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**The Effectiveness of Translanguaging in
Teaching English as a Foreign Language: case
study of some Algerian EFL Teachers**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Linguistics*

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Dedication

I dedicate this work to my mother, the source of love and tenderness, to my father for his push and encouragement, my sister Bouchra for her support, my friend Fatima and also to my best friend and my soul mate Chahinez who never left me and for being so supportive and helpful from the beginning of the research to the end.

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Abstract

Translanguaging is the use of your first language of another foreign language in the teaching and learning process. The current study attempts to verify the effectiveness of translanguaging in Algerian EFL classrooms to improve the students capacities for learning English. The purpose of this study is to verify whether Algerian teachers incorporate the use of the first language into their classrooms or not. it also examined how they included this method and what were the benefits of its inclusion. Therefore, the sample of this study was some Algerian EFL teachers from different educational systems: middle, high and also some private schools teachers. and through the use of two research instruments, including a questionnaire and an interview, the data was analysed both qualitatively and quantitatively. The results showed that both learners and teachers were satisfied with the implementation of translanguaging and that it is effective at enhancing the learners skills, motivation and participation in learning English.

List of acronyms

AA: Algerian Arabic

CS: Code Switching

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

MSA: Modern Standard Arabic

SLA: Second Language acquisition

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General Introduction

General Introduction

The English language is increasingly gaining a huge importance all around the world since it is the medium of global education. In fact learning English is one of the necessary skills to enter any field .This inspired many countries including Algeria to implement English language classes at all levels of the educational systems including primary,middle,high and also at private schools.Translanguaging is one of the methods used by some teachers to teach this language in the Algerian schools.

Therefore, the adaptation of translanguaging in teaching English enables the students to improve their speaking skills by encouraging their participation in the classroom without being afraid of using their first language. It also enable a deeper understanding of the lessons. The majority of the time ,This practice is used in secret because the inspectors dont allow the teachers to use their first language in teaching English.

Moreover, Learning through translanguaging is one of the easiest ways of learning this language because it enables the student to make connections between their first language and English. This link reinforces their brain to remember what they have learned in an easy way.Also,enabling the students to use all their linguistic repertoire will put them in a safe environment in which they will discover their abilities and use them to elevate their levels.

The aim of conducting this research is to prove the effectiveness of translanguaging in teaching English and how it benefits the learners and enhances their capacity to learn English and develop their skills. In addition, It aims at exploring how to use this practice are the best strategies to ensure the students development and improvement in learning this language.

Throughout this research, and to achieve its purposes, researchers investigated the following research questions:

1. Why do EFL teachers translanguage?
2. How effective is translanguageing for EFL learners?

In response to the questions raised above, the following hypothesis was proposed:

1. Teachers translanguage in order to improve the objectives teaching and learning process .
2. Teachers who utilise translanguageing noticed that it is beneficial .

This thesis is divided into three main chapters. The first chapter is the literature review. It consists of two sections the first deals with language and basic topics related to translanguageing, Followed by the second section that deals with translanguageing ,Its characteristics,How it is used in EFL classrooms and also its benefits. The second chapter is concerned with the methodology of this work. In addition to the data analysis of the students and teachers questionnaire, The collected data will be analysed qualitatively and quantitatively. By the end, The third chapter deals with the general interpretation of the results as well as suggestions and recommendations for better use of this practice.

Chapter one

Literature review

Chapter one: Literature review

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Part one

1.1 Introduction

The acquisition of a foreign language is becoming complicated due to the lack of motivation in classrooms. 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 .It is one of the widely methods used to teach English because it allows the student to use all the languages he know what's put him in a comfortable zone that help him to easily acquire the foreign language.In this chapter researchers are going to tackle different points including language and its historical background ,Related and confused terms related to translanguaging and also its strategies and techniques, In addition to the benefits of including this method in teaching English.

1.2 Definition of Language

Language is the ability of human beings to express their thoughts and communicate through a system of signals. Thanks to language, human beings have been able to communicate with each other in complex ways and therefore to organize themselves in society.Ferdinand de Saussure (1857-1913) defined language as the natural, inherent and universal faculty of the human being to construct languages, That is, Codes for communication. This innate ability is abstract, non-palpable and differs from any brain activity that leads to the acquisition and production of a language, That is, the processes of

information processing, memory, inhibition, attention, executive functions and hearing, among others. Thus, when an individual suffers a head injury, This innate capacity remains, but brain activities will often be affected, So that there will likely be squeal in the components of the spoken language.(Jacques, 1989:460)

Saussure was the first to distinguish between "langue" and "parole". By "langue", He means a set of signs used by a community to communicate: French, English or Polish, to name just a few examples; According to Saussure, human beings develop a language and express themselves according to that language through communication (oral or written), but the very ability to develop language cannot be acquired or developed: it is inherent in every human being. Language can, in fact, be objectified and studied as a structure, because it is dependent on several variables."Language is a vast set of communicative and expressive resources from which everyone draws according to their needs, thanks to this faculty of language These communicative and expressive resources, namely syntax, morphology, semantics, phonology, phonetics and pragmatics, help to define and distinguish a language from other languages. .(Jacques, 1989:15)

1.3 Language and Society

The area of language and society known as sociolinguistics aims to demonstrate how social Factors such as class, gender and race, etc. Influence our use of language and how members of the same society communicate with each other and how the language changes from one society to another, In other words, without such vital forms of communication, social engagement among human may be impossible. (Raymond,19 :15).Scholars discussed how socially relevant factors influenced or even guides the use of language .De Saussure (1966) says that “Speech has both an individual and a social side, and we cannot Conceive of one without the other” (p.9).

Language is the primary means by which a social group's taught, values ,religion and so on are passed down to new members .The main purpose of sociolinguistics is to demonstrate how people communicate differently with various people in different settings ,the way we use language in various social circumstances within the same or a different society reveals a lot about how language functions in the interaction with others.

Wardhaugh (2006:10) says that there are several possible relationships between language and society .One is that social structure may either influence or determine linguistic structure and/or behavior. Certain evidence may be adduced to support this view: the age-grading phenomenon whereby young children speak differently from older children and, in turn, children speak differently from mature adults. Second possible relationship is directly opposed to the first, namely linguistic item may influence the social concept. A third possible relationship is that the influence is bi-directional: it means that language and society may influence each other. Fourth possibility is to assume that there is no relationship at all between linguistic structure and social structure and that each is independent of the other.

1.4 Language Variation

Language variation is one of the major areas of investigation for sociolinguistics, which covers a wide range of disciplines in the study of language. Language is the implement that either unites or divides people depending on its use. This could contain standard language as well as dialect, register and accent.

There are numerous sorts of language variation, The most recognized one are the regional variety that refers to the geographical location and the differences of speakers of the same language according to the situation and the relation between speakers, The social variety that refers to the social factors that affect the language like age: The language of youngsters is totally different than old people, It is characterized by the invention of new words and slangs

that people from other generation could not understand it what about people who speaks another language. gender: the differences of speech between males and females, social class and ethnic identity. The contextual variety: the choice of the language differs according to the context and the situation of the speaker.

1.5 Language Acquisition

Language acquisition is one of the important themes dealt with by sociolinguistics, which is a wide field of research. When we think of language acquisition, The first thing that comes to mind is the mother tongue language(L1)that children learn at a young age. Language acquisition is defined by MacMillan dictionary as «the non-conscious and natural process of learning language in the way that children do, as distinct from conscious and deliberate study.

Another contribution about language acquisition by Varshney (2003) says that

” Language acquisition is the process whereby children achieve a fluent control of their native language. children learn a language ,not because they are subjected to a similar conditioning process ,but they possess an inborn capacity which permits them to acquire a language as a normal maturational process. This capacity is universal”(p.307).

Children learn a language not because they are subjected to a similar conditioning process, But because they have an inborn ability to learn a language as part of their regular maturation. This ability is available to everyone. The infant has a built-in language acquisition system. So language is taught by societal exposure by the people surrounding the child like his family and it continues to change until it reaches the adult model, To which the child is mostly exposed, So the youngster departs on the creation of an intrinsic grammar based on generalized rules, which means the grammar is taught unconsciously and the child will speak that language fluently without being taught its grammar rules.

As Fromkin (1983) states that "we do not enter the world before we are able to stand and walk, but all normal children begin to do so at around the same age. learning to walk or learning language is different than learning to read or learning to ride a bicycle" so the process of acquisition and the ability of children to acquire a language is totally different than the learning process and the ability of children to read the language .

According to DoctorKuhl,young children acquiring a language is more likely to speak the language that is spoken by their mother. She also adds that if the first language is not frequently used, The child will not retain it unless both parents continue to speak in two languages so that the child hears the distinct sounds of multiple languages(2006).It is understood that if a child is exposed to two language, He will acquire the both but he will not distinct the differences until each parent speak to him in one specific language.

Infants can only learn a language through these interactions ,and it is through these interactions that language is acquired. Chomsky says that "some innate capacity-some part of the human genetic endowment-enters into language acquisition that much is uncontroversial among those who believe that humans are part of the natural world. If it were not true, would be a miracle that my granddaughter reflexively identified some elements of the blooming buzzing confusion as language-related and went on to acquire capacities of the kind that you and I are now exercising, while her pet kitten (chimpanzee, exercising ,bee...),presented with exactly the same data, could not take the first step, let alone the later one"

1.6 Language learning strategies

In the field of education, Many definitions of language learning strategies have been used by many figures. All educators agree that LLS are not newly created strategies but they have been in use for many years starting from the concern of identifying the characteristics of a good language learner. According to Chamot: "learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of

both linguistic and content area information.””(Chamot, 1987, p. 46).In addition, Oxford defines LLS as “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information.”This definition is further expanded to include “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferred to new situations””(1990, p.8). Brown also claims that LLS “are the specific methods of approaching a problem or task, the modes of operation for achieving a particular end and the planned designs for controlling and manipulating certain information” (2007, p.119).

