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Department of Letters and English Language

Investigating the Effect of Translanguaging on EFL
Students' Interaction and Engagement.

The Case of Master One Didactics and Applied Languages at Belhadj
Bouchaib University of Ain Temouchent

*A Dissertation Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

Submitted by:

Ms. Hadjer NAAMAOU
Ms. Zineb Aya Rais

Supervised by:

Ms. Assia BOUZID

Board of Examiners

President:	Pr. Chahrazad HAMZAOU	Prof	University of Ain Temouchent
Supervisor:	Ms. Assia BOUZID	MAA	University of Ain Temouchent
Examiner:	Ms. Nihad ALEM	MAB	University of Ain Temouchent

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Dedication

I dedicate this work to my beloved parents, my mother and father who were my first supporters. I am forever indebted to you both; thank you.

To my sisters.

To my partner, RAIS Zineb Aya, her collaboration and feedback are much appreciated.

To my dearest friend Ikram.

Hadjer

Dedication

I dedicate this dissertation to my loved ones, whose unwavering support and love are my guiding light.

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Abstract

Translanguaging is a new pedagogy adopted as a medium of interaction and engagement among the students' in EFL classes within a multilingual context where learners are frequently exposed to a range of linguistic phenomena that impact their academic performance. They often tend to develop and minimize errors in oral communication. Thus, Sociolinguistic concepts such as Code-switching, Code mixing, bilingualism _multilingualism, borrowing, and translanguaging play a crucial role in shaping language use within the academic context. These phenomena are tightly related to both the learners' language acquisition and communicative abilities. This work explores the translanguaging use in the educational context. It seeks to analyse its effects on EFL students' interaction, engagement, and learning outcomes. It also, investigates how translanguaging shapes students' attitudes and language practices towards translanguaging, highlighting their language practices and experiences. Therefore, Master one students' in Didactics and Applied Languages at Belhadj Bouchaib University were selected as a sample population to accomplish the research study. To carry out this research, two instruments of data collection were used: A questionnaire was devoted to EFL students, and a semi-structured interview was addressed to EFL teachers. The data were quantitatively and qualitatively analysed. The research findings showed that the reason behind using translanguaging is due to the limited vocabulary and issues in finding the exact equivalents. Other languages are used to support classroom interaction and communication. Additionally, the cultural aspect has a relation to the learners' language acquisition. At last, the study highlights some suggestions and recommendations that can be used as a translanguaging strategy integrated in EFL classes.

List of Acronyms and Abbreviations

BBU Belhadj Bouchaib University

CS Code Switching

EFL English Foreign Language

EMI English as a Medium of Instruction

ESL English as a Second Language

ICT Information and Communication Technology

L1 First Language

MKO More Knowledgeable Others

Q Question

TRL Translanguaging

ZPD Zone of Proximal Development

List of Tables

Table 2. 1: The Languages Spoken or Understood by the Students'	29
Table 2. 2: Justification of Using Multiple Languages in Peer Interaction	32
Table 2. 3: Frequency of Translanguaging Use.....	33
Table 2. 4: Reasons for Translanguaging Practices.....	34
Table 2. 5: The Way the Cultural Norms Impact Translanguaging.....	35
Table 2. 6: Subjects where Translanguaging is Most Used.....	38
Table 2. 7: The Benefits of Translanguaging in the Classroom	39

List of Figures

Figure 1.1: The Zone of Proximal Development by Cuppacaoa	19
Figure 2.1 :Students' Bilingual Identity	30
Figure 2.2:Students' Learning Challenges	30
Figure 2.3: Students' English Proficiency	31
Figure 2.4 : Students' Multilingual Interaction	32
Figure 2.5:Students' Use of Translanguaging	33
Figure 2.6: The Cultural Norms Impact on Translanguaging.....	35
Figure 2.7:Students' Agreement Level of Multilingual Competence in Academic Task.....	37
Figure 2.8: The Language(s) Used to Clarify Ambiguities	38
Figure 2.9: Teachers' Acceptances towards the Use of Translanguaging in the Classroom....	40

Table of Contents

Dedication.....	I
Dedication.....	II
Acknowledgments	III
Abstract.....	IV
List of Acronyms and Abbreviations	V
List of Tables.....	VI
List of Figures.....	VII
Table of Contents	VIII
General Introduction	Erreur ! Signet non défini.

Chapter One: Translanguaging in EFL Classrooms

1.1 Introduction.....	8
1.2 An Overview about Translanguaging	8
1.3 Differences between Translanguaging and Code-switching	9
1.4 Translanguaging and Translation.....	10
1.5 Relationship between Translanguaging and Linguistic Repertoire	11
1.6 Translanguaging in Education	12
1.7 Multilingual Resources in Classroom Interaction	12
1.7.1 Translanguaging in Enhancing Participation.....	13
1.8 Translanguaging in Bilingual Education	13
1.9 Translanguaging strategies	17
1.10 Advantages and Disadvantages of Translanguaging	17
1.11 Vygotsky's Social Interactionist Theory	18
1.12 Conclusion	19

Chapter Two: Research Methodology, Data Collection and Analysis

2.1 Introduction.....	23
2.2 The situation of the Department of Letters and English Language at Belhadj Bouchaib University of Ain Temouchent.....	23
2.2.1 Description of the Target Situation.....	24
2.2.2 Research objectives.....	24
2.3 Research Methodology	24
2.4 Sample Population	25
2.4.1 Students' Profile	26
2.4.2 Teachers' Profile.....	26
2.5 Research Instruments	26
2.5.1 Students' Questionnaire	26
2.5.2 Teachers' Semi-structured Interview	27
2.6 Methods of Data Analysis.....	28
2.6.1 Quantitative Method	28
2.6.2 Qualitative Method	29
2.7 Students' Questionnaire	29
2.7.1 Analysis	29
2.7.2 Summary of the Main Results	40
2.8 Teachers' Semi-structured Interview	40
2.8.1 Analysis and Interpretation	40
2.8.2 Summary of the Main Results	44
2.9 Conclusion	44
 Chapter Three: Suggestions, Recommendations and Pedagogical Implications	
3.1 Introduction.....	48
3.2 Discussion of the Main Results	48
3.3 Suggestions and Recommendations.....	50
3.3.1 Suggestions for Teachers	50

3.3.2 Recommendations for Practical Implications	54
3.3.2.1.Peer and Group Work Activities.....	55
3.3.2.2 Classroom Group Work through Interactive Activities	55
3.5 Conclusion	56
General Conclusion.....	Erreur ! Signet non défini.
References :.....	Erreur ! Signet non défini.

APPENDICES

APPENDIX A: Students' Questionnaire

APPENDIX B: Teachers' Semi-structured Interview

General

Introduction

General Introduction

The English language has undergone to gain popularity from other languages, it became the predominant global language. It has emerged as a lingua franca that is widely used in various domains and fields to facilitate the global communication and collaboration, involving science, technology, media, Artificial Intelligence, machine learning and education. It plays an essential role in the educational setting nowadays worldwide; therefore, implementing English as a medium of instruction in primary, secondary, high school, and university settings. It has become the primary objective of many policy makers in the educational settings around the globe in general and in Algerian institutions in particular. Translanguaging may be one of the effective approaches that provides a supportive learning atmosphere for both teachers and students to foster and improve learning outcomes in an academic context.

Therefore, using the translanguaging strategy in EFL classrooms permits students' to improve their communication skills, reinforces participation and boosts their understanding. Also, it unites the relationship between the educators and the learners.

Thus, learning a foreign language through the first language is less complicated, especially for non-native speakers, by using their background linguistic repertoire, as is the case in the Algerian context, especially for beginners. The problem is that they struggle to express their thoughts and ideas in the target language. This strategy guides and helps the learners to be more capable of performing the language adequately to get the basis and upgrade their cognitive learning abilities. The main objective of this study is to know the impact of using translanguaging and its influence on EFL students' interaction and engagement in educational settings at Belhadj Bouchaib University.

To achieve the research objectives, two instruments of data collection were used to gather the needed data; a questionnaire for students and a semi-structured interview was designed for EFL teachers. To investigate this study a case study was conducted involving

General Introduction

master one Didactics and Applied Languages students' as a sample population. Both quantitative and qualitative methods were used to analyse the collected data. Seeking to answer the following research questions:

1_ What are the reasons that lead EFL students' to use translanguaging?

2_ How does translanguaging affect EFL students' interaction and engagement in an educational context?

The following hypotheses were suggested:

- EFL students may engage in translanguaging to overcome their lack of vocabulary in the target language, to compensate for the vocabulary gaps (the equivalent words) in the target language and to maintain fluency during interaction.
- Translanguaging may encourage interaction with peers and teachers to foster their communication ability.

This research paper is divided into three main chapters. The first tackles translanguaging and related concepts. Also, it incorporates the use of translanguaging as a strategy in EFL classes by highlighting the problems that are encountered while learning. The second chapter sheds light on the methodological procedures that are designed to reach the validity of the research by employing a sample population, data collection tools and data analysis of students' questionnaire and teachers' semi-structured interview. The third chapter delves into the data collection results that show some suggestions and recommendations regardless of the use of translanguaging as a pedagogy in EFL classes in helping students' interaction and engagement at the English Department at Ain Temouchent University.

Chapter One:
Translanguaging in
EFL Classrooms

Chapter One: Translanguaging in EFL Classrooms

1.1 Introduction

1.2 An Overview about Translanguaging

1.3 Differences between Translanguaging and Code-switching

1.4 Translanguaging and Translation

1.5 Relationship between Translanguaging and Linguistic Repertoire

1.6 Translanguaging in Education

1.7 Multilingual Resources in Classroom Interaction

1.7.1 Translanguaging in Enhancing Participation

1.8 Translanguaging in Bilingual Education

1.9 Translanguaging Strategies

1.10 Advantages and Disadvantages of Translanguaging

1.11 Vygotsky's Social Interactionist Theory.

1.12 Conclusion

Chapter One: Translanguaging in EFL Classrooms

1.1 Introduction

The acquisition of a foreign language is taught through various methods and strategies. Educators facilitate the learning process to create an interactive atmosphere and break down the barriers between teacher and student. Learning a new language involves not only grammar rules and sentence structure, but also communication plays a significant role in developing learners' speaking skills. In recent years, there has been a substantial amount of research addressing language acquisition, particularly concerning the English language. Thus, the focus has shifted to learning that incorporates the learner's first language. This strategy is known as translanguaging (TRL), which supports learners in using all the knowledge and linguistic items they possess to feel at ease when participating.

1.2 An Overview about Translanguaging

Researchers have focused on studies that encompass issues related to language acquisition in bilingual settings to address real-world problems associated with language learning by examining the most suitable approaches to facilitate learners' competence. Translanguaging is one of these approaches adopted by both teachers and learners, involving the use of multiple languages in the classroom to enhance communicative ability. Without it, interaction would hinder the ability to make connections between languages and concepts.

The term translanguaging has emerged as a concept to denote "the complex and fluid" linguistic competence exhibited by bilingual individuals, particularly as it occurs in multilingual contexts (García & Lin, 2016, p.1). Williams(2002, p.40) states that translanguaging is the use of one language to another for the sake of having a deep understanding refers to using one language to reinforce the other to increase understanding and augment the pupil's activity in both languages. (Williams, 2002, as cited in Lewis et al., 2012).

The field of sociolinguistics investigates a range of research related to bilingual education. Translanguaging has been the subject of extensive research in recent years. Translanguaging refers to the use of one language to reinforce another language to enhance the students' understanding (Garcia & Kleyn, 2016, p.11).

The term TRL appeared in the Welsh bilingual community, was first coined by Cen Williams in Welsh, referring to "the pedagogical practices" of both English and Welsh languages. At first, it was introduced as "Trawsiethu" in 1994. Then translated into English as transalguaging by Colin Baker; Baker explains "*to read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be*

Chapter One: Translanguaging in EFL Classrooms

processed and “digested””(2015,p.289). It means that the student has to be knowledgeable in both languages to practice them appropriately. As a result, TRL has been adopted by many bilingual educators in the twenty-first century (Garcia, 2009, p.145). It was introduced by Williams, as it is related to Jacobson (1990), which emphasises the use of the flexibility of two languages in bilingual education. In addition, Faltis (1990) highlighted the main reasons behind switching languages.

Translanguaging is set up as a pedagogical theory by Williams, focusing on how translanguaging supports cognitive development through the exchange of two languages, which leads to academic results. Therefore, the primary focus is on the child’s use of both languages, rather than on the teacher’s role in the classroom to enhance comprehension of the weaker language by using strong language (Williams, 2003). Translanguaging is effective for children who are competent in both languages; it serves as a strategy that bridges the first and second languages (Williams, 2002).

In general, translanguaging was originally conceptualized by Williams and it has been further developed by numerous scholars, including Garcia, Kleyn, Jacobson, Faltis, and Williams. It is a pedagogical approach employed in educational settings to enhance students’ comprehension and academic achievement by leveraging their full linguistic repertoire. In other words, TRL is an approach to language use that allows the speakers to use their linguistic competence to improve their performance and to foster interaction and engagement for educators and learners.

