
c.	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

The result shows that half of the participants state that the computer is very much helpful for English students to complete tasks. (40%) of the teachers state that the computer is somehow helpful and only (10%) state that the computer is not very much helpful in task completion. From the teachers' answers we can say that teachers consider computer as helpful for students of English.

**Q.6. Being experienced teacher, does the computer use help you in teaching?**a-yes                       b-No **Table.3.30. Does the computer use helps you in teaching**

Options	Subjects	Percentage%
a.	10	100
b.	0	0
<b>Total</b>	<b>10</b>	<b>100</b>

As the table reveals, all teachers agreed that the computer help them in teaching. From the result we can say that teachers are aware of the importance of computer in teaching.

**Q.7.What amount of Arabic /French do you use in class?**a) Moderate                       c) Minimal b) Moderate                       d) Not at all **Table.3.31. The amount of Arabic/French that teacher use in classes**

Options	Subjets	Percentage%
a.	1	10
b.	1	10
c.	6	60
d.	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

The result obtained shows that more than half of the participants (60%) use minimal amount of Arabic in classes, (30%) among them state that they are not using Arabic at all, (10% ) of teachers use extensive amount of Arabic in class and a similar percentage state that they use moderate amount of Arabic. As we can notice, the majority of teachers prefer to use only English; the translation into Arabic is not appreciated by them.

**Q.8.Do you feel that using Arabic/French in English classes help your students to understand better?**

a) yes       b) No

**Table. 3.32. Teachers' perception towards using Arabic in classes.**

Options	subjects	Percentage%
a.	7	70
b.	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

The table shows that (70%) of teachers state that the use of Arabic help students to better understand and only 30% consider Arabic as not helpful. The result shows that teachers have good perception towards using Arabic in classes.

**Q.9.How often do you translate new vocabulary and expressions?**

a) Never       b) Rarely       c) Sometimes   
d) Often       e) Always

**Table.3.33. The frequency of translating new vocabulary.**

Options	Subjects	Percentage%
a.	1	10
b.	3	30
c.	5	50
e.	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

Half of the participants state that they sometimes translate new vocabulary for their students, (30%) of teachers rarely translate, (10%) of them always translate and (10%) of the participants never translate new vocabulary. The result shows that teachers are translating new expressions.

**Q.10. Do you feel that translating new vocabulary and expressions helps your students to understand better?**

- a) Never       b) Rarely
- c) Sometimes       d) Often       e) Always

**Table. 3.34. Teachers' perceptions about translation.**

Options	subjects	Percentage%
b.	2	20
c.	3	30
d.	1	10
e.	4	40
<b>Total</b>	<b>10</b>	<b>100</b>

In the table above, teachers' answers shows that (40%) of the teachers consider translating new vocabulary and expressions as always helpful for better understanding. (30%) of the teachers claim that translation is sometimes helpful. (20%) among the participants claim that translating new vocabulary is rarely helpful. We can notice that teachers have good perception about translating new expressions.

**Q.11. Do your students ask for Arabic translation?**

- a) Never  b) Rarely  Sometimes   
 d) Often  e) Always

**Table.3.35. Frequency of asking for Arabic translation.**

Options	subjects	Percentage%
a.	2	20
b.	1	10
c.	4	40
d.	2	20
e.	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

The table above shows that (40%) of students sometimes ask for Arabic translation, the other 20% often ask for translation, and a similar percentage claim that their students never ask for translation. From the reported answers we can say that the majority of students want their teachers to translate for them.

**Q.12. Do you allow your students to use Arabic?**a) Never  b) Rarely  c) Sometimes d) Often  e) Always **Table.3.36. Students' use of Arabic in classes.**

Options	subjects	Percentage%
a.	2	20
b.	6	60
c.	1	10
e.	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

The result obtained shows that more than half of the participants (60%) claim that they sometimes allow their students to use Arabic in classes, (20%) of the participants claim that they never allow their students to use Arabic, (10%) of them claim that they rarely allow them to use Arabic in class. From the result, we can notice that teachers allow their students to use Arabic which indicates that they consider it important.