Language learning strategies have been defined in different and several ways through time. The word "strategy" comes from the ancient Greek word Strategia, which means steps or actions taken for the purpose of winning a war (Oxford, 2003). According to Lan (2005, p. 4), LLSs are defined specific methods or techniques used by individual learners to facilitate the comprehension, retention, retrieval and application of information of language learning and acquisition, as Oxford (1990) said. As cited in Vertongen (2014- 2015, p.8), Doneyi (2005) points out that most of language learning strategies’ definitions describe them as actions or thoughts used by learners to enhance their language learning level.

Language Learning strategies are defined as definite actions, behaviors, steps, or techniques, such as in search out for conversation partners, or donate oneself encouragement to tackle a hard language assignment, used by students to enhance their personal way of learning (Scarcella& Oxford, 1992) as cited in, Oxford (2003. P, 2) . This chapter will relate concepts about LLSs to EFL teachers and learners. It would make the term language learning strategy clearer and easier to both teachers and learners. The study begins with the background and the literature review of language learning strategies.

In general, we can define LLS as steps, behaviors and mental activities that learners often use according to their needs. LLS are optional and learners have a complete freedom to

choose the strategy which suits their learning situation. Learners use these strategies to improve all their skills, to master the grammatical features, to increase their vocabulary and even to control their learning process. LLS are influenced directly by learners' styles

.One of the earliest researchers in this field, Rubin (1975) defines language learning strategies as "the techniques or devices which a learner may use to acquire knowledge", (p, 43), she divided language learning strategies into two kinds: those which contribute directly to learning and those which contribute indirectly. She divided the direct language learning strategies into six classes (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice), while the indirect language learning strategies were divided into two types (creating opportunities for practice, production tricks), Griffiths (2004).

1.7 Language policy in Algeria

The Algerian language policy nowadays is the consequence of many historical, political, religious and cultural issues. Arabic is the first official language in Algeria after a hard thinking and planning by the policy makers to regain our identity as Muslim's and Arabs after hard years of colonialism. Berber is the second official language used in this country and a lot of Algerians start to learn it since it's has been only twenty years since it became the second official language. The L1 used in this country is French which is the effect of colonialism that lifted its trace in the Algerian language policy . It was hard for the Algerians to start using Arabic instead of French in the first years of independence because the process of arabization was a quick reaction to the French imperialism and nowadays it is the language used in education, administration and everywhere in the country. Ennaji(1991:17-18)says:

*“ By contrast, in Algeria the place of French is a paradoxical
Subject of conflict for historical reasons. Because France*

Attempted to assimilate Algeria (more than Morocco and Tunisia) into the French cultural community, officials in Independent Algeria react in a hostile way to French and Are Very keen on seeing it replaced by the national language , Arabic.” (Dendane 2006:88)

The Algerian society could hardly begin to rebuilt itself without reclaiming its identity as Muslim, and thus Arab and speaking Arabic. As a result there have been considerable efforts to arabize the Algerian population and various ethnic groups. As a response to this the French language, standard Arabic supplants it.

1.8 Language Contact in Algeria

Algeria’s language contact phenomenon is so wide and complicated because it deals not only with speakers of different languages but with the same speakers who use two or more unrelated language notably Arabic with other foreign languages (French, English) depending on the person, situation and the place they are in. Language contact can appear in many sociolinguistic phenomenon’s. for instance, code switching, borrowing, bilingualism and also in translanguaging which is a sociolinguistic phenomenon and also a pedagogical practice where teachers allows the use of the students first language and bring it in contact within the same session when learning a foreign language.

The most language contact seen in the Algerian speech community is Arabic and French because Arabic is the first official language in Algeria and the first foreign language is French, the majority of Algerians use it because of the effect of the French colonialism and its trace on the language contact between speakers who belong to the same linguistic group. English, the second foreign language in Algeria is also taken a wide place in the Algerian

language contact in the last years because of the globalization of the English language and the interest and desire of Algerian youth to learn this global language.

Translation takes place in a different language space; Source language and target language. The translator occupies mediation between the two languages, regardless of the interpreter's mastery of these languages in terms of differences in vocabulary, grammar, acoustics, drainage and lexical structure, It is still necessary to understand the exact details of the source text and the culture it embodies. It is not enough for translators to acquire bilingual talents, They must also have a bilingual vision to overcome cultural and linguistic paradoxes that impede the transfer of meaning and affect the completeness of translation. Impedes and affects the diversion path.(Vinay, 1998 : 08).

1.9 Code switching

Code switching is purely a sociolinguistic term from the largest point of view. This phenomenon occurs especially in bilingual or multilingual societies where people have the opportunity to use more than one language. Algerian people, for instance, may alternate the use of Arabic and Berber languages or Arabic and French in their daily life conversation.

This concept was put forward by Bernstein (1971). It refers to "any system of signals, such as numbers, words, signals which carry concrete meaning. It can be used to refer to any kind of system that two or more people employ for communication" (Wardhaugh, 2006, p.86). It can be considered as an umbrella for any variation languages, dialects, registers, style...etc

Code-switching has been known since the early twentieth century. It was considered something natural, random, and unsystematic it occurs as a result of the speakers' incompetence in second language learning. Moreover, the term "code-switching" was first introduced by Weinreich (1953). In the nineteen seventies, Blom and Grumperz (1972) published an article in which they presented a survey of their studies of a Norwegian town.

They found that members of the village speak two dialects of Norwegian and used them according to specific situations. From that the perspective on code switching began to change (Jacobson, 1953 & Haugen, 1956).

Code switching is seen as a medium of conveying both social and linguistic meaning. Gumperz (1982: 144) lists examples of situations created to convey meaning as given bellow:

- To appeal to the literate.
- To appeal to the illiterate.
- To convey precise meaning.
- To ease communication, i.e., utilizing the shortest and the easiest route.
- To negotiate with greater authority.
- To capture attention, i.e., stylistic, emphatic, emotional.
- To emphasize a point.
- To communicate more effectively.
- To identify with a particular group.
- To close the status gap.
- To establish goodwill and support.

1.10 Translation

According to Catford “It is the replacement of textual material in one language by equivalent textual material in another language, preserving semantic and stylistic equivalences” (Catford1965, p.20).Nida and Taber also believe that “Translating consists inreproducing in the receptor language the closest natural equivalent of the source-language message, First in terms of meaning and secondly in terms of style.”(1974, p.12).For Larson translation consists of transferring the meaning of the source language into the receptor language. Larson (1984, p.3) states that: This is done by going from the form of the first language to the form of the second language by

way of semantic structure. It is the meaning which is being transferred and must be held constant, as meaning is a variable of greatest importance in a translation process. These meanings should be transferred, encoded and recorded into the new target wordwide.

Part two

1.11 Translanguaging Definition

Among the most recently investigated subjects in sociolinguistics is translanguaging. Translanguaging refers to as the tolerance of the using the first language in the learning of L2. The term translanguaging was first used in 1994 by educator Cen Williams in Welsh (Garcia, 2016:11). This educator instead of forcing his students to utilize only Welsh or English in various situations in various classroom contexts he allowed them to select between the two regardless whether they were dealing with linguistic input or output this was a unique opportunity since this is the case of a new approach to developing second language skills is required. Instead of teaching multiple languages at a time bilingual education concentrated exclusively teaching one language at a time. A combination of the two to the ability to employ one's own words, Translanguaging is a means to get greater results broad range of linguistic abilities without being limited by rules like speaking only English in the classroom.

Translanguaging is defined by Garcia (2009) as "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (Garcia, 2009:140). Translanguaging appears in many situations for example: interlanguage translation, blending words and expressions from several languages in one utterance,

using the first language in one phase of an activity while switching to the target language in another.

according to Baker(2011) translanguaging is “the process of making meaning, shaping experiences ,gaining understanding and knowledge through the use of two languages”(baker, 2011: 288).Translanguaging gained a pedagogical dimension, allowing it to relate not only to a learning approach but also to a teaching practice according to Garcia & Wei (2014)translanguaging is defined as “both the complex language practices of plurilingual individuals and communities, as well as the pedagogical approaches that use those complex practices “(baker, 2011:.20)

1.12 The Characteristics of a Translanguaging Classroom

Learning through the medium of second or additional language is becoming increasingly popular in various regions of the world. Particularly with English becoming the international language. This necessitates a unique approach that prioritizes multilingualism. translanguaging is a method of teaching that combines theory and practice and uses the entire linguistic repertoire to improve the learners language abilities and promotes the evolution of languages utilized by the students in the educational setting.

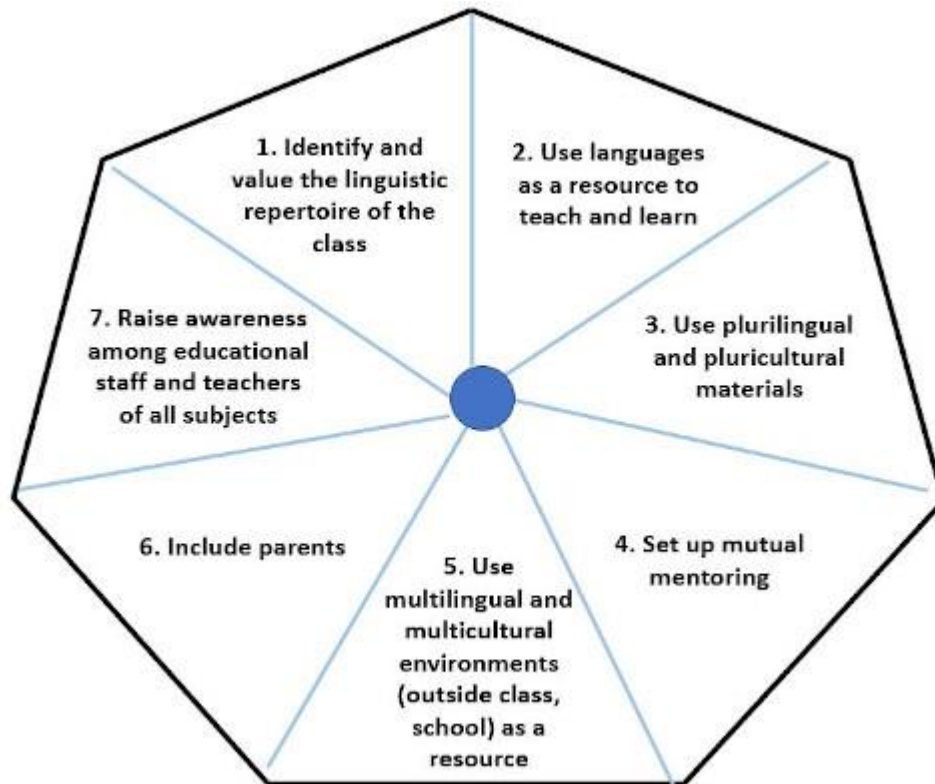


Table 2.2: *Maximalist Holistic framework for Multilingual Classrooms.*

These seven stages enable all educational partners to assist students in their learning and to transfer knowledge in different languages and these are the most common features that you find in a translanguaging classroom.