1.3 Differences between Translanguaging and Code-switching

Translanguaging and code-switching are two concepts related to sociolinguistics linked to bilingualism and multilingualism used in different language practices and uses, though they share common principles. Bilingual speakers tend to shift from one language to another; this shifting is either translanguaging or code-switching. Code-switching refers to the varied use of languages in specific contexts.

Many scholars have been studied and conducted research on CS among whom Woolard (1998) states that “*Codeswitching is honored in sociolinguistic analysis as a skilled and strategic performance that respects the discreteness of languages and their hard-edged boundaries, in contradistinction to the messy and aberrant chaos of interference and other interlingual phenomena*” (p.6).

Chapter One: Translanguaging in EFL Classrooms

Namely, speakers who code-switch must have linguistic competence to switch between languages skillfully. Therefore, it is used to grasp linguistic boundaries; both of the mother tongue and the target language are used separately. Whereas TRL is viewed as using the entire linguistic repertoire as a unit used by speakers (Wie & Garcia, 2022, p.313). TRL is identified as the ability of bilingual speakers to employ and blend multiple languages in speech. Furthermore, Vogel and Garcia (2017) argue that “*translanguaging leverages the fluid, languaging of learners in ways that deepen their engagement and comprehension of complex content and texts*” (p.2). This means using natural individual language speakers to increase understanding of difficult materials.

On the other hand, Poplack (2001) explains the phenomenon of CS as:

Code-switching (CS) refers to the mixing, by bilinguals (or multilinguals), of two or more languages in discourse, often with no change of interlocutor or topic. 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, has attracted most linguistic attention. (p.2062)

Various factors influence polyglots’ code-switching, for Al Heeti and Al Abdely (2016) state, “*CS is used when the speakers of certain communities have more than one language to communicate with. They use these languages periodically for many reasons which make them shift from their first language to other languages available*” (p.10).

In all, both code-switching and translanguaging have been viewed as procedures designed to develop interpersonal abilities to achieve a pedagogical goal, to grasp the adequate and complex meaning.

1.4 Translanguaging and Translation

Translanguaging and translation are two important concepts and interconnected terms which confuse the field of study that exists in sociolinguistic phenomenon, specifically in the educational context. Both concepts are used even by teachers or students to clarify and facilitate the learning process. These two concepts are different from each other in meaning. Yet each approach has specific principles that follow it. Translanguaging means the speaker has the ability to alternate multiple languages in the classroom. However, translation serves as a bridge between instructors and learners, which means seeking to translate from the source language to

Chapter One: Translanguaging in EFL Classrooms

the target language to reinforce their comprehension. According to Newmark (1988, p.5), translation is “*rendering the meaning of a text into another language in the way that the author intended the text*”. It is about understanding the intent and conveying that meaning accurately in the target language. Nida and Taber (1982, p.12) state, “*Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style*”. Using the translation process, a translator must have a piece of prior knowledge and understand the style of both languages to have the capacity to convey the content of the translation.

However, translanguaging refers to the use of multiple languages to enhance comprehension and facilitate learning. While translation can take place during translanguaging, it is mentioned that these concepts are different. Williams (2002) highlighted how the two procedures differed. Translation frequently isolates languages, highlighting the academic preference for one, even if it is momentarily the weaker one. Translanguaging, on the other hand, aims to make use of it and improve both languages (Williams, 2002, as cited in Lewis et al., 2012, p.660).

In conclusion, translanguaging and translation are interrelated concepts that are used in multilingual empower students’ comprehension by using their linguistic knowledge. When they are used as a strategy, they do not focus only on language development but also provide a collaborative environment as well as promote critical thinking skills to develop cognitive ability.

1.5 Relationship between Translanguaging and Linguistic Repertoire

Translanguaging and linguistic repertoire are closely associated with each other since TRL is using the verbal resources that the speaker knows, languages are integrated naturally rather than isolated it. Additionally, linguistic repertoire points out the linguistic varieties that the individual uses in different situations.

There is a notable relationship between TRL and linguistic repertoire in which examines how speakers use all the languages they have for meaningful content in education, where learners tend to develop their consciousness of language by employing their linguistic repertoire. Cenoz and Gorter (2022) mention “*Enhancing metalinguistic awareness practices implies the use of the whole linguistic repertoire and can be regarded as a strong form of intervention because it focuses on language*” (p.31). According to Panagiotopoulou et al. (2020, p.1), in their research, have viewed that the use of students’ linguistic repertoire while learning

Chapter One: Translanguaging in EFL Classrooms

is encouraged by the teacher, as she termed a “translanguaging space”. Therefore, translanguaging is a language practice that draws the speaker’s entire linguistic repertoire to facilitate understanding in real multilingual contexts.

1.6 Translanguaging in Education

Since the 1990s, translanguaging has begun to emerge in education as a pedagogical tool, mainly in bilingual Welsh and English contexts. Consequently, it came as a reaction to the unequal use of the Welsh and English languages (Lewis, Jones, & Baker, 2012, p.2). Thus, Carstens (2016, p.206) argues that TRL in education is encouraged by increasing the notion of bilingualism as a benefit rather than a drawback, as a consequence of the request to Welsh English learners to shift between languages because of language use input or output. Garcia and Lin have introduced two versions of translanguaging in education, which are the strong and the weak versions. The weak version “*upholds national languages and calls for a softening of those boundaries in bilingual education*” (Garcia & Lin, 2016, p.1_2). However, the strong version “*posits a single linguistic repertoire for bilingual speakers and thus an essential feature of bilingual education*” (Garcia & Lin, 2016, p.2). In other words, the weak version supports the national language so that the learners develop the language of society without losing proficiency in L1. On the other hand, the strong version is that the learners have to learn how to identify the valuable features by developing only one linguistic repertoire with an emphasis on using the entire linguistic competence.

Baker (2001, p.281_282) identifies four main benefits of translanguaging in education, including a deep understanding of subject matter skills improvement in the weaker language, a connection between home and school language help in using the languages it also facilitate the second language competence in non-native language by integrating the English learners with fluent English speakers without neglecting the content of learning. To sum up, translanguaging in education is an effective approach to support the learners’ academic success through a balanced use of both languages.

1.7 Multilingual Resources in Classroom Interaction

Over the last decades, globalization and immigration have played a vital role in the field of education in a multilingual context. As long as educational researchers have started to identify the students’ linguistic resources. Suárez-Orozco, C and Suárez-Orozco, M (2024)

Chapter One: Translanguaging in EFL Classrooms

identify two types of immigrant-origin students, which are the first and the second generation: “*The first generation are foreign-born, and the second generation are youth with at least one parent who is foreign-born*” (p.25). They have studied the impact of globalization on educational systems because of the students’ diverse cultures. As far as the language barriers is concerned Suárez-Orozco, C and Suárez-Orozco, M (2024) highlights the causes behind the education system difficulties for instance, cultural differences, discrimination and socio-economic problems “*these children may confront further challenges, such as acculturative stress, discrimination, and difficulties adjusting to a new educational system, language, and culture*” (p.28). These resource connections are used due to skills variety of different experiences.

1.7.1 Translanguaging in Enhancing Participation

Participation is an active engagement in different communicational settings and is the way individuals share and express their ideas and thoughts through a conversation. Yet the classroom is the source of participation, especially when the students are actively involved in the learning process, when it comes to learning a foreign or a second language.

Thus, experts provided distinct definitions of classroom participation. Kasim (2015) states that “*the classroom was a place where students passively received explicit grammatical, vocabulary, and pronunciation explanation from their teachers*” (p.98). In addition, translanguaging is also considered to improve student performance. The performance here means the participation and activeness of students in learning English (Kwihangana, 2021, p.9). As a result, the participation of students in learning will be enhanced (Lestari et al., 2022, p.117)

Translanguaging always happens in language learning, especially in English as a Foreign Language. Through this approach, teachers and students can interact well in the classroom. In the learning process, translanguaging can occur naturally or by design (Fallas Escobar, 2019, p.299). Consequently, Translanguaging is used as a pedagogy practice in bilingual education aimed at activating the students’ linguistic resources, especially in EFL classes.

1.8 Translanguaging in Bilingual Education

The translanguaging concept was first introduced by Cen Williams, it has appeared as a transformative theory in the context of bilingual education. The term Translanguaging originated with Cen Williams and later was subsequently developed by various researchers such as Ofelia Garcia and Li Wei. Translanguaging is an interactive process that is used by

Chapter One: Translanguaging in EFL Classrooms

bi/multilingual students utilizing their full linguistic resources, rather than being limited to using the language of instruction.

Garcia (2009) theorizes translanguaging as a form of bilingual expression and an approach that focuses on actual practices of bilingual individuals who use language, rather than relying on traditional ideas. TRL has primarily been applied within bilingual education. However, as more researchers adopt the concept, its meaning has at times become broader or less clearly defined. Instructors might allow using translanguaging strategies as well as provide them with correct guidelines to activate students' engagement and interaction, as well as develop their understanding. Palmer et al. (2014, p.757) in their study examine how two seasoned bilingual teachers teach in dual language classrooms, providing evidence of both the translanguaging practices students engage in and the instructional strategies teachers use to support translanguaging.

a) Problems and Difficulties of Translanguaging in Education

Recently, translanguaging has emerged as a challenge, especially where English or other languages serve as a replacement language. Translanguaging means an individual uses two languages to gather information and facilitate the learning process, as well as understanding the linguistic repertoire of bi/multilingual learners. Translanguaging supports the use of multiple languages to facilitate deeper understanding and for better learning results. In linguistically diverse classrooms, teachers face multiple and varied obstacles in certain areas, especially when students use languages where teachers do not have prior knowledge, leading to different obstacles, a lack of understanding, also triggering questioning and debates, which create a disruption and crisis.

Implementing translanguaging pedagogy in the classroom has contributed teachers and students to several challenges while incorporating the translanguaging approach in teaching. Despite scholars' emphasis and support for the use of translanguaging in bilingual and multilingual settings. Educators with traditional monolingual backgrounds tend to face obstacles while accepting and integrating these concepts into their teaching practices. According to a study conducted by Garcia and Lin (2016), addressing a significant problem, which is the deficiency of a well-defined multilingual policy, means that neither schools nor instructors have specific guidelines to incorporate or promote different languages in classrooms where teachers and learners encounter a complex obstacles affecting students' interaction and engagement. While teachers tend to use code switching since they suffer from a lack of training

Chapter One: Translanguaging in EFL Classrooms

on how to use it effectively for educational practice, it also creates problems which can prevent teachers from providing suitable training methods for teaching in multilingual settings.

Thus, the problems and difficulties of TRL faced in education ranged from the lack of multilingual policy, teacher training; these obstacles not only impact the teaching strategies and progress but also have an impact on students' interaction and participation, as well as difficulty in applying suitable methods in a multilingual setting.

b) English as a Medium of Instruction

Language is an approach that is used to communicate with humans or people around the world. Recently, the English language has made a change in the global world, and is considered an essential language in some countries in the world. Furthermore, English serve as a bridge between the students and the teachers, especially in an academic context, such as it for explaining and learning different subjects, as well as providing an opportunity for the students to benefit from educational materials.

Thus, English is a fundamental part of the classroom where students and teachers use it to transfer the content. According to Coleman (2006) and Crystal (2004), several studies have been implemented on English as a Medium of Instruction, tackling the future of EMI and taking part in the educational context. According to Crystal (2003, p.4), there are two primary methods to achieve this. The first involves designating a language as the official language of a country, using it as a medium of communication in areas like government, legal courts, the media, and in the educational setting. Secondly, a language can be emphasized in a country's foreign-language education, despite lacking official recognition. It becomes the primary language taught to children upon their arrival in school, and is also the most accessible for learners who did not learn it properly or at all during their early schooling. The role of English in educational settings where it is not the primary language spoken. English as the Medium of Instruction refers to the practice of using English to teach non-language subjects in countries where the majority of the population speaks a different language (Macaro et al., 2017, p.37). Furthermore, English plays a crucial part in the classroom; it helps learners to increase levels of understanding and their language proficiency, and can also enhance their active participation in academic activities.

c) English as a Second Language Instruction

Recently, proficiency in English as a Second Language is paramount, which means it has become a vital skill for global communication as well as related to cultural boundaries. Yet,

Chapter One: Translanguaging in EFL Classrooms

acquiring English skills is a multifaceted process that requires regular practice and integration. English as a second language focuses on teaching English to students whose first language is not English.

ESL is often used as the second language of instruction, which means that English is not the first language predominantly spoken by students. Yet, it is utilized in teaching and learning as a Medium of Instruction, to develop their English proficiency. Students can explore complex subject materials and to enhance their participation and communication skills through interactive learning experiences. Acquiring essential English language skills such as speaking, listening, reading, and writing is vital in ESL education. A variety of studies have highlighted how language acquisition enhances students' understanding and engagement in classroom activities (Baker & de Kanter, 2020, as cited in Rahman, 2024, p.11).