**Q.13. Do you encourage your students to use translation software that the computer offers?**a) yes  b) No

**Table. 3.37. Teachers encouragement to students to use translation software.**

Options	subjects	Percentage%
a.	6	60
b.	4	40
<b>Total</b>	<b>10</b>	<b>100</b>

More than half of the teachers (60%) claim that they encourage their students to use translation software. So we can conclude that most teachers have good perceptions towards such material.

**Q.14. Which type of dictionary software do you encourage your students to use?**

a) Monolingual dictionary (English English)

b) Bilingual dictionary (English Arabic)

c) Multilingual (English Arabic French)

d) All the above

e) None (Only print dictionary)

**Table.3.38. Types of dictionary software that teachers encourage their student to use.**

Options	subjects	Percentage%
a.	4	40
b.	1	10
d.	5	50
<b>Total</b>	<b>10</b>	<b>100</b>

Half of teachers state that they encourage their students to use all kinds of software dictionaries including; monolingual, bilingual, multilingual. (40%) of them encourage their students to use only monolingual one, only (10%) of the teachers encourage them to use bilingual.

**Q.15. In which types of activities do you think that using computers is helpful?**

- a) Listening       c) Reading   
 b) Speaking       d) Writing

**Table.3.39. The types of activities do you think that using computers is helpful**

Options	subjects	Percentage%
a.	2	20
a+c	2	20
a+b+c+d	5	50
b+c	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

In the table above, (50%) of teachers state that the computer is helpful in all types of activities. (20%) of them state that it is helpful in listening and reading, and a

similar percentage state that it is helpful in listening activities, only (10%) of the teachers state that it is helpful in speaking and reading activities.

**Q.16. Do you think that translating using computers is**

- a) More efficient than using print dictionaries
- b) More difficult and time consuming than using print dictionaries
- c) Not different from print dictionary

**Table.3.40. Teachers' perceptions on translation using computers.**

Options	Subjets	Percentage%
a.	7	70
b.	1	10
c.	2	20
<b>Total</b>	<b>10</b>	<b>100</b>

Teachers reported in their majority (70%) that translation using computers is more efficient than using printed dictionaries. (10%) of the teachers that it is more difficult and time consuming than using printed dictionaries, the other (20 %) state that it is not different from printed dictionaries. So we can conclude that teachers have good perceptions towards translation using computers.

### 4.3. Discussion

In the first section that is concerned with the use of computer for teaching, the findings shows that most of teachers use computers in teaching, the second and the third questions show total agreement among teachers towards the importance of computers for learners of English since it provides various kinds of help to them as well as to education. So we can say that teachers are aware of the importance of computer in education.

The section dealing with the use of Arabic in classes shows that the majority of teachers (70%) think that the use of Arabic in classes helps their students to understand better, despite the fact that most of them use minimal Arabic. Teachers' answers to the question show that they consider Arabic important in classes.

Talking about the answers of teachers about the questions of the third section, they state that they encourage students to use translation software. This software provides students with all kind of help to develop language skills.

**General conclusion:**

The current study focuses on investigating teachers' and students' attitudes towards using computer for translanguaging. In the light of this dissertation, we were interested to divide it into three basic chapters; two theoretical chapters and the field work. Moreover, the first chapter dealt with a general overview and explanation of the concept of translanguaging by providing clear definition of the term, its advantages, codes switching and some related concepts such as translation, biliteracy scaffolding, components of translanguaging, premises and purposes of translanguaging. The second chapter provided in depth discussion of CALL mainly definition of computer and its role in education, definition of CALL the main principle of CALL classes, advantages and disadvantages of CALL and its relation to the four language skills.

The last chapter encompasses the field work of investigation, the information was gathered through two questionnaires, one has been administered to second year university students and the second one to the teachers at the university of Mohamed Sedik Ben Yahya, to check how their answers would serve our study, this was followed by the analysis and discussion of the result. Both teachers and students Questionnaire was designed to explore general attitudes of students and teachers towards computers. The result indicates that computer use is very frequent, most students use computer to develop language skills.