1.13 Translanguaging Goals and strategies

The table below outlines the various ways in which teachers employ translanguaging in schools to guarantee that pupils learn both material and language.

Translanguaging goals	Translanguaging Strategies
-To differentiate among learners' levels and adapt instruction to different types of students	-Peer grouping according to home language to enable collaborative dialogue and cooperative tasks using translanguaging
-Build background knowledge in order to make meaning of the content	-Reading multilingual texts, multilingual listening/ visual resources
-Deepen understanding and develop new knowledge and critical thinking	-Task-based learning and kinesthetic
-To engage learners so as to build a bilingual identity	-Translanguaging when appropriate for understanding
-For cross-linguistic flexibility so as to use language practices competently	-Group discussions and debates
- To improve classroom participation	-Group and pair work -Translanguaging in writing /in speaking
-To facilitate meaningful content learning	-Translanguaging in lectures and in explaining texts
-To promote vocabulary learning	-discussing the content in English and later on in all their available resources
	-Enable students to translanguage in order to support their responses as they miss the correct English word

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

Table 3: The Use of Tanslanguaging in Teaching

1.14 translanguaging vs. code-switching

the concepts of translanguaging and code switching are frequently confused .They differ, However, In terms of language interference and language use and practice. Code switching is referred to the alternation of languages in a specific context, Yet,Translanguaging is how language user makes sense and meaning out of many linguistic, Cognitive and semiotic resources individual languages structural and sociopolitical identities are only meaningful when the user manipulates them consciously. Furthermore, Translanguaging describes language as a multilingual and multimodal language. Garcia and Wei think that

translanguaging is different from code-switching. “code switching is seen as the process of changing two languages, whereas translanguaging is about the speakers construction that creates the complete language repertoire”(Garcia, 2014:03)

To be more precise translanguaging is a complicated cognitive behavior in which bilinguals understand what they are saying while making words in both languages ;it is a controllable cognition that exists. Different situations can be observed when multilingual individuals switch between two or more languages, depending on the communication goals and setting. Of the guy, Garcia & Reid (2015) says that “translanguaging refers to using one’s idiolect, that is ,one’s linguistic repertoire, without regard for socially and politically defined language labels or boundaries”.(Garcia, 2014:03)

Both code-switching and translanguaging are thought to be good bilingual developmental processes that improve communicative capacity in order to attain a pedagogical role. Juffermans, Blommaert, Kroon & Li (2014) says that “Translanguaging and crossing are different from code switching not phenomenologically but theoretically in that code switching focuses primarily on what speakers actually do and achieve by drawing on elements from their repertoires in situated contexts”(kroon, 2014: 49).

1.15 Translanguaging vs. Translation

In multilingual society, Translation and translanguaging are natural and complementary processes .They are promoted as valuable pedagogies that develop creativity and a bilingual sense of self while also developing the ability to function between languages. The enable co-construction of meaning and sharing of knowledge, skills and experiences, As well as the development of the ability to critically reflect on the word and ourselves through the perspective of another language and culture. and how the two terms are conducted in a variety of multilingual setting such as pre-school, primary and secondary school. and how these

words effected in bilingual, multilingual ,language acquisition and language teaching and also on sociolinguistics.

Garcia &Li(2014) say that:”The sociolinguistic concept of translanguaging can be beyond oral communication and work in and between different semiotic modes or creative and critical meaning-making and transform the norms of language use». In a practical sense ,translanguaging and translation may appear to be mutually exclusive, or two side of the same perspective: a translanguaging strategy manipulates the border between designed languages strategically, whereas a translation practice respects it the maximum. (Garcia, 2014:39)

Lefebvre (1992) says: ”You could even do what I usually do :where the Greeks have one word I use more than one if I can’t translate otherwise, but that does not mean that I should not have the right to use a Greek word whenever Latin is unable to offer an equivalent .(Lefebvre, 1992:.47).

1.16Translanguaging in different context

Teaching using the translanguaging method is not only used when teaching foreign languages ,But it can also be used in different contexts and subject matters like teaching mathematics,science,economy,politics and also social studies. Teachers can depend on translanguaging to ensure good communication and understanding . The students will not be confused by the new terms because they can ask or speaking another language or using their L1 and helps the lessons go smoothly. This practice can be used using English since it is the globalization and science language.

In a mathematics classroom a translanguaging stance entails creating an environment in which the instructor recognizes and appreciates the complexity of multilingual students language practice as a useful source to draw on and connect to mathematical learning. The teacher should respect the diversity of his students, it will also facilitate to achieve the target of the lessons. So translanguaging is not only used in teaching foreign language but it can be

applied to different context to break the barrier of using only one language in studying ,it also helps EFL learners to improve their levels in English since it is used a lot because the majority of teachers will discuss using this global language because it's the language of knowledge in all fields.

1.17 Translanguaging in Foreign Language Classrooms

The use of translanguaging in teaching foreign languages is an idea that has gained a lot of popularity in foreign language classes in the last years. This practice refers to the tolerance of the switch between L1 and the target language. The choose of which teaching method to use in teaching FL is a real problem that the majority of teachers face. Educators have highlighted the need for new teaching methods and practices that take into account the diversity of the classroom in terms of the student's backgrounds. Here a new teaching method appeared that is called translanguaging, it allows both teachers and students to utilize all of their previous linguistics skills in teaching and learning a foreign language.

Translanguaging offers the students to make full advantage of their language skills and linguistic repertoire. The employment of both languages for instruction is mutually beneficial because it creates a more dynamic learning environment by providing the freedom to use the stronger of the stronger native language and the weaker target language depending on the students skills and knowledge in his daily life and communication simultaneously with pedagogical reasons.

1.18 Translanguaging components for teachers

Ofelia Garcia is an outstanding figure in the domain of translanguaging. She achieved to write many books and articles in this field. 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. (Garcia and Vogel, 2017)

1.19 Translanguaging Practices in Algerian EFL classes

As Grandguillaume (2004, p.3) Underlines, The Algerian education system has undergone several changes and reforms. From 1992 to 1976, The education system was very much shaped by the inherited French colonial system. In Algeria, There are three levels of education. primary, middle and high school. English starts to be taught in middle school. to encourage pupils to start acquiring this foreign language , They allowed them to use their first language which is Arabic and they can also use their Algerian dialect to communicate in the classroom or by asking their teachers to translate for them the words they don't know. This will help the pupils to be more familiar with the English language and love to study it because they will not be forced to use only English because they are still in the learning stage.

1.20 The benefits of translanguaging

According to Baker (2011), translanguaging has a number of advantages: baker, 2011: 133.)

- promotes a deeper and fuller understanding of the subject matter
- helps the development of the weaker language
- facilitates home-school links and cooperation
- helps the integration of fluent speakers with early learners

Students with limited language abilities may benefit from translanguaging. For example, students could attempt to complete the main part of the work in their stronger language, Then utilize their weaker language to complete the less challenging associated activities, so translanguaging allows to complete the difficult part of the tasks. Furthermore, If the child can communicate with their home parents minority language as its their preferred medium, the parents can encourage the child with their school work.

Cook(2001) argues that translanguaging is a natural phenomenon so preventing students from using their first language 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 the native language in the classroom make translanguaging as a positive practice in which learners are engaged. (David, 2022).

1.21 Conclusion

Learning the English language has became one of the most must learned language because it's an interactive Language that everybody needs. The first chapter dealt with basic terms related to language how to aquire and with translanguaging as a practice to teach this language. The use of translanguaging in EFL classrooms enhances the students' target language development in terms of increasing classroom participation and promoting self-confidence. Translanguaging can be used as a teaching strategy that allows students to select from their linguistic resources and use these resources to self-regulate their learning and better understand the tasks assigned to them.

Chapter two
Research
methodology and
data analysis

Chapter two: research methodology and data analysis

2.1 Introduction

2.2 Research aim and motivation

2.3 The sample

2.4 Description of the target situation

2.5 Methods of Data Analysis

2.5.1 Quantitative method

5.5.2 Quantitative method

2.6 Data Analysis of the Teachers Questionnaire Results

2.7 Data Analysis of the Teachers interview

2.8 conclusion

2.1 Introduction

In order to set the effectiveness of translanguaging in teaching English as a foreign language and the teachers' attitudes towards this teaching practice, The current chapter tackles the analysis of the research findings elaborated in this study. First, It describes the sample the target situation ,the research aim also. Secondly, It sets the research questions and motivation followed by the methods of analysis. Finally, It analyses the collected data through a questionnaire and an interview.

2.2 Research aim and motivation

The aim of this research is to investigate the effectiveness of translanguaging in teaching English as a teaching method and its role in improving their students English level and the attitudes of some Algerian EFL teachers toward this educational practice and also to differentiate translanguaging than code switching and translation.