Therefore, English as a Second Language Instruction provides learners with valuable opportunities to enhance their comprehension and communication skills. Given its widespread use in the era of globalization and its relevance in English as a Foreign Language (EFL) contexts, taking into account the language program, teacher training, and language policy in the institution, it serves as a critical tool for promoting high academic achievement and success.

d) Teacher-student interaction

In education, interaction bridges the gap between the teacher and the learners. They have to learn, discuss, and even solve real-life issues. Hence, translanguaging is used as a strategy to maintain the students' skill performance for successful engagement. Hall and Walsh (2002) in their study have viewed that the teacher-student interaction creates an effective learning environment and influences the learners' language acquisition (p.186)

According to Afriadi & Hamzah(2021, p. 99), from the study results, they identify three types of EFL classrooms according to the interaction done by the teacher and student or from student to student. First, teacher-student interaction is where the teacher is the centre of knowledge by explaining the English learning material and using L1. Second, student-teacher interaction is also known as student talk, where students ask or answer the teacher using their L1 and the target language. Third, student-student interaction usually occurs by using the local language, students are actively engaged in conversation with each other. Hence, they have viewed that translanguaging “*gives classroom participants the opportunity to utilize their full language repertoire to achieve academic success*” (p.100). Therefore, an effective interaction

Chapter One: Translanguaging in EFL Classrooms

in EFL classrooms promotes a high motivation and performance of the learners', and a positive interaction results in positive outcomes, i.e. boosting the students' engagement in learning.

1.9 Translanguaging strategies

Multiple studies demonstrate that language learning experiences benefit from using L1 when acquiring a second or additional language; they tend to employ translanguaging strategies as much as possible in classroom settings to ensure and create optimal learning conditions for learners to support their learning process. Thus, translanguaging strategy means that a speaker use the full linguistics repertoire in the classroom to support the learning process. According to Cenzo and Gorter (2020, p.301), the goal is to utilize students' entire linguistic repertoire to foster their metalinguistic awareness and how language is used in multilingual settings. Furthermore, students' can benefit by using translanguaging to enhance language learning. Translanguaging pedagogy is measured in two categories, namely discursive and instructional. Discursive translanguaging pedagogy requires the use of students' linguistic resources to engage in classroom learning (Garcia & Sylvan, 2011, p.389). This approach fosters and promotes instructional settings where diverse languages are used it was addressed by Gort and Sembiente (2014, p.09) state that translanguaging is the active discourse interactions between educators and learners utilizing various languages. Conversely, the instructional translanguaging category refers to a method of planning an academic program that enables learners to use different languages to encourage the learning process. Using a translanguaging strategy in the classroom facilitates the learning process and encourages the improvement of the target language using the full linguistic repertoire of students.

1.10 Advantages and Disadvantages of Translanguaging

In the recent era of education, translanguaging has been used as a pedagogical strategy, notably in EFL settings, by using more than one language to increase the learners' understanding. However, as it has educational benefits, it also a drawbacks that must be taken into account.

According to Marrero-Colón (2021, p.08), educational translanguaging has some advantages as follows:

- It may promote a deeper and fuller understanding of the subject matter.
- It may help the development of the less dominant language.

Chapter One: Translanguaging in EFL Classrooms

- It may facilitate home-school connections and cooperation.
- It allows the integration and collaboration of language learners from all proficiency levels, from advanced or native multilingual speakers to those who are in the earlier stages of second language acquisition.

In other words, the benefits of translanguaging fall into the comprehension of the content by flourishing the minority language; also, it bridges the gap between home and school language, both native speakers' and non-native speakers' from all levels are involved and engaged in the learning process.

When examining the benefits of translanguaging use, it becomes evident that it has negative aspects. Weak translanguaging has some disadvantages, including overusing the first language, which can confuse learners by neglecting the engagement in English language learning (Rafi & Morgan, 2022, p.03). It means that translanguaging can hinder the learners' language acquisition if it is not well used with a clear objective. In general, the use of translanguaging in the EFL classroom has a positive aspect in maintaining the learners' comprehension and successful communication for an effective learning environment.

1.11 Vygotsky's Social Interactionist Theory

Language learning is a complex and dynamic process to achieve a particular objective for language development on the social and cultural level. Vygotsky's Social Interactionist Theory focus on how language and social interaction build the cognitive development of the learner through dialogue and interaction.

Vygotsky (1978) identify four key concepts concerning this theory. The main concepts are: the more knowledgeable others (MKO) refers to someone who is much wiser and has a higher ability level than the learner, for instance, individuals such as parents, teachers, and peers. The Zone of Proximal Development (ZPD) refers to the extent that the learner can do without assistance and how they perform with others guidance i.e. (MKO), on this stage the learning process occurs, by the solving such hard tasks with the help of (MKO) then by practice it will be done independently.

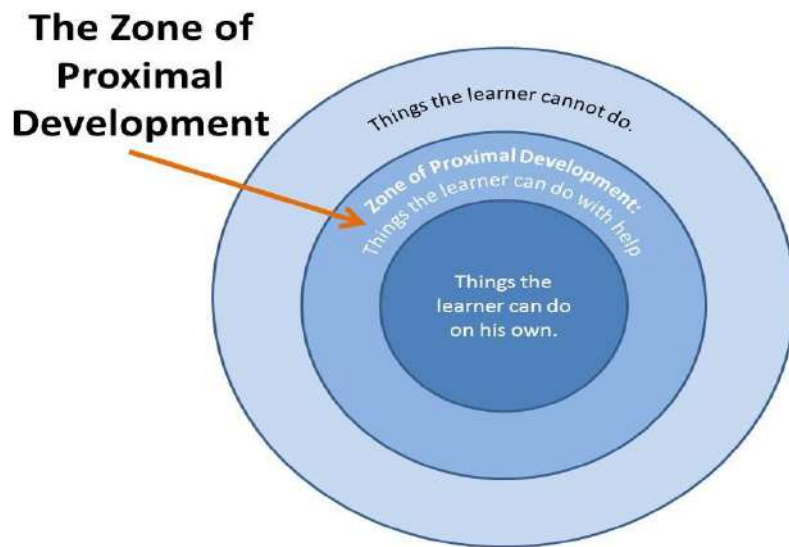


Figure 1.1: The Zone of Proximal Development by Cuppacaoa

Thus, the focus was on the relation between people and social contexts to share their experiences and express their ideas through interaction. The use of translanguaging while communicating generally happens in the social context with teachers and peers in the classroom; therefore, it supports Vygotsky's social interaction theory view that language learning is shaped by speech and thought.

1.12 Conclusion

This chapter has explored TRL in EFL classroom, attempting to explicate the key notion underlying this research study, involving definitions of translanguaging as well as the origins and development of the concept were provided. Translanguaging, in this context, refers to the

Chapter One: Translanguaging in EFL Classrooms

flexible and dynamic practices which facilitate communication in multilingual settings, where individuals draw upon their entire linguistic repertoire to communicate effectively. By examining the relationship between translanguaging and linguistic repertoire, code-switching, and translation. This later provide a deeper understanding of its role in shaping language use and learning. Moreover, it demonstrate translanguaging in bilingual education, its benefits and challenges by highlighting the problems and difficulties involved in this practice. Also, it highlight the role of participation in enhancing students' language acquisition. The chapter develop the strategies used in translanguaging for successful classroom integration, underscoring its advantage and disadvantage in the classroom. In addition, handling with the theory of Vygotsky's social interactionist examining the role of social interaction in shaping the learners' learning.

**Chapter Two: Research
Methodology, Data
Collection and Analysis**

Chapter Two: Research Methodology, Data Collection and Analysis

2.1 Introduction

2.2 The Situation of the Department of Letters and English Language in Belhadj Bouchaib University of Ain Temouchent

2.2.1 Description of the target situation

2.2.2 Research Objectives

2.3 Research Methodology

2.4 Sample Population

2.4.1 Students' Profile

2.4.2 Teachers' Profile

2.5 Research Instruments

2.5.1 Students' Questionnaire

2.5.2 Teachers' Semi-structured Interview

2.6 Methods of Data Analysis

2.6.1 Quantitative Method

2.6.2 Qualitative Method

2.7 Students' Questionnaire

2.7.1 Analysis

2.7.2 Summary of the Main Results

2.8 Teachers' Semi-structured Interview

2.8.1 Analysis and Interpretation

2.8.2 Summary of the Main Results

2.9 Conclusion

Chapter Two: Research Methodology, Data Collection and Analysis

2.1 Introduction

This chapter outlines the procedures undertaken to investigate the impact of using translanguaging in the educational setting. The researchers outline the practical side of the research paper, starting from the description of the situation analysis, instruments of data collection as sampling and methods of data analysis. In addition, the primary instruments utilized for data collection will be presented. The study will include a review of the data analysis methods employed throughout the research process.

2.2 The situation of the Department of Letters and English Language at Belhadj Bouchaib University of Ain Temouchent

Belhadj Bouchaib University of Ain Temouchent officially opened its doors in 2012, initially operating as a university centre. After eight years of development and academic expansion, it was granted full university status in 2020. The Department of Letters and English Language currently hosts a total of 718 students across both undergraduate and postgraduate levels, specifically in the Licence and Master.

The Licence level, representing the first cycle of higher education, includes approximately 555 students distributed across three academic years as follows:

- First-Year Licence: Enrols around 208 students, divided into five groups.
- Second-Year Licence: Includes approximately 182 students, divided into four groups.
- Third-Year Licence: Comprises about 165 students, divided into four groups.

The Master program represents the second cycle of higher education and is divided into two main specialisations:

Master 1

_Didactics and Applied Languages: Enrols approximately 65 students. This stream includes ten core subject areas and two subjects delivered online.

_Literature and Civilisation: This specialisation has a smaller number of 34 students, all grouped into a single class.

Master 2

_Didactics and Applied Languages: Comprises 46 students organised into one group, covering nine subject areas and two online subjects throughout the semester

Chapter Two: Research Methodology, Data Collection and Analysis

_Literature and Civilisation: Includes 18 students in a single group, studying seven 7 subjects areas and one online subject.

The Department of English at Belhadj Bouchaib University employs a total of 40 members of teachers. Among them, 27 are full-time faculty members, while 13 serve as part-time teachers.

2.2.1 Description of the Target Situation

This study has been conducted in the English Department at Belhadj Bouchaib University of Ain Temouchent. Is targeting only 20 students from Didactics and Applied Languages who were selected randomly from the whole master one 65 students, they study ten subject matters, while two subjects are taught online.

2.2.2 Research objectives

This study aims to investigate the impact of translanguaging on the interaction and engagement of EFL students' in educational settings. The result of this study will resolve whether translanguaging has a beneficial effect. If the findings confirm the hypotheses, translanguaging will be an effective strategy for enhancing EFL students' interaction and engagement in the class.

2.3 Research Methodology

The purpose of this study is to investigate the use of translanguaging in EFL classrooms and its effect on students' interaction and engagement at the English Department in Didactics and Applied Languages branch at Belhadj Bouchaib University. The results will help determine if translanguaging will be an effective strategy for enhancing EFL students' interaction and engagement in the class.

In the current study, the researchers surveyed English students in Didactics and Applied Languages to gain a deeper understanding of the essential information and knowledge about the use of translanguaging and its impact on students' interaction and engagement. Thus, explanatory research was employed to enhance and gain a clear understanding of whether the use of translanguaging improves students' interaction and engagement.

Accordingly, a research methodology is a systematic approach that aligns research work, helping the researcher interpret their research question and test their hypothesis using specific methods. The latter are the procedures and techniques used to collect and analyse data to carry out the research investigation. Hence, this research intends to investigate the effect of

Chapter Two: Research Methodology, Data Collection and Analysis

translanguaging on EFL students' interaction and engagement. In this study, a mixed-methods research methodology was chosen to explore participants' perceptions of TRL.

By implementing this research methodology, the researchers aim to provide a comprehensive analysis of how translanguaging either facilitates or impedes students' interaction in the classroom.

According to Creswell (2015), the mixed method is:

An approach to research in the social, behavioral, and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then draws in-terpretations based on the combined strengths of both sets of data to understand research problems. (p.2)

To implement this methodology, we employed a questionnaire as the primary data collection method to investigate the underlying reasons, attitudes, and motivations of participants. Also, a semi-structured interview was chosen as a second method; it aims to encourage the participants to share their opinions and experiences in depth. A case study was adopted as a research method since it explores real-life contexts and in-depth investigation with emphasis on the analysis of a limited number of events under discussion (Kothari, 1990, p.113).

Crowe et al. (2011) assert that "*The case study approach is particularly useful to employ when there is a need to obtain an in-depth appreciation of an issue, event or phenomenon of interest, in its natural real-life context*" (p.1). It means that researchers generally use case studies to demonstrate how theories and concepts work in practice and offer solutions or implications that can be applied to real-world problems. Scholars noted that it is used to gain a deeper understanding rather than trying to generalize across a large number (Gomm et al., 2000, p.02).

2.4 Sample Population

As long as the case study is used as a research method, it needs a sample population. Thus, the selection of the sample population is of paramount importance for reliable data collection and findings. Kothari (1990) defines sampling as "*the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample*". (pp.55-56)

Furthermore, a sample selection should be representative and avoid any kind of bias. Cochran (1977) identifies two main sample techniques: probability and non-probability

Chapter Two: Research Methodology, Data Collection and Analysis

sampling. The technique that has been selected and viewed as appropriate to the research study is probability sampling. It also refers to “random sampling” or “representative sampling”; it means that the sample being selected from the population has the same element of being chosen.