The findings of this Study reveals that both students as well as teachers have positive attitudes towards computer assisted language learning like ways, both show a general agreement on the potential of CALL software as a promising approach for translanguaging. For both subject of the study, translanguaging is an effective strategy

that help learners of English to better understand the content. Thus, the present study confirms previous research findings and contributes additional evidence of translanguaging using computers and thus confirm hypothesis stated earlier.

**Recommendations:**

- Based on the findings, the following suggestions could be considered for the successful implementation of CALL.

-Authorities need to rethink about the necessity of technology in language teaching. - Teachers should encourage their students to use translation software. Thus, in return it will enhance the learners level.

-Teachers need to apply translanguaging strategies to help learners acquire the L2 successfully.

-Teachers should be aware of the importance of translanguaging as a strategy to develop L2.

**Future Research:**

This study investigates the current attitudes of both EFL students and teachers about the use of computer for translanguaging. Based on the finding of the study, other researchers can further investigate the use of computer for translanguaging in other universities and with other participants. Also, in order to gain in depth understanding of technology in Algeria a research could be conducted in high schools with other technological devices such as mobile phones since this study focused only on attitudes other research using experimental methods could conducted as well.

## References

- AbdelJalil, S. A. (2009). Grammatical perspectives on code-switching. *Jurnal ReVEL, Faculdedes Integradas Santa Cruz–FARESC*, 7(13), 1-11.
- Ayeomoni, M. O. (2006). Code-switching and code-mixing: Style of language use in childhood in Yoruba speech community. *Nordic Journal of African Studies*, 15(1), 90-99.
- Bangs, P., & Gomez, P. C. (2009). What can Computer Assisted Language Learning Contribute to Foreign Language Pedagogy?. *International journal of English studies*, 4(1), 221-239.
- Beatty, K. (2013). *Teaching & researching: Computer-assisted language learning*. Routledge.
- Benihani, N (2014). Benifits and Barries of Computer Assisted Language Learning and Teaching in Arab World :Jordon as Model .Theory and Practice in Language Teaching 4(8).pp1609.
- Brarathy, J.(2015). Importance of Computer Assisted Language Testing and Learning Methods for Chemistry .*Science Journal in Higher Education*.3 ( 41),11-16
- Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95(3), 401-417.
- Childs, M. (2016). Reflecting on translanguaging in multilingual classrooms: Harnessing the power of poetry and photography. *Educational Research for Social Change*, 5 (1), 22-40.

- Deeb, A.Z. (2005). A taxonomy of translation problems in translating from English to Arabic. (Doctoral dissertation). University of Newcastle.
- Fernández, M., Wegerif, R., Mercer, N., & Rojas-Drummond, S. (2001). Re-conceptualizing "scaffolding" and the zone of proximal development in the context of symmetrical collaborative learning. *The journal of classroom interaction*, 40-54.
- Garcia, O. & Lieva, C. (2014). Theorizing and enacting translanguaging for social justice: Heteroglossia as practice and pedagogy. Blackledge, A., Greese, A. (eds).
- Garcia, O. & Keylen, T. (Eds). (2016). *Translanguaging with Multilingual Students: learning from classroom moments*. New York, Routledge.
- Grosjean, F. (2016). What is Translanguaging. Online at: <https://www.psychologytoday.com/blog/life-bilingual/201603/what-is-translanguaging> (accessed 8 July 2016).
- Gündüz, N. (2005). Computer assisted language learning. *Journal of Language and Linguistic Studies*, 1(2).
- Hesson, S., Seltzer, K., & Woodley, H. H. (2014). Translanguaging in curriculum and instruction: A CUNY-NYSIEB guide for educators. New York: CUNY-NYSIEB unter: <http://www.nysieb.ws.gc.cuny.edu/files/2014/12/Translanguaging-Guide-Curr-Inst-Final-December-2014.pdf> [zuletzt geprüft 24.9. 2016].
- Hubbard, P. (Ed.). (2009). *Computer assisted language learning: Critical concepts in linguistics*. Routledge.
- Ibiwumi, D.J. (2015). A sociolinguistic analysis of the effective of translanguaging strategies of some 1<sup>st</sup> year bilingual students at university of the western cape (UWC). Doctoral thesis university of western cape.