The result of this study may determine whether teaching via translanguaging is an effective method that makes the students feel comfortable and participate in the classroom without being stressed and also give them the motivation to concentrate, Enhance their understanding and capacity of learning English. If so translanguaging will be considered as an effective method in teaching English as a foreign language. This gave me a certain motivation to conduct this research and see if it is effective and do other teachers use translanguaging in their classrooms and find that it is affective and beneficial for their learners like I do.

2.3 The sample

In an Algerian English teaching Facebook group we find teachers from different levels and educational stages: middle ,high and Private school teachers who share English documents, teaching tips ,posters ,cards, board games and also lesson plans. Here were the study was conducted. Also twelve middle school teachers were chosen as our second sample in order to learn more about the topic under inquiry and to gain access to their knowledge and experience.

2.4 Description of the target situation

This research study has been performed on some Algerian English teachers at an Algerian English teachers facebook group. The current study is concerned with middle,high and private school teachers who teach English as a foreign language: But not all of them: It handles only 60 teachers who answered a Google forms online questionnaire displayed on this facebookgroup. The reason of making the questionnaire online is to let the teachers express their ideas and point of view about translanguaging in a free way because the majority of Algerian English teachers do not disclose their use of Arabic if you ask them face to face.

2.5 Methods of Data Analysis

The analysis of the collected data is an important step in reporting the results of any research. It is the process of describing how the collected data will be analyzed.in this investigation,two methods of analysis were used.questionnaire was analyzed quantitatively, and the teachers' interview was analyzed qualitatively.

2.5.1 Quantitative method

A quantitative method is a non-descriptive method for quantifying and presenting final results in graphs and statistics based on the number of responses received. “Quantitative researchers seek explanations and predictions that will generate to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory” (Leedy and Ormrod, 2001, p. 102). The quantitative method is used in the current study to measure and examine the data collected from the teachers' questionnaires.

2.5.2 Qualitative method

The qualitative research method is based on comprehension rather than calculation, on obtaining high-quality answers rather than on numbers and states. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims” (Creswell, 2003, p. 153). An interview with teachers is an excellent example of this method as it considers it to be one of its primary tools.

2.6 Data Analysis of the Teachers Questionnaire Results

This study's questionnaire begins with a brief explanation of the study's objectives.

Question 1: Are you Bilingual or Multilingual?

This question seeks to determine whether English Teachers are bilingual (speaking only English and Arabic) or multilingual (speaking a variety of languages). The informant were

asked to select the adequate language profile according to them. The following pie-chart show the result obtained.

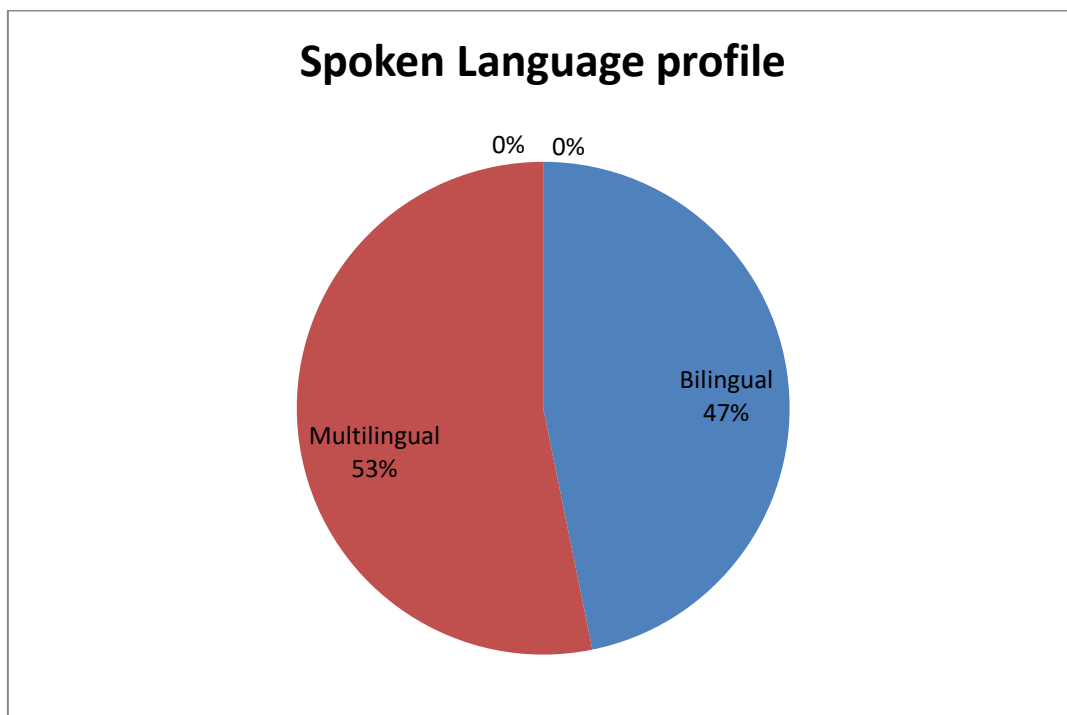


Figure 3.1: The rate of the language profile of the teachers of English

The data gathered from the above Pie-chart show that the language profile of teachers of English is splitted into two similar rates. This means that the half of the teachers of English who answered this questionnaire are (53%) multilingual which means if they translanguage in their classrooms they will translanguage to more than two languages for example Arabic, French, English and Spanish, whereas the other half of the teachers are bilingual with a percentage of (47%) which means if they translanguage they will use only their L1 and the additional language that they speak .

Question 2: As an EFL teacher do you translanguage in your classroom?

This question is designed to figure out whether teachers of English translanguage in their classrooms when they are teaching English as a foreign language. The informants were given two options, which are 'yes' and 'no'.

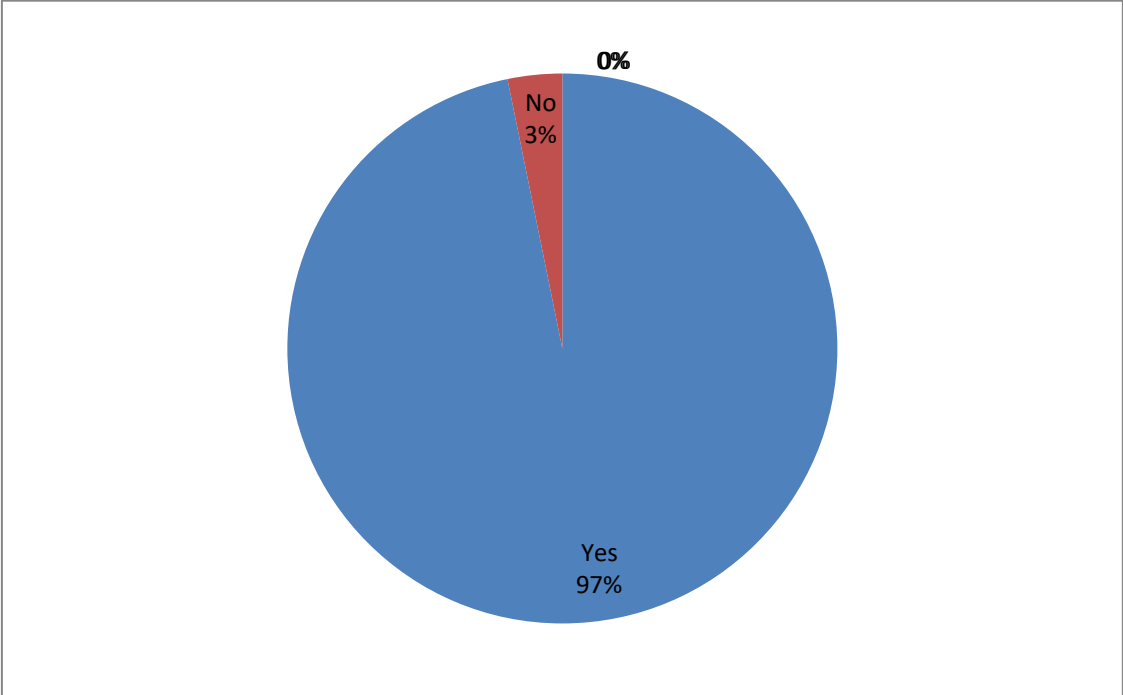


Figure3.2 : The percentage of teachers who translanguage in their classrooms.

It is notable that the high score (97%) is restricted to participants who use translanguage in their classes, implying that the majority believe translanguage is effective and helpful for them when they cannot find their word and especially for new teachers who don't have enough competence to explain in English, whereas the low score (3%) is for those who claimed they do not use it.

Question 3: when teaching English to which language do you translanguage most?

This question was used in order to discover the language or language variety that teachers commonly use when teaching English, the informants were asked to choose the appropriate variety from a list of options, the results are shown in the figure below.