For further investigation, the researchers randomly selected two different populations to get insights and valuable information. The researchers chose twenty students’ in Didactics and Applied Languages to answer the questionnaire, while seven EFL teachers’ were requested to respond to a semi-structured interview.

2.4.1 Students’ Profile

The selected population of this study includes EFL students’, a master one Didactics and Applied Languages. It involves twenty (20) students from around fifty-seven (57) of the total number of the students’ in the speciality to answer the questionnaire.

2.4.2 Teachers’ Profile

The English Department consists of 40 teachers. For this study, four teachers were selected randomly from varied specialities to share their experiences and provide authentic perspectives about the use of translanguaging in the EFL classroom.

2.5 Research Instruments

Research instruments are the tools used by researchers to gather, measure, and analyse data. These tools help obtain reliable data and address the issues presented in the study. A questionnaire, interview, observation, focus group, etc. They are instruments that can be used depending on the nature of the investigated study.

In the present study, two main tools were used to test the hypothesis; quantitative and qualitative methods were combined, i.e. mixed-methods approach. Mixed methods research combines qualitative and quantitative data, leveraging the strengths of both methodologies (Guetterman et al., 2015, p.555).

2.5.1 Students’ Questionnaire

The questionnaire is one of the quantitative methods, which consists of a series of questions that vary in type. It is used to gather information and opinions from participants. This tool is often used by researchers to gather standardized and structured data for their study. As claimed by Kothari (1990), “*A questionnaire consists of a number of questions printed or typed*

Chapter Two: Research Methodology, Data Collection and Analysis

in a definite order on a form or set of forms” (p.100). Jenn (2006) states, “*A questionnaire is a very convenient way of collecting information from a large number of people within a period of time”* (p.32)

Therefore, the questionnaire involves several types of questions that can be included when collecting the necessary data. Accordingly, three types of questions are used in the students’ questionnaire:

- **Closed-Ended Questions:** This type of question provides the respondents with optional responses, either multiple-choice questions from which they choose one or more answers from the options. Furthermore, in yes/no questions, the respondents select only one answer. Also, Likert scale questions in which they rate their agreement, proficiency and frequency.
- **Open-Ended Questions:** This type of question gives a chance to the respondents to freely express their opinion
- **Mixed Questions:** This type combines both open and closed questions, followed one after the other.

The questionnaire has been formed in Google Forms and distributed via email and Facebook to master one students’ in Didactics and Applied Languages at the English Department. The students’ questionnaire consists of seventeen (17) questions divided into three main sections. The first section comprises five (5) questions aimed at gathering background information from the participants about language use, bilingualism, learning challenges, English proficiency and multilingual communication. The second section, titled Translanguaging in EFL Classroom, contains nine (9) questions that explore students’ use of translanguaging in EFL classes and also examines whether the cultural norms impact the use of TRL. The third section consists of two (2) questions that aim to know the students’ suggestions and recommendations about making translanguaging possible, and if it affects their interaction and engagement in the classroom.

2.5.2 Teachers’ Semi-structured Interview

Many researchers use the interview as an instrument to collect and gather data. Kothari defines it as follows: “*The interview method of collecting data involves presentations of oral-verbal stimuli and reply in terms of oral-verbal responses”* (p.97). It involves three main types: structured, semi-structured, and unstructured interviews.

Chapter Two: Research Methodology, Data Collection and Analysis

In the current research study, a semi-structured interview was used as a tool to gather data from respondents. The semi-structured interview is a form of interviewing that utilizes a flexible structure. In this approach, the interviewer prepares a list of questions or subjects to address, but the order and phrasing of these questions can change based on the responses provided by the interviewee (Kothari, 2004, p.97). It was disseminated to four (04) EFL teachers' out of fourteen (40). The aim behind using this instrument was to examine the teachers' perspective towards the use of translanguaging in the classroom. Moreover, the approach was chosen for this study due to its effectiveness in collecting qualitative data from participants. The interview consists of three (03) sections that cover fourteen (14) questions in different formats, including closed-ended and open-ended questions. The first section, from 01 to 04, concerns teachers' background information. The second section, from 05 to 12, explores occurrences of translanguaging in the classroom, all in all about EFL teachers' translanguaging perspectives. The third section, from 13 to 14, aimed to explore how teachers' deal with the use of translanguaging and seek additional suggestions and recommendations.

2.6 Methods of Data Analysis

Data analysis is the approach that is used by researchers when conducting any research, utilizing various tools to collect information and the steps involved in analysing data from respondents.

Clark and Ivankova (2016, p.23) claim that mixed methods research involves both qualitative and quantitative approaches for data collection, analysis to achieve and understand the research purpose.

The current research study employed a mixed-methods approach to data analysis, combining both quantitative and qualitative methods. Specifically, students' questionnaire is analysed quantitatively, and teachers' semi-structured interview is analysed both quantitatively and qualitatively.

2.6.1 Quantitative Method

The quantitative method is the approach or the tools used while investigating to gather and analyse numerical data. Creswell (2008) claims, "*Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study*" (p.05).

Chapter Two: Research Methodology, Data Collection and Analysis

Furthermore, the quantitative method helps in measuring and analysing the variables as well as testing the hypothesis. Thus, a quantitative analysis was used to analyse the students' questionnaire and teachers' semi-structured interview. The results were interpreted through statistical graphs and tables after being analysed.

2.6.2 Qualitative Method

The qualitative method was used to analyse teachers' semi-structured interview. Using qualitative methods, Researchers can gain and underline a deeper understanding of complex issues. Creswell (2003) states that the qualitative method is an instrument that is used in a research study to explore and seek to investigate complex phenomena through social context, individual experiences, and meanings (p.18)

2.7 Students' Questionnaire

The questionnaire was designed for English students who are majoring in Didactics and Applied Languages at BBUAT. The content has seventeen (17) questions that helped the researcher to figure out their background information, students' use of translanguaging in EFL classes and reasons behind using it, as well as students' ideas and advice on how to implement translanguaging effectively. The questions will be analysed as follows:

2.7.1 Analysis

Section 1: Background Information

Q01: What languages do you speak or understand?

Table 2. 1: The Languages Spoken or Understood by the Students'

Option	Students' number	Percentage
Arabic	19	100%
French	13	68.4%
English	16	84.2%
Spanish	4	21.1%
Others	2	10.6%

In this question, when the participants were asked about which languages they speak, the majority of the respondents chose Arabic, with a total (100%). Moreover, (68.4%) explained

Chapter Two: Research Methodology, Data Collection and Analysis

that they speak the French language. Continuing with (84.2%) of respondents who confessed to speaking English. Lastly but not least, Spanish respondents with a total of (21.1%). A small number of respondents (10.6%) reported speaking Italian.

Q02: Do you consider yourself a bilingual student?

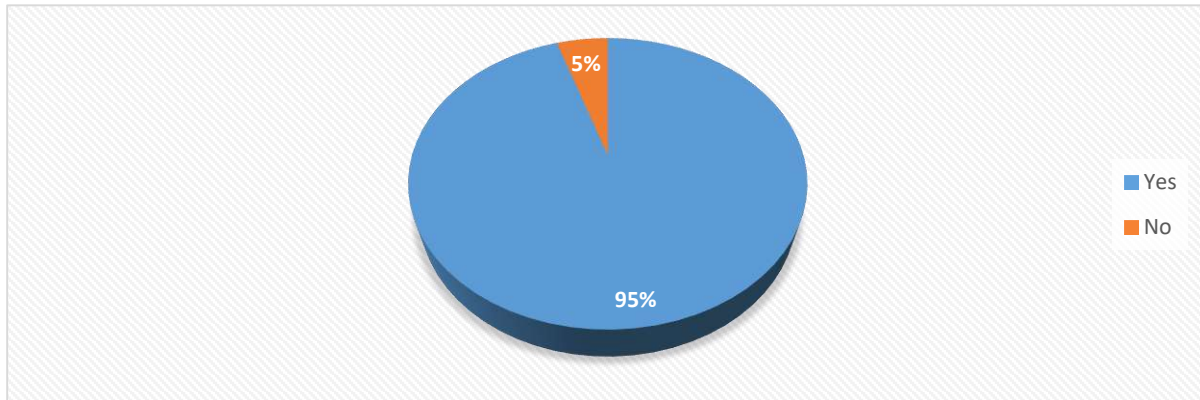


Figure 2.1 :Students' Bilingual Identity

The purpose of this question is to assess whether the participants consider themselves bilingual. As illustrated in the chart, the majority of respondents (95%), that is, nineteen students, have claimed that they are bilingual. while only one student (5%) said he/she do not.

Q3: Do you find any particular subject obstacles in learning?

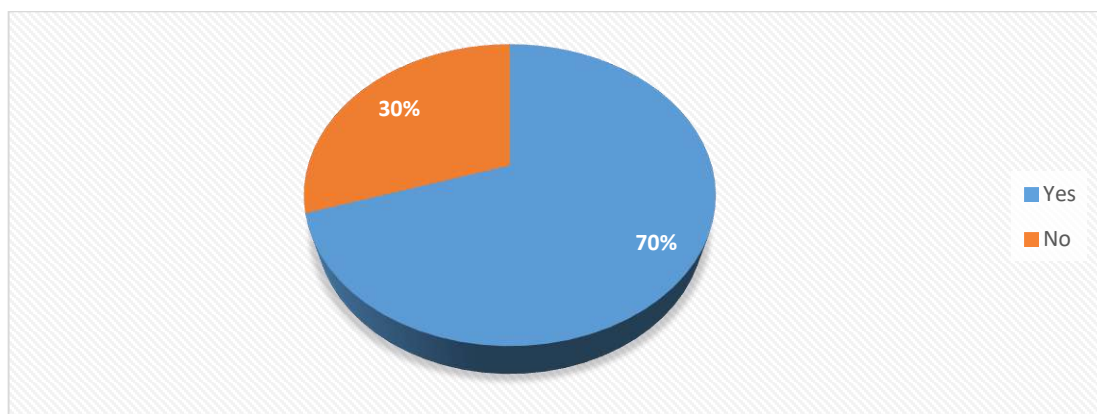


Figure 2.2:Students' Learning Challenges

The question aims to explore if the participants are facing some difficulties in learning. The results are clarified in the figure (70%), that is, fourteen students said no, whereas six students (30%) said yes, they have difficulties in learning. In the case of yes, they are asked to specify the obstacles they face in learning by giving a free answer. the answers provided are as follows:

_sometimes I cannot understand vocabulary

_ pronunciation

_oral speaking

_It differs from one to another, but generally is the inability to find a subject interesting or useless to learn and that correlate into not having motivation to learn it.

Q04: On a scale, how would you rate your overall English proficiency?

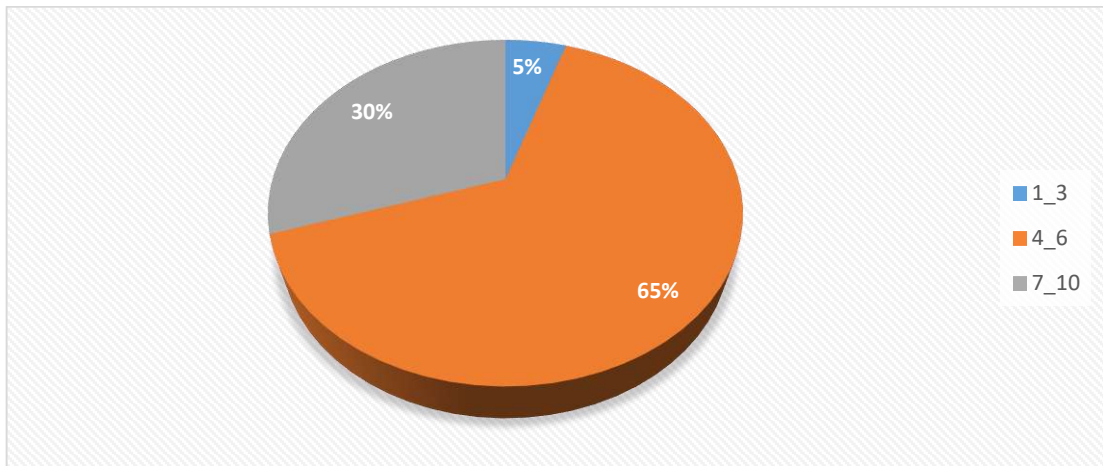


Figure 2.3: Students' English Proficiency

This question is concerning the rate of English proficiency; more than half of the total sample of thirteen students (65%) have assessed their level as 4-6. Moreover, six students (30%) have evaluated themselves as 7-10, while one student (5%) has considered his/her level as 1-3.

Q05: Do you interact with your classmates or friends using different languages?