Jixing, L. O. N. G. (2013). Translation definitions in different paradigms. *Canadian Social Science*, 9(4), 107.

Lasagabaster, D., & Garcia, O. (2014). Translanguaging : towards a dynamic model of bilingualism at school .<http://dx.doi.org/10.1080/11356405.2014.973671>.

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641-654.

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655-670.

Poza, L. (2017). Translanguaging: Definitions, Implications, and Further Needs in Burgeoning Inquiry. *Berkeley Review of Education*, 6(2).

Merhi, E. & American, M. (2014). Scaffolding in Sociocultural Theory: Definitions, Steps, Features, Conditions, Tools and Effective Considerations. *Scientific Journal of Review*. 3(7). PP. 756-765

Mokgalakane, M. (2014). An Investigation into patterns of Translanguaging in the Foundation Phase in Primary School in the Limpopo Province. M A. Thesis, university of Limpopo.

Mutlu, A., & Erozu-Tuga, B. (2013). The role of computer-assisted language learning (CALL) in promoting learner autonomy. *Eurasian Journal of Educational Research*, 51, 107-122.

Nambisan, K. (2014). *Teachers' attitudes towards and uses of translanguaging in English language classrooms in Iowa* (Doctoral dissertation, Iowa State University)

- Nazary, M. (2008). The role of L1 in L2 acquisition attitudes of Iranian university students. *Novitas-royal*, 2(2), 138-153.
- Nordin, N. Rachid Ali, F. Syed Zuber, S. Sadjerin, R. ESL Learners Reactions Towards Code switching Classroom Setting. International Conference on University Learning and Teaching (in CULT2012).
- Pea, D. R. (2004). The social and technological dimensions of scaffolding and related theoretical concepts for learning. *The journal of the learning sciences*, (13)3, 423-451.
- Pirasteh, P. (2014). The effectiveness of computer-assisted language learning (CALL) on learning grammar by Iranian EFL learners. *Procedia-Social and Behavioral Sciences*, 98, 1422-1427.
- Portolés, L., & Martí, O. (2017). Translanguaging as a teaching resource in early language learning of English as an additional language (EAL). *Bellaterra Journal of Teaching & Learning Language & Literature*, 10(1), 61-77.
- Ravichandran, T. (2000). In the perspective of interactive approach: Advantages and apprehensions. *Computer Assisted Language Learning (CALL)*.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (ed) hand book of research on teacher education (2<sup>nd</sup> ed), p.102-119.
- Sotiroula, S. (2015). *Learning through translanguaging in an educational setting in Cyprus* (Doctoral dissertation, University of Birmingham).
- Önsoy, S. (2004). *Students' and teachers' attitudes towards the use of computer-assisted language learning at the Preparatory School of Celal Bayar University* (Doctoral dissertation, Bilkent University).

- Sugiharto, S. (2015). Translingualism in action: Rendering the impossible possible. *The Journal of AsiaTEFL*, 12(2), 125-154.
- Tafazoli, D., & Golshan, N. (2014). Review of computer-assisted language learning: History, merits & barriers. *International Journal of Language and Linguistics*, 2(5-1), 32-38.
- Vogel, S. & Garcia, O. (2017). Translanguaging. Noblit and L. Moll (Eds). Oxford Research Encyclopedia of Education. Oxford: Oxford University Press.
- Warschauer, M. (1996). Computer-assisted language learning: An introduction. *Multimedia language teaching*, 3-20.
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language teaching*, 31(2), 57-71.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222-1235.
- . Yumei, L. (2012). Three Roles What Computer Act In Teaching And Learning.

## APPENDIX A

### Students' Questionnaire

Dear students,

This questionnaire is part of a research for a master degree on "Students Attitudes towards the Use of Computers in Translanguaging". Your help is greatly needed to complete the work and will be so much appreciated. The answers will remain confidential.

#### Section One: Computer-Assisted Language Learning

1- Are you familiar with using computers?

- a) Yes       b) No

2- Which kind of access do you have to computers?