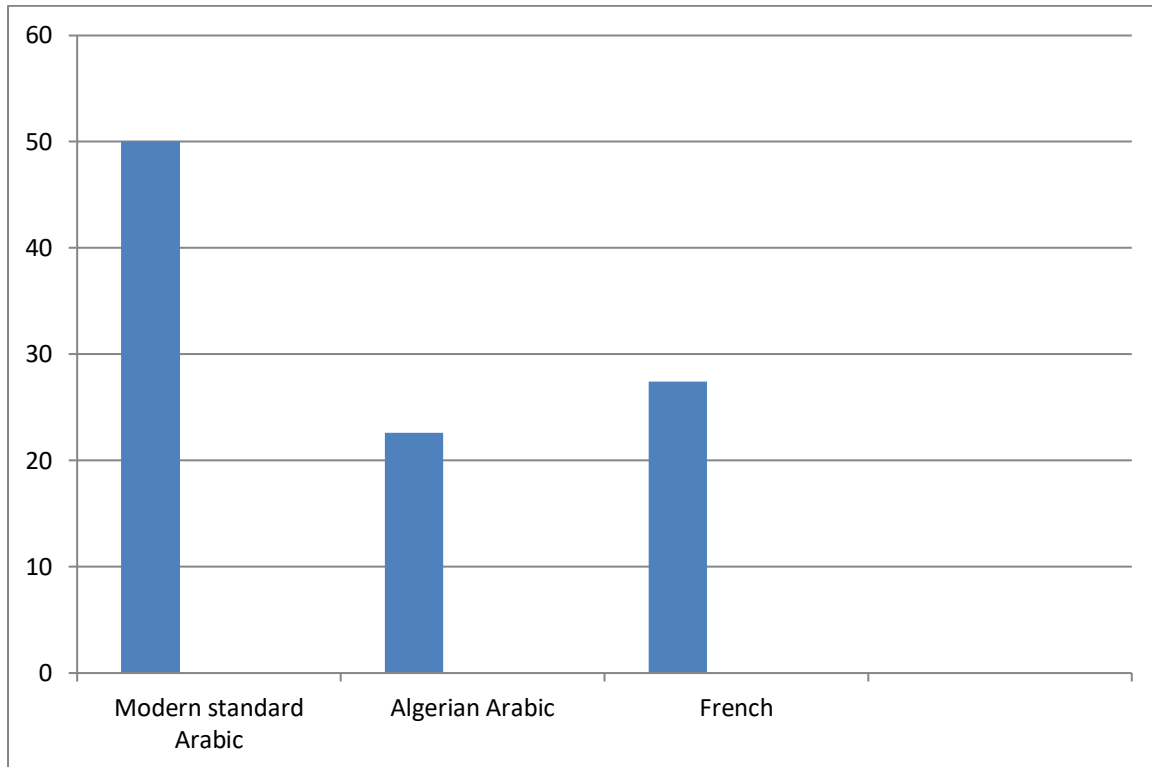


Figure 3.3: The rate of the language used by teachers when they translanguage.

According to the data gathered from the above figure, the most commonly language used among teachers of English as a foreign language (50%) is MSA. this means that the majority of teachers translanguage to MSA with their students in the class when teaching English. In addition the language that occupies the second place in term of use in EFL classes is French (27%) with a closely similar percentage with the language variety AA (22%) from the sample population.

Question 4: How often do you translanguage in class room?

This question aims to ask about the frequency of use of translanguageing in teaching English as a foreign language.

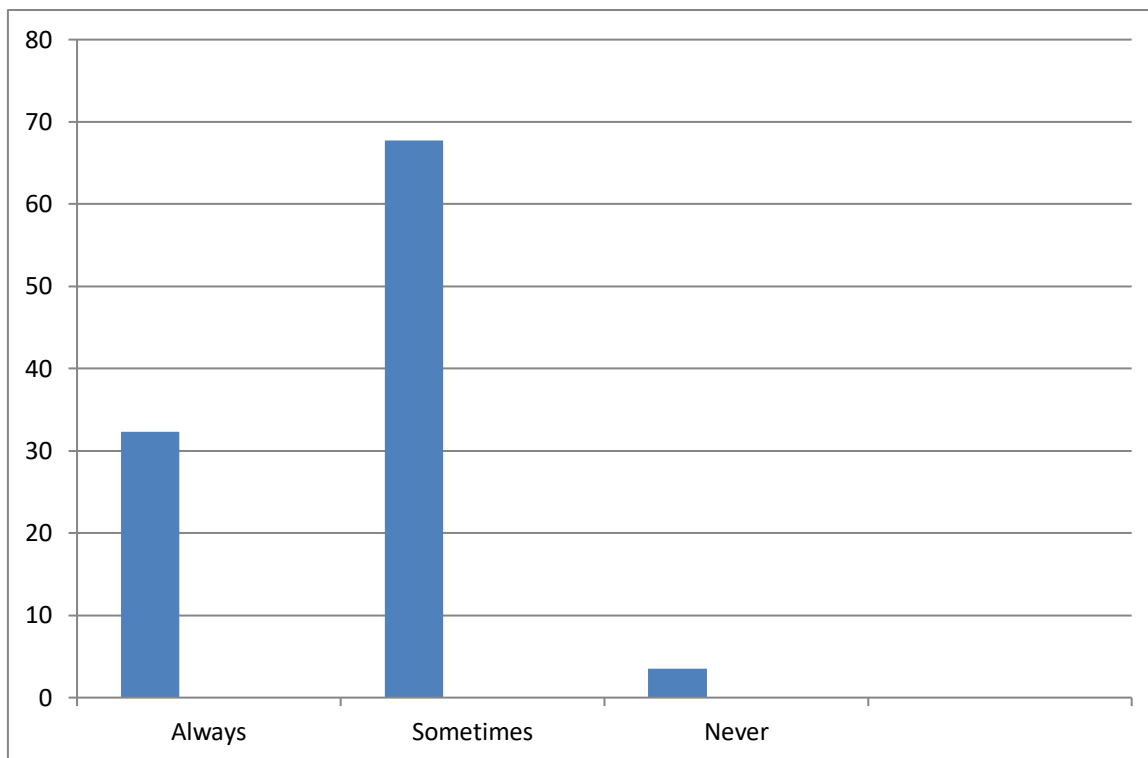


Figure 3.4. Teachers use of translinguaging in their classes.

According to the information provided by the participants, most of the English as a foreign language use translinguaging in their classes but they do not use it all the time, The high portion of teachers rating (67,7%) assumed that they sometimes integrate translinguaging within the teaching process, While the rest of the teachers rating (32,3%) said that they always integrate and use translinguaging in their classrooms and they tolerate their students to use their native language to make learning process of English more smooth and also to increase the participation of students and the love of learning this language and not be forced to use only English.

Question 5: Do you find Translinguaging useful while teaching English?

This question seeks to determine whether teachers regard translinguaging to be helpful and useful in their English classes or not.

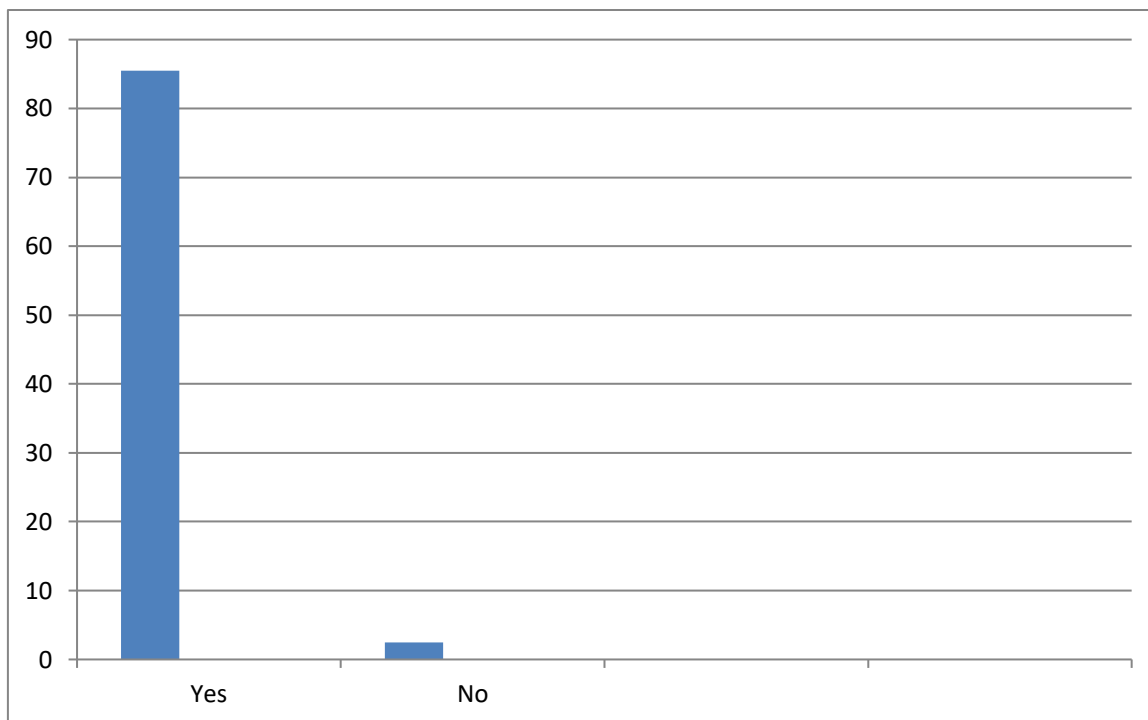


Figure 3.5: The usefulness of translinguaging in teaching English.

The responses presented in the figure above reveal that a high number of teachers (85.5%) regard that using translinguaging in their classes is very useful and helpful in the learning process of students this is why they tolerate its use. On the other hand the rest of teachers (14.5%) see that translinguaging is not useful in learning English even though they use it or not.

Question 6: Do you agree that translinguaging enhance the capacity of learning English for students?

This question seeks to know the opinion of teachers whether they agree that translinguaging elevate the capacity of learning English for their students or not.