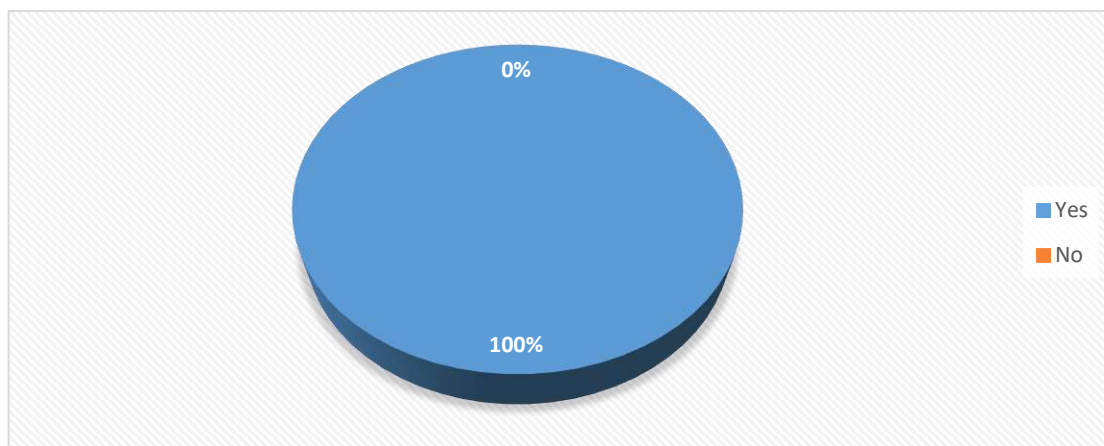


Figure 2.4 : Students' Multilingual Interaction

The purpose behind this question is to examine whether the students use different languages when communicating with their classmates or friends. According to the results presented in the above figure, all the participants, 20 students (100%), use more than one language when interacting with each other. To gain further insights about the role of multilingualism in classroom settings, they were asked to justify their choice are displayed in the table below:

Table 2.2: Justification of Using Multiple Languages in Peer Interaction

Justifications
<i>Because English is not our mother tongue and if we tend to use it all the time , we may face obstacles and others cannot understand the whole vocabulary you have ...so the amount of vocabulary changes from one student to the other</i>
<i>So we can learn news words from each other's</i>
<i>To practice and develop my pronunciation</i>
<i>Yes of course since we are all bilingual and share the same interests , it's easy to engage and interact in every conversation we have</i>
<i>Using different languages in the classroom will make the learners understand better</i>
<i>to improuve my communication skills and be active and used to it</i>
<i>Sometimes I can't find the word in my own language so I use the English or French.</i>
<i>improving speaking skills</i>

Because sometimes they don't really understand the meaning in English so I add the French or Arabic.

Better practice , and sometimes there is certain concepts or thoughts that are easier to indulge in , in another language

group discussion and interaction

Section 2: Translanguaging in EFL Classroom

Q06: Do you use translanguaging?

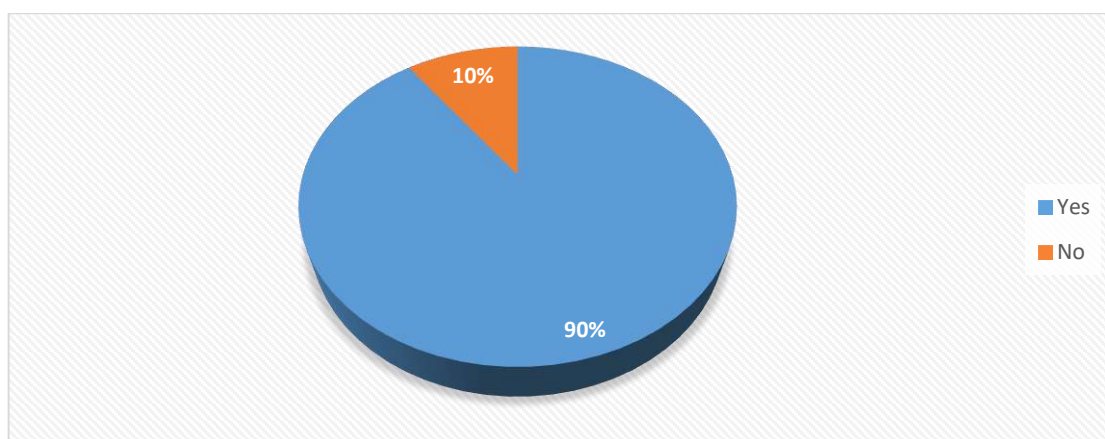


Figure 2.5: Students' Use of Translanguaging

This close-ended question aims to explore the use of translanguaging in classrooms. It is viewed that a high score of eighteen (90%) represents the participants who use translanguaging, while a low score of two (10%) represents participants who claimed they do not use it.

Q07: How often do you use translanguaging?

Table 2. 3: Frequency of Translanguaging Use

Option	Student' number	Percentage
Never	0	0%
Rarely	2	10%
Sometimes	14	70%

Chapter Two: Research Methodology, Data Collection and Analysis

Often	3	15%
Always	1	5%
Total	20	100%

The purpose of asking this question is to examine the frequency of translanguaging use. The data reveal that fourteen students (70%), a substantial majority of respondents, sometimes use translanguaging occasionally. Two students (10%), a minority of respondents, rarely employ translanguaging. Moreover, three students (15%), a notable proportion of respondents, often engage in translanguaging. In addition, one student (5%), a small group of respondents, always utilised translanguaging. Conversely, for never, none of the respondents chose it because they never use it.

Q08: Why do you use translanguaging?

Table 2. 4: Reasons for Translanguaging Practices

Option	Students' number	Percentage
Understanding difficult words	16	80%
Understanding new concept	13	65%
Interact with teacher	2	10%
Interact with peers	1	5%
Foster interaction	5	25%
Cultural identity	4	20%
Others	0	0%

The reason for this multiple-choice question is to know the reasons behind using translanguaging. The results in the above table show that the majority of the participants, sixteen (80%), use it to understand difficult words; it was the most selected reason for using translanguaging. Next, thirteen (65%) of the participants assume that it is used to understand a

Chapter Two: Research Methodology, Data Collection and Analysis

new concept. additionally, (25%) of the participants, five students, selected foster interaction option. Moreover, two students who represent (10%) of the participants have justified by selecting the reason for interacting with the teacher, and four students (20%) of the participants have selected that cultural identity is the reason for using translanguaging. Finally, one student (5%) of the participants has selected to interact with peers

Q09: Do you think that cultural norms have an impact on the use of translanguaging?

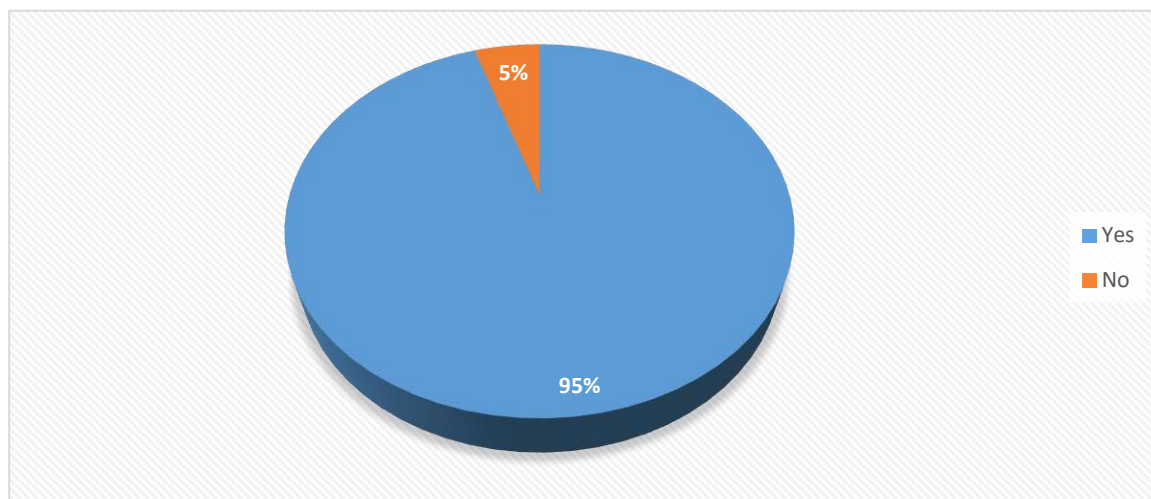


Figure 2.6: The Cultural Norms Impact on Translanguaging

In this question, the participants were asked if they think that the cultural aspects have an impact on the use of translanguaging. As the figure represents the results, the majority (95%), that is, nineteen students, agree on the idea that the cultural aspects impact translanguaging use, while (5%), that is, one student, do not. To know their opinion, they were asked to clarify through an open-ended question. The responses are as follows in the table below:

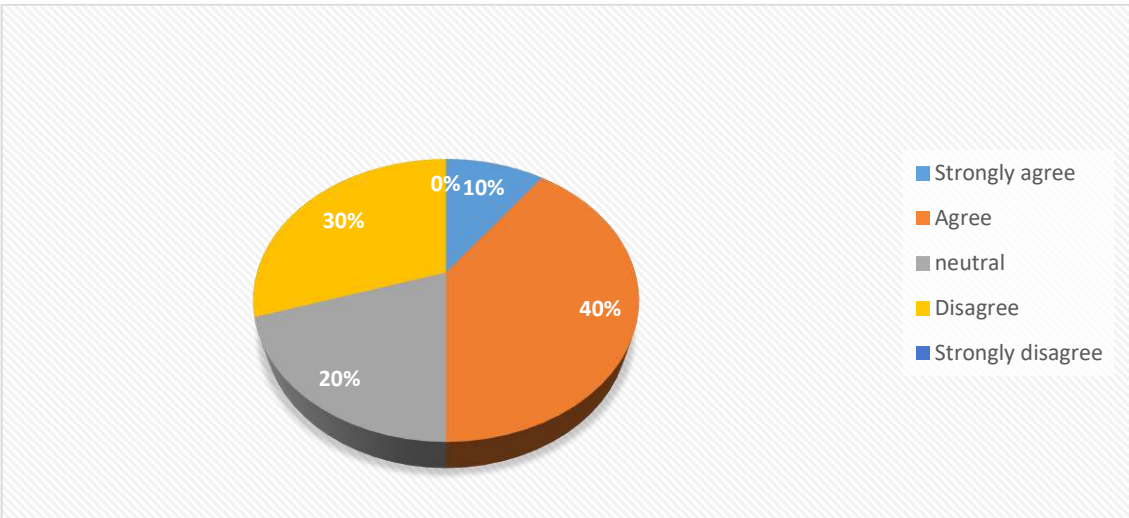
Table 2. 5: The Way the Cultural Norms Impact Translanguaging

<i>Well according to my understanding , cultural norms affect the way we are going to use the language and which language we are going to use ...is it Algerian Dialect , is it Moroccan Dialect...ect.</i>
<i>Yes, cultural norms strongly influence translanguaging. Societies with positive attitudes toward multilingualism encourage it, while others may stigmatize it. Schools, workplaces, and families shape its use based on language policies and traditions. Media and pop culture also impact its acceptance. Ultimately, cultural norms dictate when and where translanguaging is appropriate.</i>

Chapter Two: Research Methodology, Data Collection and Analysis

<i>Of course it has. We are living in a world with different cultural norms as we cross with different languages from different cultures we have to use translanguaging to interact and have a meaningful interaction with others</i>
<i>Yes, cultural norms shape translanguaging by influencing attitudes toward language mixing. In multilingual societies, it's often natural and accepted, while in monolingual or language-purist cultures, it may be discouraged. Social perceptions also play a role—some view it as a sign of intelligence and adaptability, while others see it as informal or improper.</i>
<i>because in the culture is way of learning and discovering</i>
<i>Yes, because there are some words are related only to that culture so you can't translated .</i>
<i>They affect students' confidence to mix languages</i>
<i>Cultural norms greatly influence the use of translanguaging by shaping how people view and practice language mixing. Factors like language prestige, identity expression, communication styles, social attitudes, and institutional policies determine whether translanguaging is accepted or discouraged. Cultures that value multilingualism and flexibility are more likely to embrace translanguaging, while those with rigid linguistic boundaries may limit its use.</i>

Q10: When you are assigned to do work in class, you use other languages besides English to do the task



Chapter Two: Research Methodology, Data Collection and Analysis

Figure 2.7: Students’ Agreement Level of Multilingual Competence in Academic Task

The question explores whether the informants use other languages besides English to discuss the tasks being assigned to them or not. To gain insights, they were asked to justify their choice. The findings revealed that 40% of informants agree that they use other languages besides English “*Maybe because of lack of vocabulary in the target language we use the the 1st language to understand and complete a task*” other student answer “*When working on a task in class, I sometimes use other languages besides English, especially if it helps me understand the content better...This makes learning easier and allows me to express myself more clearly before finalizing my work in English*” .Conversely, 30% disagree that they involve other languages besides the target one, one student clarification “*Because its an English class not multilingual class*” another response “*I disagree because this will make the language proficiency less and will affect the progress and the improvements of the student*”, and 20% of the informants choose to be neutral “*Not always somtimes when I find difficult concept*”. Additionally, only 10% strongly agree to use other languages besides English, while none of the informants chose strongly disagree

Q11: When things are ambiguous to your classmates, how would you clarify them?