- a) Personal computer   
b) Family's computer   
c) Friend's computer   
d) University's computer   
e) Cybercafé's computer

3- How often do you use computers for studying English?

- a) Never       b) Rarely       c) Sometimes       d) Often       e) Always

4- How long do you use computers for studying English on average?

- a) Less than 15 minutes   
b) Less than 30 minutes   
c) Less than one hour   
d) More than one hour   
e) Two hours or less   
f) Two hours or more   
g) Not sure

5- Do you think that computer use has been important in your education?

- a) Yes       b) No

6- How much does computer use help you in studying English?

- a) Very much       b) Much       c) Somehow       d) A little       e) Not at all

7- What kind of help does the computer offer you in learning English?

- a) Pronunciation help   
b) Grammar checker   
c) Spelling checker   
d) Vocabulary finder   
e) Vocabulary builder   
f) Word translation

## Section Two: Translanguaging

8- What amount of Arabic/ French do your teachers use in classes?

- a) Extensive
- b) Moderate
- c) Minimal
- d) Not at all

9- Would you like your teacher to use:

- a) More Arabic/ French in class?
- b) Less Arabic/ French in class?

10- Does the teacher use of Arabic/French in classes help you to understand better?

- a) Yes
- b) No

11- Do you use Arabic/ French (colloquial or standard) in classes?

- a) Yes
- b) No

12- When you are given a pair work or group work, do you accomplish it using:

- a) Arabic/French?
- b) English?
- c) Both of the above?

13- How often do you translate new vocabulary and expressions?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

14- Does translating new vocabulary and expressions enable you to better understand them?

- a) Yes
- b) No

15- Does translating new vocabulary and expressions make enable you to better remember them?

- a) Yes
- b) No

## Section Three: Use of Computers for Translanguaging

16- Do you use translation software that the computer offers?

- a) Yes
- b) No

17- Which type of dictionary software do use when you encounter new vocabulary and expressions?

- a) Monolingual dictionary (English-English)
- b) Bilingual dictionary (English-Arabic or English-French)
- c) Multi-lingual dictionary (e.g. English-Arabic-French)
- d) All of the above
- e) None (only printed dictionaries)

**18-** When you are lost for words, how often do you use Arabic/ French words to look for the English equivalents (e.g. Google Translator)?

- a) Never    b) Rarely    c) Sometimes    d) Often    e) Always

**19-** In which type of activities do you think that translation using computers is helpful?

- a) Listening   
b) Speaking   
c) Reading   
d) Writing

**20-** When you read using the computer, what do you translate, if any?

- a) Whole texts.   
b) Parts of texts.   
c) Difficult words and expressions.   
d) Key words necessary for text comprehension.   
e) Nothing.

**21-** Do you use computer translation software in preparing research and homework assignments?

- a) Yes    b) No

**22-** To what extent do you feel that using computer translation enhances the quality of your research and homework assignments?

- a) Very much    b) Much    c) Somehow    d) A little    e) Not at all

**23-** Do you think that using computers for translation is:

- a) more beneficial than using printed dictionary?   
b) less helpful than using printed dictionary?   
c) as useful as printed dictionary?   
d) Not sure

**22-** How often do you use Arabic/ French scripts, subtitles and lyrics to help you understand the audios and videos in English?

- a) Never    b) Rarely    c) Sometimes    d) Often    e) Always

**23-** Do you think that translating using computers is:

- a) more efficient than using print dictionaries?   
b) more difficult and time-consuming than using print dictionaries?   
c) not different from using print dictionaries?

**Thank you for your collaboration.**

## APPENDIX B

### Teachers' Questionnaire

Dear Teachers,

The Questionnaire is an instrument for investigating teachers' attitudes towards using computer for translanguaging. We will be very grateful if you provide us with full answers or tick the suitable answers among the provided ones your answers will only be used for the research work.