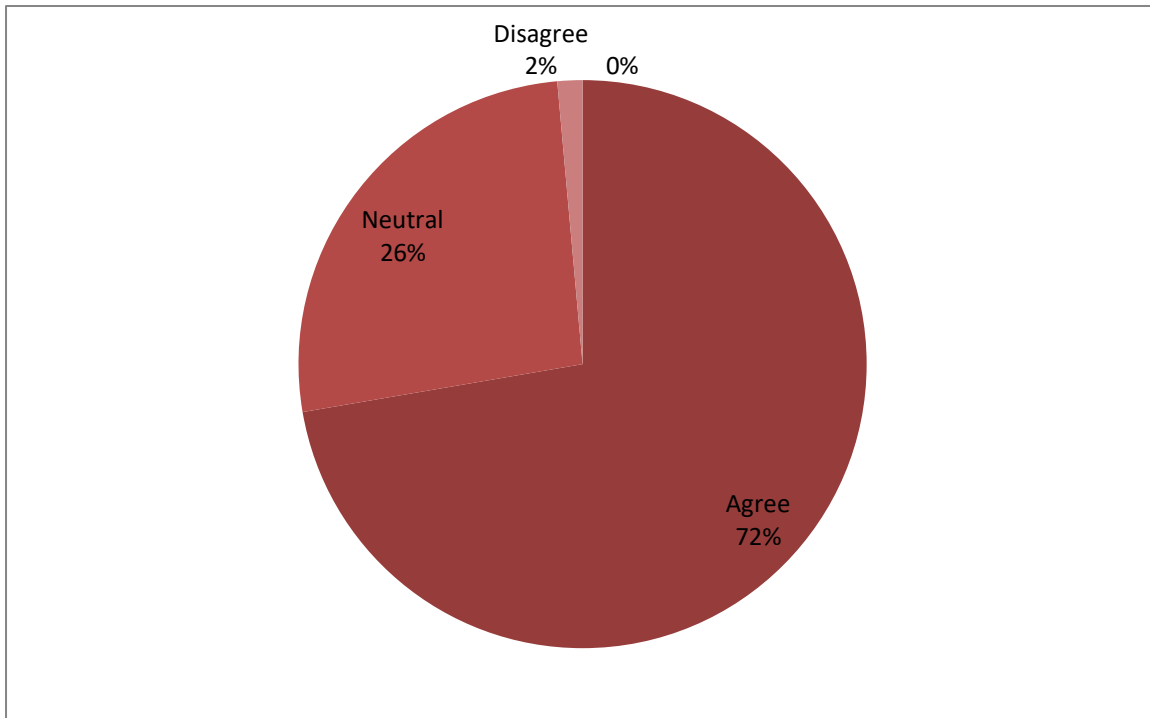


Figure 3.6: Teachers opinion about the capacity of learning English using translanguaging.

According to the pie-chart above, the majority of respondents (71%) believe that translanguaging improves English learning capacity while (25.8%) of the respondents answered this question by clicking on the neutral response, which means they didn't notice any improvement, change or decrease when they used translanguaging; or they responded with a neutral response because they don't want to declare that it is beneficial because this practice is prohibited in Algerian EFL classrooms, and inspectors don't tolerate it. It is worth noting that (3.2%) of the respondents disagree and noticed that translanguaging does not enhance the learning capacity of students.

Question 7: Do you think that you are more professional when using only English?

The purpose of this question is to determine if the teachers of English think that they are more professional when using only English or not.

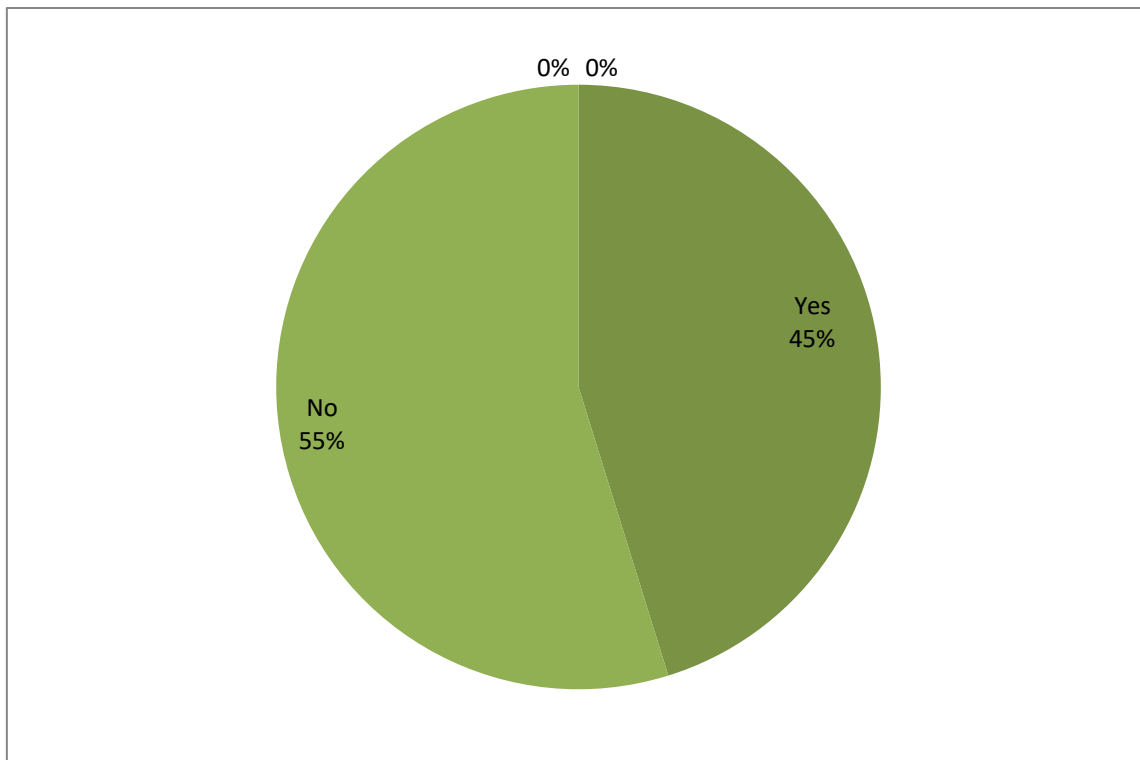


Figure 3.7: Teachers feelings about using only English in their EFL classrooms.

The results of this question were quite close and the teachers had opposing viewpoints. (54,8%) of them saw that they don't see that they are more professional when using only English the contrary they found it useful and help them to communicate and break the gaps with their students to have a nice and worm teaching and learning environment while (45,2%) of the teachers saw that they are more professional when using only English.

Question 8:How do you bring translanguaging to your classroom?

This question seeks to know how the teachers bring translanguaging in their classrooms. They were asked to choose from the suggested answers.

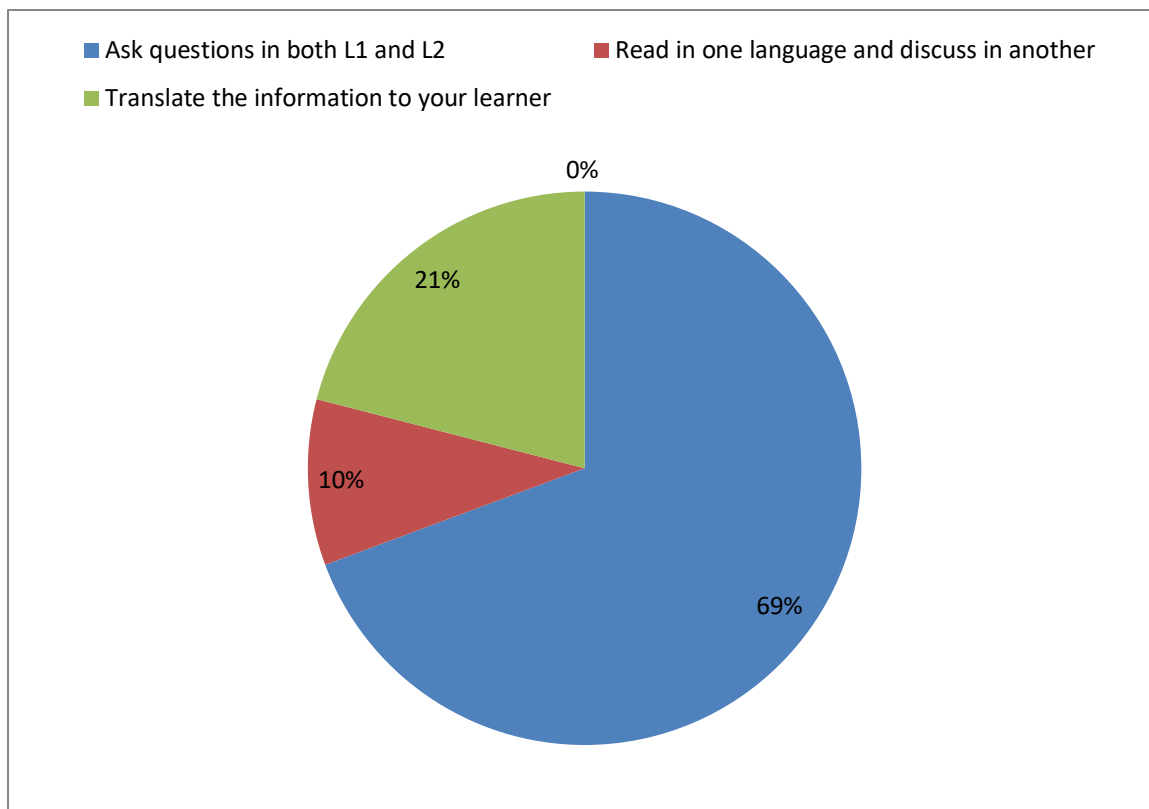


Figure 3.8: Teachers opinion about the use of translanguageing.

The findings show that most teachers (69%) incorporate translanguageing into their lessons by asking questions in both L1 and L2. Apart from that, The other ones (21%) admitted to incorporating it by translating the information for their learners. While the rest (10%) bring it by reading in one language and discussing in another.

Question 9: How does translanguageing benefit your learners?

This question reveals to know how translanguageing benefit the learners in EFL classes.