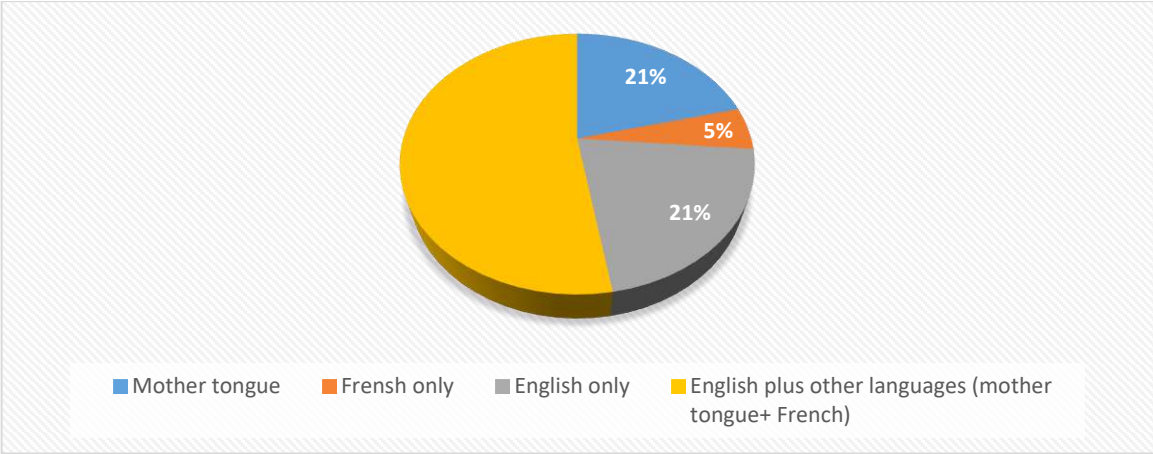


Figure 2. 8: The Language(s) Used to Clarify Ambiguities

The goal behind this question was to find out which language students prefer the most when receiving clarification from classmates. According to the results, (52.6%) of the participants said that they prefer to receive clarification in English plus other languages (mother tongue +French), while (21.1%) chose English only, and (21.1%) of the population preferred to receive it in their mother tongue. However, only (5.3%) preferred to receive simplified instruction in French only.

Q12: In which subject do you use the most translanguaging?

Table 2. 6: Subjects where Translanguaging is Most Used

Option	Students' number	Percentage
Psycholinguistics	3	15.8%
Psycho-pedagogy	5	26.3%
Micro-teaching	2	10.5%
Didactics	7	36.8%
Applied Linguistics	5	26.3%
Language Description	6	31.6%
Sociolinguistics	6	31.6%
Academic Presentation	7	36.8%
University Research Methodology	2	10.5%
Child Youth and Psychology	4	21.1%
Language, Culture and Society	7	36.8%

Chapter Two: Research Methodology, Data Collection and Analysis

In this question, the participants were asked about the courses in which translanguaging is more prevalent. It is shown that multilingual practices are actively employed during classes. Seven (36.8%) of the respondents chose Didactics, Academic presentation, Language, Culture and society. These are followed by classes of Language description and sociolinguistics; both of them had six students (31.6%) select them. Moreover, frequent occurrences of translanguaging, according to the five participants (26.3%), are recorded in the classes of both psych-pedagogy and applied linguistics. In addition, three with a total (15.8%) have selected a psycholinguistics course. Continuing with University Research Methodology and Micro-teaching, which were selected by two students (10.5%). For Child Youth and Psychology, four students with a total (21.1%). All in all, the results show that translanguaging is often used in language and teaching subjects to better ease language use and communication.

Q13: How can translanguaging be useful in the class?

Table 2. 7: The Benefits of Translanguaging in the Classroom

Option	Students' number	Percentage
Encouraging group work	9	47.4%
Fosters communication skills	9	47.4%
Increase understanding	12	63.2%
Reduce hesitation	5	26.3%
Others	1	5.3%

This question aims to explore the extent to which translanguaging is perceived as a useful strategy in the classroom. According to the table, the majority of participants (63.2%), representing twelve students, indicated that translanguaging enhances understanding. Additionally, (47.4%) with nine students stated that it encourages group work and fosters communication skills. Furthermore, (26.3%) of the participants agreed that it helps reduce hesitation. Some students also suggested that translanguaging helps to enhance other skills besides communication, like writing and reading.

Q14: Do your teachers accept using translanguaging while studying?

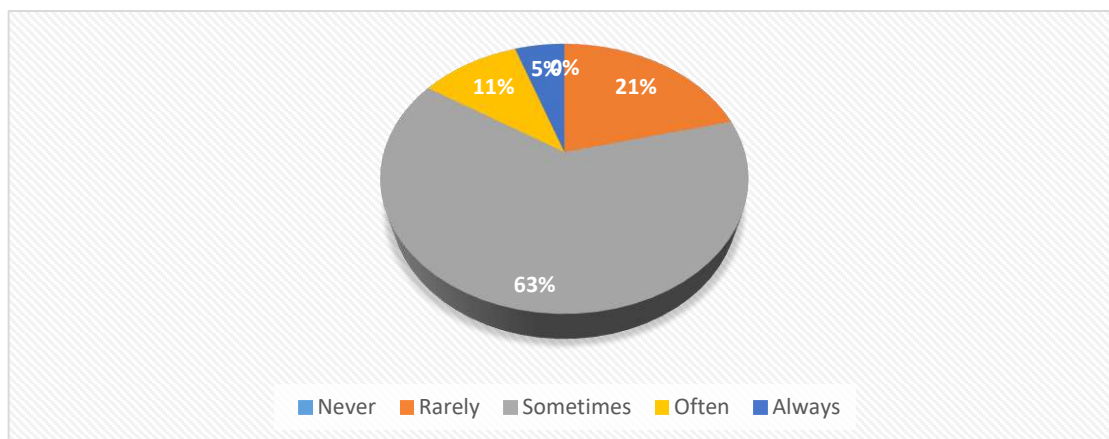


Figure 2. 9: Teachers' Acceptances towards the Use of Translanguaging in the Classroom

For this question, the participants were asked to say whether they were allowed to use translanguaging while studying. the majority of the participants, with a total of 63.2% they selected sometimes, followed by four participants with a total (21.1%)who chose rarely. Moreover, two participants (10.5%) voted often. Whereas, one participant selected always with a total (5.3%), while none of them selected never.

2.7.2 Summary of the Main Results

The collected data from the students' questionnaire, both approaches that were used in this study were analysed quantitatively and qualitatively to explore how translanguaging affects interaction and engagement among master one EFL students'. Provided the research with a range of data, in the first section, including the participant background information and the students'. The findings showed in the second section that the participants often switch between languages due to vocabulary gaps, using translanguaging to express themselves, understand complex ideas, and stay engaged. It also supports classroom interaction, especially for students' with intermediate English skills. Cultural influences were noted, with students' viewing translanguaging positively as a helpful tool in multilingual learning environments.

2.8 Teachers' Semi-structured Interview

The teachers' semi-structured interview helps the researchers to know the teachers' background information and to focus on their perspectives toward the translanguaging use in the classroom. also examines suggestions and recommendations regarding this strategy. It was administered to nine teachers, and four teachers answered it.

2.8.1 Analysis and Interpretation

Section 1: Background Information

Chapter Two: Research Methodology, Data Collection and Analysis

Q1: How long have you been teaching English at the university?

The aim behind asking this question is to know the years of teaching experience at the University for each of the interviewers. The first teacher stated that she has been teaching English for 16 years, while the second one claimed that she has worked as a teacher for 15 years. Continuing with the third one, she has been teaching for 13 years. Lastly, the fourth one has 9 years of experience.

Q2: What is your field of specialism?

The goal behind this question is to know the teachers' speciality. The given answer has shown different fields like sociolinguistics, English for Specific purposes, Didactics and Applied Linguistics.

Q3: Which subject are you teaching currently?

In the third question, the informants asked which subjects are teaching, the variety of courses that the informants are in charge teaching, the first one teach Comprehension Oral Expression and psych-pedagogy, the second teach Didactics and Applied Linguistics, following by the third teacher which teach Linguistics and phonetics, while the last one teach Applied Linguistics, Sociolinguistics and Written Expression.

Q4: As a teacher, do you use translanguaging in your speech in the class?

This question was asked to investigate if the interviewers use translanguaging in their speech when teaching; half of the interviewers (50%) use translanguaging while the others (50%) do not.

Section 2: EFL Teachers' Translanguaging Perspective

Q5: Do you notice your students use translanguaging in the classroom?

The objective of this question is to determine whether teachers' have observed their students' using translanguaging in the classroom. All teachers responded affirmatively. To gain further insight into the specific languages being used, the participants were asked to identify them. All teachers confirmed that Arabic is the most frequently used language, followed by French and English, which were mentioned by three teachers.

Q6: Do you allow your students to use translanguaging?

Chapter Two: Research Methodology, Data Collection and Analysis

This question aimed to explore whether teachers permit the use of translanguaging in the classroom. The majority of participants indicated that it is sometimes allowed, while others selected responses ranging between rarely and often. Participants also provided justifications for their choices, offering insights into the circumstances under which translanguaging is accepted or refused, because they are supposed to try to find a way to express themselves in English. To increase and facilitate communication. To gain time and in difficult situations. This may facilitate interaction and comprehension.

Q7: How would you deal with students who use translanguaging when seeking clarification?

The purpose behind this question is to know how teachers handle students who employ translanguaging when seeking clarification. Half of the interviewees stated that their explanation is based in English only. Moreover, the other half is divided between two, the first who said they would explain in English and the mother tongue, while the second who selected that explain in English and other languages (French, Arabic, and mother tongue), none of the teachers chose to explain in the mother tongue.

Q8: In your opinion, what are the reasons for using translanguaging?

This question aims to explore the underlying reasons why students' engage in translanguaging during moments of clarification. While difficulties in understanding were identified as a common cause by all three teachers interviewed, additional factors such as cultural differences, the absence of equivalent terms across languages, and the presence of bilingual students' were cited by two of the teachers as contributing to the use of translanguaging.

Q9: Do you consider that the cultural aspect has an impact on the use of translanguaging?

This question aims to investigate the perceived impact of cultural aspects on the use of translanguaging. The results indicate that a significant majority of teachers believe cultural aspects do influence translanguaging practices. However, one teacher expressed uncertainty or disagreement. The teachers justified their responses as follows:

_it is just a question of lack of vocabulary

_there are cultural differences

Chapter Two: Research Methodology, Data Collection and Analysis

_As culture and language are interconnected, students who belong to another culture may automatically shift to their own language when interacting with their peers or when engaging in classroom activities.

Q10: Do you think that using translanguaging helps student interaction and engagement in the class?

This question seeks to investigate teachers' perspectives on whether translanguaging enhances students' interaction and engagement. The findings reveal that three teachers believe translanguaging positively contributes to promoting students' interaction and engagement. In contrast, one teacher responded negatively. Furthermore, the teachers provided justifications explaining how translanguaging supports students in these areas.

Q11: Do you consider using translanguaging a helpful strategy for teaching and learning?

This question investigates whether translanguaging is perceived as a helpful strategy for teaching and learning. The results indicate that three teachers responded affirmatively, suggesting that translanguaging is beneficial in educational contexts. However, a minority of respondents expressed a differing opinion, indicating disagreement with this view. Their justifications are as follows:

_this could be the last recourse but not a means of learning in itself

_students are able to think in multiple languages simultaneously and use their home language as a vehicle to learn academic English

_save time and easy understanding

_Even in developed countries, teachers are actually allowing their students to use different languages since this strategy triggers students' motivation and cleverness.

Q12: Does translanguaging affect student performance?

This question aims to investigate whether translanguaging affects students' performance. All respondents (100%) answered "yes," indicating a unanimous belief that translanguaging has an impact on student performance. Interviewers elaborated on their answers by offering justifications that highlight how translanguaging contributes to or affects students' academic performance as follows:

_Translanguaging means no efforts, and this is just not helpful to learn a language

_By enabling them to make connections between their home language(s) and English,” as well as help them understand other subjects.

_help them understand

_I think the answer is provided in the previous question.

2.8.2 Summary of the Main Results

The instruments used in this study are teachers’ semi-structured interview. It investigate teachers opinion regarding the use of translanguaging, the findings have showed that hypothesis is confirmed, since the majority of the teachers are agreed to use translanguaging approach in classroom for the purpose to provide learners an opportunity to participate and enhance their learning process, where they face difficulty to find the equivalent words, or the lack of vocabulary and the L1 is the most language used. Moreover, an additional reason why teachers allow translanguaging, when s/he observe that students have problems in understanding difficult subjects. Remarkably, they tend to use it to increase and facilitate communication and gain, also facilitate interaction and comprehension.

Thus, translanguaging is using other languages to enhance understanding of the target language. The findings demonstrate that using multiple languages increases students’ understanding through translanguaging, as it is a productive strategy to foster language growth. Therefore, teachers must take into consideration the use of the translanguaging strategy in EFL classrooms, since it has a positive attitude. Hence, teachers must know the learning styles, proficiency level, cultural background, and vocabulary baggage as well as the challenges faced in learning.