#### Section one: Computer Assisted Language Learning

1-Do you use computer in teaching?

a) Yes  b) No

2-Do you think that computer is important in education? a) Yes  b) No

3-Do computers offer help for learners of English? a) Yes  b) No

4-Which kind of help do you think the computer offers for learners of English?

a- Pronunciation help.

b- Grammar checker.

c- Spelling checker.

d- Vocabulary finder.

e- Vocabulary builder

f- Word translation

g-All the above

5-To what extent do you think that using computers help your students to complete the activities?

a- Very much

b-Somehow

c-Not very much

d-A little

e - Not at all

6-Being an experienced teacher, does computer use helps you in teaching?

a) Yes

b) No

### **Section two: Translanguaging**

7- What amount of Arabic /French do you use in classes?

a) Extensive

b) Moderate

c) Minimal

d) Not at all

8-Do you feel that using Arabic /French in English classes help your students to understand better?

a) Yes

b) No

9-How often do you translate new vocabulary and expressions for your students?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

10-Do you feel that translating new vocabulary and expressions helps your students to understand better?

- Never  Rarely  Sometimes
- Often  Always

11-Do your students ask for Arabic translation?

- Never  Rarely  Sometimes
- Often  Always

12-Do you allow your student to use Arabic? a) Yes  b) No

**Section three: The use of Computer for Translanguaging**

13-do you encourage your students to use translation software that the computer offers?

- a) Yes  b) No

14-Which types of dictionary software do you encourage your students to use?

- a) Monolingual dictionary (English-English)
- b) Bilingual dictionary (English-Arabic)

c) Multilingual dictionary (English-Arabic-French)

d) All of the above

e) None (only printed dictionaries)

15-In which type of activities do you think that using computers is helpful?

a) Listening

b) Speaking

c) Reading

d) Writing

16 -Do you think that translating using computers is

a) More efficient than using print dictionaries?

b) More difficult and time consuming than using print dictionaries?

c) Not different from using print dictionaries

**Thank you for your collaboration.**

## **Résumé**

Les Nouvelles technologies, en particulier les ordinateurs, semblent offrir de nombreuses possibilités aux apprenants et aux enseignants. L'enseignement d'une langue à l'aide d'ordinateurs a attiré l'attention de nombreux chercheurs au cours des dernières décennies. La présente étude vise à examiner les attitudes des étudiants anglais à l'université de Mohamed Sedik Ben Yahya vers l'efficacité de l'utilisation de l'ordinateur pour la traduction. Dans cette recherche, il a été émis l'hypothèse que les étudiants et les enseignants EFL auraient des attitudes positives envers l'utilisation de l'ordinateur pour la traduction. Les données sont recueillies grâce à l'utilisation d'un questionnaire administré à 10 enseignants et 100 étudiants de deuxième année au département d'anglais, Mohamed sedik Ben yahya, jijel. La conclusion de cette étude a révélé que les étudiants et les enseignants avaient une attitude positive envers l'utilisation de l'ordinateur pour la traduction. Les deux participants étaient d'accord sur l'importance de l'utilisation de l'ordinateur dans l'enseignement et l'apprentissage des langues. Exprimé leurs points de vue positifs sur l'influence de l'ordinateur sur le processus d'enseignement et d'apprentis.

## ملخص

ساهمت التكنولوجيات الحديثة وخاصة الحاسوب في تقديم العديد من الفرص للمتعلمين والمعلمين. في السنوات ،اهتم الباحثون بشكل كبير باستعمال الحاسوب لتدريس اللغات. تهدف هذه الدراسة إلى معرفة آراء طلبة اللغة الإنجليزية بجامعة محمد الصديق بن يحيى حول مدى فاعلية الحاسوب في الترجمة.وقد تم وضع فرضية أن طلبة وأساتذة اللغة الإنجليزية لديهم آراء إيجابية حول استعمال برنامج الحاسوب في الترجمة . لجمع البيانات في هذه الدراسة،تم توزيع استبيان على 100 طالب و10 أساتذة.

أظهرت نتائج الدراسة أن كل من الطلبة والأساتذة لديهم آراء إيجابية حول استعمال برامج الحاسوب في الترجمة كما اجمع المشاركون على أهمية هذه الوسيلة في تطوير مهارات اللغة ودورها الفعال في التعليم.