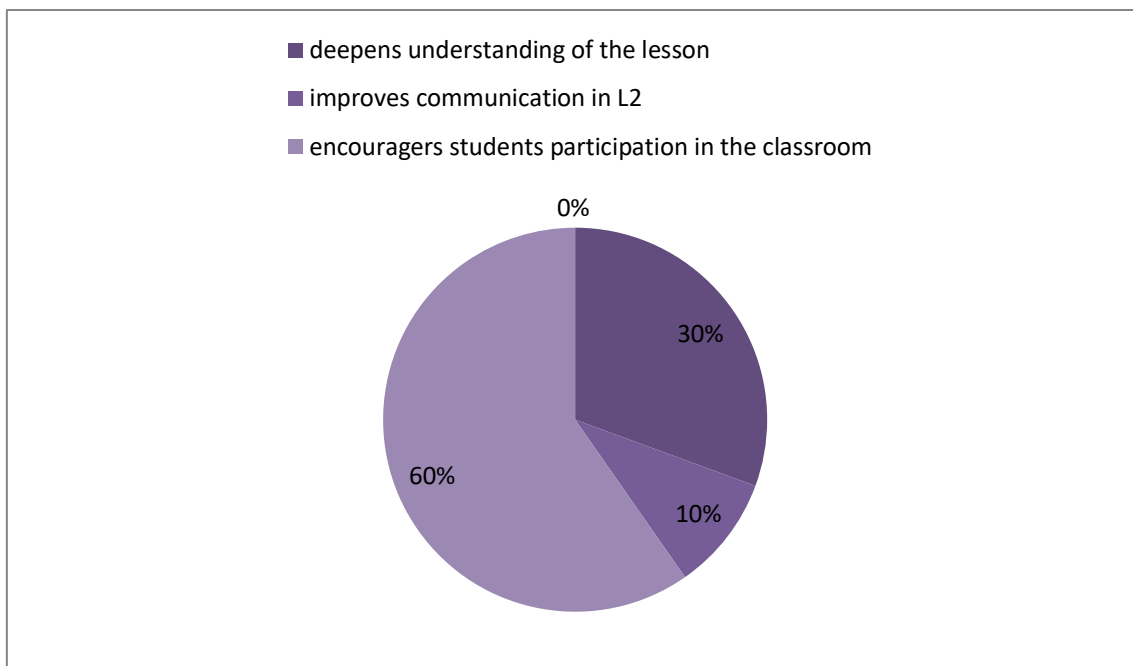


Figure 3.9: Teachers feeling toward the benefits of translanguaging for their students.

Translanguaging is beneficial in foreign languages classes and each teacher sees its benefits on their learners in different ways. The majority of the teachers (60%) see that translanguaging encourages their students participation during the lessons because it give them self confident of speaking without being afraid of speaking in English or mix it with their L1 .Otherwise (30%) of them them noticed that translanguagingdeepens learners understanding of the lesson ..Besides (10%) of them see that translanguaging improves the students communication in L2.

2.7 Data Analysis of the Teachers interview

This interview aims to get more information about the subject under investigation. This instrument is direct so it can deliver precise results. In addition, It is dealt with twelve middle school teachers in order to get precise and truthful information about this subject and benefit from their experience.

Question one: Do you employ translanguaging in your teaching?

This question was presented to determine whether EFL teachers use translanguaging in their classes or not. The results reveal that the majority of teachers stated that translanguaging is used in every session they deliver. One of the teachers said; whenever English is taught, translanguaging is present.

Question two: Is the use of translanguaging influenced by language policy and programs?

This question was posed to determine if language policy and programs had an effect on the use of translanguaging. The results revealed that the majority of teachers stated that language policy and programs had a significant impact on their use of translanguaging, but the majority also stated that they use translanguaging in secret from inspectors because they are not allowed to teach in their mother tongue language.

Question three: How long have you been using translanguaging in your classroom?

This question was asked so that to know how long teachers have been using translanguaging in their classes. the majority said that they have been using it since they entered the field of teaching. one of the teachers sais translanguaging exist in all foreign languages classes and the majority of teachers use it frequently.

Question four: what translanguaging strategies do you employ?

When the teachers were asked this question, the majority said that they do not rely on a single strategy, But rather change according to the situation and the needs of the students. some of the strategies they use are :allowing the pupils to use Arabic English dictionaries in order to translate words when they don't understand and share the meaning with their classmates, revising and reviewing the lessons in Arabic so that the students don't forgot what they have learnt and also by translating new information for their learners.

Question five: Do you believe that those strategies are beneficial and effective for your students?

When the teachers were asked if those strategies are beneficial for their students, nearly all the teachers said that it is effective and that it promotes fuller and deeper comprehension of the target language, plus it also aids and facilitates the growth of underperforming students and encourage them to go above and above in their work.

Question six: what are the disadvantages of this practice?

In this question teachers were required to give some disadvantages to third practice. The teachers response was that they noticed that their students often ask the teacher to translate for them without searching or translating themselves, and here the information doesn't stick in their memory as if they searched for themselves so one of the disadvantages of translanguaging is that pupils start being dependent on the teacher and this is what they don't want. this practice can also makes the pupils lazy but not always.

2.8 conclusion

This chapter has been initiated by the aims and the motivations that led to the creation of this study, We had also restated the research question and hypothesis of this study. It has also exposed the analysis of the teacher's questionnaire and interview along with the mixed methods approach which has aided us in the analysis of our data. It is worth nothing that the primary goal of this research is to determine the hypothesis validity in order to prove or disprove them. This practical part aimed to analyze the data obtained from teachers who gets in touch with this practice almost every day. Therefore, the teachers came up with interesting results in order to find answers to the research problems, Hence, the results revealed that a translanguaging classroom is unique class, which is characterized by the tolerance of the use of L1 in leaning EFL. Most of the teachers use this practice in every session .Furthermore, negative results were seen in the improvement of the pupils understanding and communication skills.

Chapter three

Interpretation and

Recommendation of the Data

Chapter three: Interpretation and Recommendation of the Data

3.1 :Introduction

3.2 General Interpretation of the Results

3.3 Suggestions and Recommendations

3.3.1 Translanguaging Teaching Strategies

3.3.2 Translanguaging Teaching Technics

3.4 Setting Appropriate Translanguaging Materials and Good Lesson Planing

3.5 Integration of Technology with Translanguaging

3.6 Recommendations for Learners

3.7 Conclusion

3.1 Introduction

In the last chapter of this research study, and for the sake of promoting the effectiveness of translanguaging in teaching English as a foreign language and the opinion of some Algerian teachers of English, useful suggestions have been offered to improve the use of translanguaging in EFL teaching. This recommendation may help the teachers to better use this teaching practice and also convince the teacher who are against using it by giving them arguments that proves translanguaging doesn't mean we are criticizing English teacher capacities. We can see translanguaging from another side that it helps the students to break the barrier of fear of learning a foreign language and facilitate learning English for them.

The result obtained showed that using translanguaging is effective in teaching EFL we can see that in this chapter in the general interpretation of the results that highlights the most important results obtained from the teachers point of view. The researcher recommends and many suggest for the better use of this practice to gain good Marks for their pupils. Finally, It recommends tips and instructions for learners to acceptance and correct use of this practise to turn into their favor, and not to turn against them. To conclude. The researcher highlights the difficulties that struggles the teachers and learners when implementing translanguaging in teaching EFL and suggested some useful solutions and as it has not been possible for the researcher to deal with all issues some suggestions will be highlighting to facilitate further studies.

3.2 General interpretation of the results

This part focuses on the key results and how they affect the research study. Moreover the interpretation is centred from the information gathered from the questionnaire and the interview with some Algerian EFL teachers and their point of view concerning the effectiveness of translanguaging in improving the students ability in learning EFL and what are the effective ways to implement this practices in the EFL classroom.

The results affirm that the high score of teachers rating 97% of the teachers affirmed that they use translanguaging in their class , This shows that English language classes do not dispense of the translanguaging practice ,This can be explained by the fact that the teachers depend on translating words for their pupils especially with the lack of teaching materials and also the teachers sometimes do not find something better than translating because not all the words can be visualised in pictures or gesters so translanguaging is the perfect solution.

The majority of the teachers prefer to translanguage to the modern strandard Arabic whereas translanguaging can also be implemented with using Algerian dialect maybe because they think it is more professional to use the academic language rather than the colloquial one . Moreover, Using the translanguaging method doesn't mean using it during all the lessons it depends on what are you going to teach and also how are you going to teach it , When the teachers are asked about the frequency of using translanguaging 67% assumed that they use it sometimes while the rest affirmed that they use it somrtimes. The teachers affirmed that using this method improved the students participation and patience to learn this language without being forced in use only English and they find it very useful and helpful in both teaching and learning.

Furthermore. The teachers were asked if they think that they are More professional when using only English the half said yes it's more professional to use only English in their classroom , While the other half who said no they think that it's important to break the gap

between them and their learners And start to behave normally and create a nice warm teaching and learning environment.

Concerning how they implement this practice they were given Three suggestions and they were asked to choose the most used way they use, The high range confirmed that they use it by asking questions in both L1 and L2 wich means they always translate the question for the learners while the rest said they translate the information during the lesson, The very low percentage said that they read in one language and discuss in another.

In addition to that the most important question that reveals to know the benefits of translanguaging on the learners. Most of the respondents answers (60%) respond that translanguaging encourage students participation on the classroom. Because they noticed that they are active, They ask questions, Discuss with their friends, Respond to the teacher question (30%) said that their students understand their lessons deeply so they do well in the tests and exams by avoid even the small mistakes.

The results obtained confirmed the hypothesis of this research which means that with the use of translanguaging that have met all the objectives of the teaching and learning process they wanted to achieve with the use of this method, The also said that this practice is very beneficial for both teachers and learners.

3.3 Suggestions and Recomendations

Language is a communication tool to interact with people. Learning the English language has become one of the most must learned language because it's an interactive Language that everybody needs. Nowadays mastering this language open many opportunities and also it helps with the opening to new cultures and make relations with new people, translanguaging is an effective method that help learning this interactive language because

you are learning it without breaking the boundaries of giving up the use of the mother language.

this method makes the student feel so comfortable during the learning process. and the incorporation of this method is really effective in learning English as a foreign language we can see that from the results obtained from the research instruments used in conducting this study which has revealed that there are many teaching systems and techniques that can make the translanguaging classroom goes smoothly and will make a huge difference in teaching EFL especially in motivating the learners.