2.9 Conclusion

The current chapter focuses on displaying the results obtained from the analysis and interpretation through the use of two research instruments, i.e. questionnaire and a semi-structured interview. A questionnaire was delivered to Master one students’, and the semi-structured interview was addressed to EFL teachers’ at Belhadj Bouchaib University. This chapter is designed to answer the research questions and test hypotheses which have been outlined previously. Lastly, the researchers integrate some suggestions that will be reviewed in the following chapter and provide recommendations for teachers’ regarding the use of the translanguaging strategy for effective interaction and engagement in EFL classrooms.

Chapter Three:
Suggestions,
recommendations
and Pedagogical
Implications

3.1 Introduction

3.2 Discussion of the Main Results

3.3 Suggestions and Recommendations

3.3.1 Suggestions for Teachers

3.3.2 Recommendations for Practical Implications

3.3.2.1 Peer and Group Work Activities

3.3.2.2 Classroom Group Work through Interactive Activities

3.4 Conclusion

3.1 Introduction

The previous chapter addressed the interpretation of data collected from students' questionnaires and teachers' semi-structured interviews to analyse the effect of using translanguaging in the EFL classroom. The current chapter discusses the pedagogical implications of the study's findings. In addition, it offers some suggestions and recommendations to enhance the effective implementation of translanguaging strategies in multilingual classrooms. These strategies are intended to support both students and teachers in fostering greater interaction and engagement in communication skills.

3.2 Discussion of the Main Results

Multiple data collection techniques were utilized to gather information to examine the effect of translanguaging on EFL students' interaction and engagement. The techniques were utilized to collect data. These instruments were a questionnaire disseminated to 20 EFL students of master one Didactics and Applied Languages and semi structured interview disseminated to 4 teachers of Belhadj Bouchaib University at the English department. The objective of this research is to investigate the effectiveness of translanguaging among students' interaction and engagement.

The main results of the study indicates that the use of translanguaging positively impacts students' communication, interaction, and engagement in the classroom. The students' questionnaire revealed that the use of translanguaging is the best strategy for students where they have difficulty to find the equivalent words, as well as face obstacles to understand the difficult subjects materials. As students are bilingual, they employ translanguaging due to a lack of vocabulary and equivalent words, tending to use other languages in addition to the language being taught to facilitate their interaction. In which the first research question seeks to discover the reasons that lead EFL students to use translanguaging. Thus, these findings support the first hypothesis that EFL students may engage in translanguaging to overcome their lack of vocabulary in the target language, to compensate for the vocabulary gaps (the equivalent words) in the target language and to maintain fluency during interaction. It aims to facilitate the learning process and enhance communication skills and understanding of difficult concepts. The second research question aimed to explore the effects of translanguaging on EFL students' interaction and engagement in the educational context, teachers have shown different perspectives about the effects of translanguaging on EFL students' academic performance. The findings of the students' questionnaire showed that students' encounter barriers in grasping

Chapter Three: Suggestions, recommendations and Pedagogical Implications

subject material, and due to their intermediate level of English, they tend to employ other languages to interact and actively participate in the learning process. Additionally, the majority of students' asserted that cultural norms affect translanguaging, with culture serving as a means of learning and discovery, and influencing people's attitudes, particularly in multilingual societies. Consequently, the results of the current study demonstrate that most students' hold positive attitudes towards utilizing translanguaging to enhance their interaction and engagement in classroom. As a result, the students' encounter barriers in grasping subject material and due to their intermediate level of English, they tend to employ other languages to interact and actively participate in the learning process. These results confirm the second hypothesis that TRL encourage interaction with peers and teachers to foster their communication ability.

Therefore, to ensure the reliability and the validity of the research, a semi-structured interview was added as a second tool of data collection to know the teachers' perspectives towards TRL. The teachers' semi-structured interview asserted different perspectives towards translanguaging. the majority of the teachers agree and accept the use of the translanguaging approach in the classroom due to students' limited vocabulary, with their first language being the most frequently used. Hence, it facilitates learners' engagement and promotes the enhancement of the educational process. Additionally, the teachers reported that the learners' tend to use TRL to increase and facilitate communication. The findings showed that the hypotheses are confirmed. The first hypothesis is confirmed since students' use their mother tongue or the second language due to the lack of vocabulary to learn the target language. Besides it helps in confirming the second hypothesis that TRL encourage interaction with peers and teachers to foster the students' communication ability.

In conclusion, this research confirms that both hypotheses are confirmed through the obtained data from students' questionnaire and teachers' semi structured interview, indicating that translanguaging has a positive impact on interaction, whether through the use of students' first or second language. These findings suggest that educators can leverage translanguaging to enhance students' engagement and promote more effective communication in multilingual classrooms.

3.3 Suggestions and Recommendations

As addressed in the study, mentioning that applying translanguaging as a strategy in the EFL classroom is a key element in fostering a communicative atmosphere for the educators and learners. To better ease interaction and engagement during conversation, EFL learners used multiple languages to increase and gain a general comprehension of various topics. The result of the data collected guides the researchers to formulate some suggestions and recommendations for teachers and learners, aimed at increasing learners' understanding and the strategies used to facilitate interaction in EFL classes.

3.3.1 Suggestions for Teachers

This part explores suggestions for EFL teachers' and students' on how to implement translanguaging as a pedagogical approach in EFL classrooms. It also examines the extent to which translanguaging can be considered an effective and successful pedagogy. The discussion according to the ideas drawn from the literature review, as well as the data collected from the students' questionnaires and teachers' semi-structured interviews, in order to gain a deeper understanding of their perspectives on translanguaging use in classrooms.

A/Using Multilingual Materials

To promote students' interaction and engagement in EFL classrooms, teachers can incorporate multilingual materials that support active participation. This may include the use of textbooks, instructional videos, and other educational resources in multiple languages to facilitate comprehension and learning. It is essential for educators to consider the students' language proficiency levels when designing such materials. Furthermore, pedagogical approaches that encourage collaboration and peer support can be highly effective. Providing materials in several languages enables students' to draw upon their full linguistic repertoires, making content more accessible and meaningful.

By utilizing these resources, learners' are better equipped to grasp complex concepts. Allowing students to use their first language for brainstorming and initial idea development can enable them to articulate their thoughts more clearly in English. This practice not only supports deeper understanding but also contributes to building learners' self-confidence and motivation. When instructors create a classroom environment that validates the use of multiple languages, they foster opportunities for discussion, enhance cognitive processing, and stimulate critical thinking. Such an inclusive approach is central to maximizing students' participation and promoting equitable learning outcomes in EFL contexts. Educators should create a classroom

Chapter Three: Suggestions, recommendations and Pedagogical Implications

environment that prioritizes effort over perfection. This can be achieved through open discussions, group activities, and collaborative projects that focus on effective communication. Cultivating a supportive and relaxed atmosphere, teachers can reduce learners' anxiety, boost participation, and build confidence in language use.

B/Peer and Group Collaboration

Peer and group work collaboration is one of the effective instructional strategy employed in the classroom. This approach involves learners' working together to discuss or complete tasks given by the teacher. In education, peer collaboration fosters active learning by enabling students' to learn from one another, promote social interaction, enhance creativity, and develop solutions to real-world problems. However, this method can also present challenges, such as differing viewpoints among students and limited participation due to time constraints. To ensure successful peer collaboration, it is essential for instructors to establish clear objectives for each task and to provide equal opportunities for all students to contribute meaningfully to the activity. However, group work is a collaboration used as a strategy where more than three collaborators work on it. Participants can share their ideas and perspectives while interacting through the use of translanguaging when they are allowed to use their linguistic repertoire; in this way, learners are motivated and confident to express their opinions, clarify hard concepts as well as create and engage in debatable topics, also it helps them in reducing anxiety. Thus, they can learn new concepts from this engagement; For those who cannot express themselves in the target language by transferring information using L1 or with the help of peers, as a result, interaction and engagement will be enhanced.

C/Interactive Activities

Improving the competence of learning and teaching is considered a fundamental aspect in educational settings. Instructors are not only the source of information but also a guide in the classroom. Therefore, teachers are expected to adopt methods and strategies for supporting learning through collaborative activities.

One of this instructional models is Interactive activities which refers to a teaching process that requires to activate students through cognitive development in order to foster students engagement and collaboration, in which learners engage independently as well as to explore knowledge through questions, involve students group collaboration, thinks -Pairs-Share means instructors raises an issue or question, which promotes diversity of thought by presenting

Chapter Three: Suggestions, recommendations and Pedagogical Implications

learners a wide range of view point. Thus, strengthens their ability to think critically and solve problems. Moreover, there are other methods, for example, implementing student-led instructors, which can be an effective pedagogical approach as well as it is an efficient method that can reinforce students' understanding, requires participation and interaction. Also, Translation tasks involve teachers providing students with written texts, audio recorded, and videos, which can be interactive and efficient in the classroom to develop their metalinguistic awareness and foster communication skills. One of the interactive activities is a jigsaw activity. It is a collaborative learning approach where teachers propose to their students such collaborative task, it is used in classroom settings that foster teamwork. Moreover, teacher divide students into small groups then provide each group with specific topics or tasks to work, members who have the same topics meet to discuss and learn about topics. After becoming experts each member's returns to the group as well as to explain and share knowledge with group members. This activity activate students' participation and enhance their understanding and problem solving skills

D/Trained Teacher

Educators in professional degrees have multiple responsibilities, including teaching in the classroom and guiding students in practical settings, it is significant aspects in development that boost their performance. One of the approaches that is used is teacher training, which means giving instructors the training and essential materials for effective use.

Besides, allowing teachers to implement a translanguaging practice approach in the classroom where students can use multiple languages and linguistic resources. Therefore, can connect the first language with the school language to gain new knowledge, enhancing a deeper understanding, and supporting their academic performance. Yet, teachers explore how bil/multilingual learners acquire knowledge, especially when they tend to switch between languages. This phenomenon strengthens their critical thinking skills as well as promotes problem-solving and flexibility in the learning process.

E/Classroom Policy

Tranlanguaging and classroom polices are interconnected concepts that are gathered and used in a multilingual setting. Language policy in education determines which language is useful, and whether the target language is allowed, as well as whether the student has the right to use their home language. This approach serves as a guideline for translanguaging practice. When the English language is the medium of instruction, this may cause difficulty in language

comprehension and participation. Thus, for an interactive environment, police makers who support multilingualism have a positive attitude toward language shifting, which includes both home and target languages to promote equal use of both languages. In this way, teachers receive more training in order to use TRL as a pedagogy in their classrooms. Therefore, classroom policies must adopt a flexible and adequate decision regarding language use toward translanguaging practice.

F/Incorporating Cultural Relevance

One of the strategies that can be integrated in classroom learning is cultural relevance. It provides an opportunity for students' to interact with teachers, as well as to enhance their academic performance. Cultural relevance in education involves creating inclusive learning environments that recognize and value students' diverse cultural backgrounds, experiences, and perspectives. By integrating students' real-world contexts into academic content, this approach promotes engagement, motivation, and a sense of belonging.

Hence, the incorporation of cultural relevance into the curriculum has significant impact on students' interaction and motivation. It offers several benefits including the improvement of students' interaction and Participation. Furthermore, developing relationship between academic materials and students' real life experiences. This approach promotes increased motivation as well as can enhance the students' academic performance in their academic learning process. Moreover, it builds a bridge between students' personal and academic content when students encounter their own cultures and traditions in the curriculum, fostering a powerful connection between their personal lives and academic learning, validating their identities and promoting a sense of belonging within the school community. In addition, educators can develop their critical thinking skills by encouraging students to examine their cultural context and societal norms critically by integrating cultural relevance into curriculum development. Thus, educators can foster an inclusive learning environment that empowers students to succeed academically.

G/Bilingual Dictionary

Since TRL is the language shifting, it is highly recommended that students who struggle of lack of vocabulary tend to use other languages besides the target language, having a dictionary in hand may facilitate the learners' acquisition of new concepts. Thus, this tool is recommended by teachers to use as a translanguaging strategy in multilingual education. A bilingual dictionary helps the learners by providing the exact pronunciation of the complex words, and it also provides a direct translation and clarifies the meaning. While, translanguaging

occurs at the sentence level with the use of constructing meaning for learning, whereas, dictionary offers word translation and facilitates vocabulary access. For this reason, educators may blend this strategy by providing such activities, like assignments where they mix languages through paragraph writing, presentations or group discussion.

H/Integrating Translanguaging with Technology

The integration of technology within translanguaging is considered as a pedagogical practice that teachers suggest use to incorporate ICT in education. Provides a comprehensive process for both educators and learners, and they can also access online platform courses such as Moodle and Google Classroom, which facilitate the access to instructional materials and assignments. The teacher posts lessons and assignments that are sometimes explained in both languages or language shifting is allowed.

Digital dictionary and translation tool are helpful tool in knowing the exact meaning of words, by using bilingual dictionary applications that facilitate the vocabulary and grammar acquisition, the student can hear the correct pronunciation as well as the different use of the searched word. In the recent era of technology videos provide accessibility as learning material also a subtitles which is can be translated into many languages that corresponds the learners native language which help them to construct knowledge in the target language based on the common language.