3.3.1 Translanguaging teaching strategies

The translanguaging aim is to distinguish between different learning levels and adjust teaching to various student types this is one of the main reasons that make it effective because caring about the types of learners and use adjustable ways especially in teaching a foreign language in an Arabic background is a good way of teaching, also one of the best strategies is to make students work in groups here those who master the language will explain to their mates here enabling collaborative and cooperative activities is such a great strategy.

One of the best strategies also is to engage students to develop a bilingual identity for cross linguistic flexibility and competent language use this can be visualised debates and group discussion also by reading bilingual texts , listening to bilingual visual resources,It can also be used when its necessary for comprehension, Among the most effective tactics is reading in one language and explain in another for example reading a text in English and explain and translate the content of the text in Arabic also discussing the content in all the students available resources and their translating those points into English additionally it's

important to allow the students use translanguaging to complement their responses since they frequently omit the right English word.

3.3.2 Translanguaging teaching techniques

In order to facilitate the learning process some techniques of using translanguaging in the right way will be given. First the teacher always need to update their teaching techniques, In the past they used to say that translanguaging lessen The capacity of learning but how the right use of this practice can involve the learners deeply in the lessons and also it's good to satisfy your Learners needs, The goal of this techniques is to boost students engagement in order to increase vocabulary learning and meaningful subject learning.

Sometimes we can also translate grammar rules by making the differences between grammatical rules for both languages ,Also by inviting learners to read and watch in their native language , encourage displaying home language alongside English, Parents are also included in this process, The teacher can ask students families to collaborate in the process by asking their kids what is this in Arabic , French, English also to tell stories in their home language here the beneficiancy is not only for pupils but also helps parents to learn a new language and new skills.

3.4 Setting Appropriate Translanguaging Materials and good Lesson planning

Lesson planning is one of the various way that helps the teaching and learning process goes smoothly, A good lesson plan means a successful lesson because lesson planning aids teachers and students in comprehending the objectives of an instruction Modules. It enables the teacher to include learning activities from curriculum that connect The assessment with

the learning objectives and learning materials and also ensures the availability of the necessary teaching aids by enabling the teacher to carefully address each student's unique learning demands.

The main objectives that the teacher must take in consideration before to start planning his translanguaging lesson plan can be summarized in four main goals which are : encouraging pupils to interact with challenging materials and information, Give students the chance to practice their academic language skills, Make space for bilingual and multilingual students to use their ways of knowledge and also help your students to build their social and emotional skills as well as their bilingual and multilingual identities.

One of the best materials when using translanguaging as a method of teaching is to use bilingual or multilingual labels and word walls translation and repetition using the students language view students language as a resource and an essential way to make meaning, The teacher can also create a task in which students exchange stories in the native language, translate them into English and then present them to other students. Pair students with different proficiency levels so that they can help , support and benefit from one another and the most important thing is to engage your students to use the language orally or written.

3.5 Integration of technology with translanguaging

The integration of technology within translanguaging is very challenging for teachers and to facilitate many practices can be used. Engaging students to have access to developmentally appropriate resources, Students and teachers could access to online teaching platforms such as Google Classroom that provides a digital workspace for learning and collaboration in addition to helping teachers efficiently organize their classrooms and transmit information to their students, It is also equipped with many features such as translation tools,

Dictionaries and voice typing feature that can be very effective for bilingual students. Another practice can be used which is interactive presentation tools here the majority of the teachers and also learners like to use the Power Point to introduce or to review educational concepts, The teacher use translanguaging practices like including a translation, a picture, a comparison and videos to support their students bilingualism or multilingualism and ask them to take notes and summarise their understanding in the target language.

The translanguaging pedagogy increases the students feelings and support their knowledge by making them proud of their first language, The integration of technology that invite them to use their full linguistic repertoire with their friends is such a nice integration to a foreign language classroom, This technology features are very easy and accessible for both teachers and learners for an effectively translanguaging integration pedagogy.

3.6 Recommendation for learners

Mastering English is one of the essential skills to enter any domain because it's the language of science, computers and tourism. Knowing English improves your chances of getting a great position in multinational companies in your home country or in search for employment abroad, Learning English is crucial socializing enjoyment and employment because it is the language of global communication, media and internet. Learning English through translating in one of the most effective and easiest ways of learning this language because it enables them to make connection between their home language and English also it enhances multilingual comprehension of general education which means they will be capable to speak and open conversations in all the domains, Gain general culture and also they will be really special and identifies from their peers. It also encourages to a more understanding of

the subject matter; it enables the integration of fluent speakers and early learners which aids the development of the weaker language.

Finally. Translanguaging is highly recommended for multilingual or bilingual students because it increases problem solving abilities, increases creativity, concentration skills and interpersonal skill

3.7 Conclusion

This chapter highlighted the translanguaging teaching techniques and strategies ,the impact of technology and the selection of teaching materials on the contribution to succeed this practice in teaching EFL. The researcher outlined the difficulties that teachers and students faced while using this practice, They suggested some useful solutions for overcoming these difficulties and to ensure the effectiveness of translanguaging in the teaching and learning process .These recommendations will help to upgrade teaching EFL throught translanguaging. Finally, It is crucial to note that if this suggested solutions are simply theoretical they cannot be regarded as useful.

General Conclusion

General conclusion

The concept of translanguaging has gained popularity in the past decade as a topic of investigation in multilingual education. This study has shed light on the effectiveness of translanguaging in teaching English as a foreign language and some Algerian teachers point of view on implementing this practice in teaching English in Algeria .It also tends to explore the students reactions to using this approach that allows them to use all their linguistic repertoire and its effect and benefits on the learners.

Therefore, the current research sought to confirm the impact of using the translanguaging method on the learners. As well as the teachers experience of using this pedagogical practice in teaching English in the Algerian schools. It also tended to provide feasible strategies that serves both teachers and learners to maximize the efficiency of this method.

The present research work consists of three chapters. The first chapter represented a literature review on translanguaging related terms like language variation and language policy in Algeria, and also some confused terms like translation and code switching .it also gave the characteristics of a translanguaging EFL classroom ,Its strategies, and also its benefits.

The second chapter was devoted to research methodology and data analysis. in order to gather trustworthy data, The researcher used two research tools a questionnaire and an interview which were afterwards analysed qualitatively and quantitatively. The previously mentioned instruments were used to ensure the validity of the research and its importance in determining the effectiveness of translanguaging in teaching EFL and its impact on the learners.

The analysis of the obtained results revealed valuable data concerning the implementation of translanguaging in teaching English. The majority of the teachers confirmed that they translanguage in their classrooms and that the use of this method showed a clear development in the students and that it is useful for both teachers and learners. In contrast, the smallest percentage of teachers noted their disagreement with the implementation of translanguaging, but the positives outweighed the negatives.

Furthermore, the current study encountered numerous problems and obstacles, making data collection and analysis somewhat difficult. Among the most notable of these barriers we may highlight the unwillingness of teachers to answer both the questionnaire and the interview. Despite the significant role that instructors play in this research, Some of them declined to take part in the interview process, While others chose to respond to only some of the questions and ignore the rest.

The third chapter tried to provide a set of recommendations and suggestions that could improve the implementation of translanguaging in teaching English and improve its proficiency. Moreover ,The researcher confirmed the importance of good lesson planning and appropriate translanguaging materials, In addition to the integration of technology to succeed

and ensure the effectiveness of translanguaging and overcome the obstacles and challenges that may face the teachers in implementing this method.

To sum up, Translanguaging is an effective teaching method in EFL classrooms. EFL teachers bring translation into their classrooms by translating for their learners, reading in one language and discussing in another, and also by asking questions in both L1 and L1. Some teachers declared that this method does not suit them. Whereas the majority of teachers agreed that translanguaging improves students' English communication by increasing their capacity to learn English and encouraging them to participate. It is also highly admitted that this study did not include all aspects of a translanguaging classroom since it did not focus on all its features. This gap may pave the way for additional research into translanguaging as a method of teaching EFL.

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Appendices

Appendix A

Questionnaire to Teachers

Dear EFL teachers,

I kindly ask you to answer this questionnaire, which is part of my thesis that investigates the effectiveness of translanguaging in teaching English as a foreign language, I would be grateful if you take a moment to answer the questions below, thank you in advance.

Gender

Male

Female

Age

20-30.

30-40.

40-50.

You are

Bilingual

Multilingual

You are

Languages private school teacher

Middle school teacher

High school teacher

As an EFL teacher do you translanguage in your classroom.

Yes

No

When teaching English, to which languages do you translanguage most

Modern standard Arabic (MSA).

Algerian Arabic (AA)

French

How often do you translanguage in classroom

Always

Sometimes

Never

Do you find translanguageing useful when teaching English

Yes

No

Do you agree that translanguageing enhances the capacity of learning English to students

Agree

Neutral

Disagree

Do you think that you are more professional when using only English

Yes

No

How do you bring translanguageing to your classroom

Ask questions in both L1 and L2.

Read in one language and discuss in another.

Translate the information to your learners .

How does translanguageing benefit your learners

Deepens understanding of the lesson.

Improves communication in L2 .

Encourages students participation in the classroom.

Appendix B

Interview with Teachers

This interview is part of a sociolinguistic project which was conducted with middle school English teachers. It attempts to figure out the effectiveness of translanguaging in teaching English as a foreign language.

1. Do you employ translanguaging in your teaching?

.....
.....

2. Is the use of translanguaging influenced by language policy and programs?

.....
.....

3. How long have you been using translanguaging in your classroom?

.....
.....

4. What translanguaging strategies do you employ?

.....
.....

5. Do you believe that those strategies are beneficial and effective to your students?

.....
.....

6. What are the disadvantages of this practice?

.....
.....

Thank you for your collaboration