The translanguaging pedagogy increases the learners' motivation and self-confidence with the implementation of technology in the learning and teaching process by using Information and Communication Technology (ICT), which is important in the field of education, enabling e learning and digital literacy. As a result of this combination they can feel at ease with using their linguistic repertoire with their mates. As a result, technology is an effective tool for translanguaging pedagogy practice in enhancing digital literacy and supporting effective teaching and learning in diverse linguistic contexts.

3.3.2 Recommendations for Practical Implications

The researchers recommend some practical practices regarding the integration of translanguaging in the EFL context, which is an efficient strategy to improve and develop students' cognitive progress and proficiency level. Providing educational activities that include translanguaging in EFL classrooms.

3.3.2.1. Peer and Group Work Activities

According to the findings of this study, it is recommended that EFL teachers adopt peer and group work to enhance the interaction between their students. To have an active participation. This view is supported by Vygotsky's theory, the learner can learn by:

_using scaffolding techniques and strategies in which the learners have to use their existing knowledge by solving such tasks guided by the educators. The teacher will connect the lesson to the students' prior knowledge. At first, they will receive guidance by helping them to learn new concepts and how this task will be solved by clearly demonstrating how it will be done, then, the support will decrease as the students become more proficient and solve it independently.

_ It encourages students' collaboration in pair classroom activities, where both of the student and the teacher work together, in which the teacher asks a question and the students solve the problem. Consequently, it helps them to practice the new skill as they are involved in the learning process, shifting from teacher responsibility to student-centred approach.

_ Integrating interactive activities through dialogue and discussion. The students will employ what the teacher has explained and use the developed skills.

_ The use of the first language as a primary tool for thinking, then explaining in the target language, as the lesson is linked to students' prior knowledge, they will access their linguistic repertoire and brainstorm, which permits them to use their L1 to better understand the provided task .

3.3.2.2 Classroom Group Work through Interactive Activities

Group work is where a group of learners work together in classroom settings, sharing ideas, points of view to make learning easier, especially for students' who find difficulty in understanding concepts. For example, instructors provide such interactive activities in the classroom and do them in group work.

Group work is a student-centred approach that provides the freedom to students to work together and take charge of their learning process. To achieve this, instructors should create a supportive learning atmosphere where learners can feel more confident, especially for introverted learners, to share their ideas and participate. Furthermore, effective communication skills are also essential to ensure productive learning. However, learners also need to have a clear comprehension of the group task objectives, requirements and expectations to work effectively in achieving them. Teachers should design tasks such as problem-solving scenarios,

Chapter Three: Suggestions, recommendations and Pedagogical Implications

case studies, which the learners' can analyse the case, then provide the accurate solutions related to the case. These tasks need to be relevant for an interactive learning atmosphere. It promote critical thinking as well as motivate their interaction and participation.

3.5 Conclusion

This chapter highlights the use of translanguaging in EFL classes, specifically its impact on the students' interaction and engagement. It offers some suggestions that will guide the teachers in implementing these solutions in their courses. Moreover, it explores how they are helpful. Moreover, it presents some recommendations that may encourage EFL teachers and learners to ensure translanguaging practice in the learning process.

General Conclusion

General Conclusion

Learning a foreign language is highly significant in real-life situations. Hence, English has gained attention in some countries where it is considered as an official language, while in others it serves as a medium of instruction for learning new languages or understanding subject materials to develop language skills. Consequently, it plays a vital role as a lingua franca. EFL learners tend to use their background knowledge to understand the target language. Researchers have focused on language use, particularly investigating translanguaging, which has gained popularity in recent years, in the context of multilingual education. Thus, this research was carried out to explore the effect of translanguaging on EFL students' interaction and engagement. The aim of this study is to determine the teachers' perspectives on the use of translanguaging in their classes.

This research paper consists of three main chapters. The first chapter addresses the theoretical framework and reviews the literature. It provides an overview of translanguaging by discussing its origin and development, while also highlighting the differences between related concepts. Furthermore, it examines the advantages and disadvantages of translanguaging in education and investigates translanguaging as a pedagogy in EFL classrooms.

The second chapter covers the research methodology and data analysis, starting with the description of the target situation and the sample population that is being chosen. In addition to the data procedures. The latter provides the data analysis and interpretation of the collected data from both students' questionnaire and teachers' semi-structured interview to achieve valid and reliable research.

The last chapter was devoted to the discussion of the main results, as well as some suggestions and recommendations for implementing TRL as an effective strategy in EFL classes.

To investigate the effect of translanguaging on EFL students' interaction and engagement, a case study was conducted in the English Department of Letters and English Language at BBU. Master's One Didactics and Applied Languages were involved in this investigation. To achieve the objectives of the present study, and obtain responses to the research questions to test the raised hypotheses. The researchers employed a mixed-methods approach, blending an online questionnaire delivered to EFL students and semi-structured interviews conducted with EFL teachers. The data collected was analysed both qualitatively and quantitatively.

General Conclusion

According to the findings, suggestions and recommendations have been suggested for both students and teachers to integrate translanguaging as a pedagogical strategy in EFL classes. Thus, the results obtained have confirmed the proposed hypothesis. The researchers hypothesised that EFL students may engage in translanguaging to overcome their lack of vocabulary in the target language, to compensate for the vocabulary gaps (the equivalent words) in the target language and to maintain fluency during interaction. The second hypothesis Translanguaging may encourage interaction with peers and teachers to foster their communication ability. The results have shown that the hypotheses were confirmed. Furthermore, limited vocabulary represents a key factor in the implementation of translanguaging practices in the EFL classroom. Which can be effective in increasing students' proficiency and interaction in multilingual classrooms.

Hence, the finding revealed that due to limited vocabulary and difficulty finding equivalent words in the target language, thus, L1 is the most frequently used language. The second hypothesis indicates that Teachers also permit translanguaging to help students understand complex topics, enhance communication, and support interaction and comprehension. The study covers some suggestions and recommendations that may be seen as useful solutions for using translanguaging in EFL educational settings.

As with any research study, this study encountered challenges that limited access to necessary data. Multiple obstacles need to be discussed. Firstly, the majority of translanguaging resources need payment, hindering researchers' accessibility to the source. The study aimed to encompass 65 students, but due to the difficulty of cooperation among students, and the lack of detailed responses. Also, inadequate response justification leads to incomplete data from the questionnaire. Unfortunately, during the research, we faced a technical issue with the computer during the investigation phase, which disrupted the research process and caused a one-week delay in progress. Due to this limitation, it paved for further research to investigate other points that have not been discussed. Thus, further research can use one of the suggested strategies that are proposed and discussed above, as well as the impact of translanguaging on language proficiency, as a future investigation. In addition to translanguaging in written assessment.

To conclude, the research clarifies language shifting by highlighting translanguaging concepts, as well as the problems and difficulties faced when incorporating this approach. This study aims to meet the research objectives of exploring the implementation of this method in

General Conclusion

an EFL setting. Translanguaging can enhance communication skills and serve as a source of motivation. Thus, it fosters interaction and participation to ensure academic achievement.

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APPENDICES

APPENDIX A

APPENDIX A

Students' Questionnaire

The following questionnaire is part of a master project carried out to investigate the effect of translanguaging on EFL students' master one Didactics and Applied Languages. Please answer the following questions as clearly as possible.

N.B Translanguaging is the use of another language to reinforce another with the aim of increasing the understanding.

Section01: Background Information

1. What languages do you speak or understand?

- Arabic
- French
- English
- Spanish
- Others

2. Do you consider yourself a bilingual student?

- Yes No

3. Do you find any particular subject obstacles in learning?

- Yes No

_ If yes, what are those obstacles?

.....

4. On a scale, how would you rate your overall English proficiency?

- 1_3 4_6 7_10

5. Do you interact with your classmates or friends using different languages?

- Yes No

-Why?

APPENDIX A

Section 2: Translanguaging in EFL Classroom

6. Do you use translanguaging?

- Yes No

7. How often do you use translanguaging?

- Never
 Rarely
 Sometimes
 Often
 Always

8. Why do you use translanguaging?

- Understanding difficult words
 Understanding new concept
 Interact with teacher
 Interact with peers
 Foster interaction
 Cultural identity
 Others

9. Do you think that cultural norms have an impact on the use of translanguaging?

- Yes No

_How?.....

10. When you are assigned to do work in class, you use other languages besides English to do the task

- Strongly agree Agree Neutral Disagree Strongly disagree

APPENDIX A

_why?.....

11. When things are ambiguous to your classmates, how would you clarify them?

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

12. In which subject do you use the most translanguaging?

- Psycholinguistics
- Psycho-pedagogy
- Micro-teaching
- Didactics
- Applied Linguistics
- Language Description
- Sociolinguistics
- Academic Presentation
- University Research Methodology
- Child Youth and Psychology
- Language, Culture and Society

13. How can translanguaging be useful in the class?

- Encouraging group work
- Fosters communication skills
- Increase understanding
- Reduce hesitation

APPENDIX A

Others

14. Do your teachers accept using translanguaging while studying?

Never

Rarely

Sometimes

Often

Always

15. What makes you stop using other languages in the classroom

Affects the evaluation mark.

Prevented by the teacher.

Decrease the cognitive learning abilities.

others.....

Section 3: Suggestions and Recommendations

16. In your opinion, what do you suggest to make translanguaging possible in the classroom?

.....
.....

17. In your opinion, does translanguaging affect your interaction and engagement in the classroom? How?

.....
.....

Thank you for your participation

APPENDIX B

APPENDIX B

Teachers' Semi-structured Interview

Dear teachers,

This interview is part of a master project carried out to investigate the effect of translanguaging on EFL students' master one Didactics and Applied Languages. Would you please answer the following questions as clearly as possible.

N.B Translanguaging is the use of another language to reinforce another with the aim of increasing the understanding.

Section 1: Background Information

1. How long have you been teaching English at the university?

.....

2. What is your field of specialism?

.....

3. Which subject are you teaching currently?

.....

4. As a teacher, do you use translanguaging in your speech in the class

Yes No

Section 2: EFL Teachers' Translanguaging Perspective

5. Do you notice your students use translanguaging in the classroom?

Yes No

_ If so, what languages are used?

Arabic

French

English

Spanish

APPENDIX B

Others.....

6. Do you allow your students to use translanguaging?

Never

Rarely

Sometimes

Often

Always

why?

7. How would you deal with students who use translanguaging when seeking clarification?

Explain in English only.

Explain in the mother tongue.

Explain in English and the mother tongue.

Explain in English and other languages (French and Arabic, mother tongue)

Others.....

8. In your opinion, what are the reasons for using translanguaging?

Cultural differences

Lack of equivalent word

Habit

Difficulties in understanding

Bilingual student

Others

9. Do you consider that the cultural aspect has an impact on the use of translanguaging?

Yes

No

APPENDIX B

_ How?.....

10. Do you think that using translanguaging helps student interaction and engagement in the class?

Yes No

_ How?

11. Do you consider using translanguaging a helpful strategy for teaching and learning

Yes No

_ How?.....

12. Does translanguaging affect student performance?

Yes No

_ How?

Section 3: Suggestions and Recommendations

13. What do you suggest as a teacher to better ease the interaction between the students in EFL Classrooms?

.....
.....

14. What strategies would you recommend for an effective interaction while using translanguaging in EFL classes at the university?

.....
.....
.....

الملخص:

يركز هذا البحث على استكشاف تأثير ممارسة الترجمة اللغوية على مشاركة طلاب اللغة الإنجليزية كلغة أجنبية وتفاعلهم. وقد قام الباحثان بدراسة حالة دراسية من خلال جمع وتحليل البيانات من الطلاب والمعلمين، ثم بعض الاقتراحات والتوصيات التي قد تكون مفيدة في هذا البحث، حيث أظهرت النتائج أن الترجمة اللغوية تؤثر إيجاباً على مشاركة الطلاب وانخراطهم في اللغة، كما أظهرت النتائج أن موقف المعلمين الإيجابي تجاه استخدام الطلاب للذخيرة اللغوية بسبب نقص مفردات اللغة الهدف التي تسمح لهم بالفهم الكامل للموضوع.

الكلمات المفتاحية: الترجمة اللغوية، اللغة الإنجليزية كلغة أجنبية، للذخيرة اللغوية، اللغة الهدف

Résumé:

Cette recherche se concentre sur l'exploration de l'effet de la translangue sur l'interaction et l'engagement des étudiants en anglais langue étrangère. Les résultats montrent que le translanguage a un impact positif sur la participation et l'engagement des étudiants, et que les enseignants ont une attitude positive à l'égard de l'utilisation du répertoire linguistique des étudiants en raison du manque de vocabulaire de la langue cible qui leur permet de comprendre pleinement les sujets abordés.

Mots clés : la translangue, interaction, engagement, anglais langue étrangère, répertoire linguistique, langue cible.

Summary:

This research is a case study focusing on exploring the effect of translanguage on EFL students' interaction and engagement. The results show that translanguage has a positive impact the students' participation and engagement, and the teachers accept the students' use of their linguistic repertoire due to the lack of vocabulary of the target language that allow them for full understanding of subject matters.

Key words: translanguage, EFL students', interaction, engagement linguistic repertoire, the target language.