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Tasdawit n'Bgayet
Université de Béjaïa

Exploring Translanguaging in EFL Class in Algeria: The Case of Second-year Master's Students and their Teachers at the University Of Bejaia

A dissertation submitted in partial fulfillment
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Submitted by the two candidates:

HAMOUCHE Yasmine

AIT OUALI Sakina

Supervisor:

Mrs. Nawel Mansouri

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Dedication

I dedicate my dissertation work to my dear family. A special feeling of gratitude to my parents whose words of encouragements push me everyday to become in a position of success and happiness.

In addition, I want to remember two persons who have meant and continue to mean so much to me, although they are no longer of these words: my paternal grandparents.

I dedicate this work to my lovely friends and every special person who helped and supported meand contributed to my success.

Acknowledgements

Abstract

The study investigate the Algerian EFL students and teachers" attitudes and perceptions regarding the use of translanguaging in classroom learning and teaching and its involvement in improving students' understanding in learning English as a foreign language. The qualitative data collection method used was carried out on second-year Master's students in applied linguistics English department at Béjaia University. The sample consists of 30 students and 5 teachers who were chosen. Data was gathered through online questionnaires. Two questionnaires were used to get concrete description and statistical results about students" use of Translanguaging as well as, to find out how translanguaging can improve the students understanding when learning the target language. The questionnaires were analyzed qualitatively using descriptive statistics. The findings of this study show the existence of translanguaging in EFL classrooms which has three or more different languages used in teaching and learning foreign languages, but there is a different language that is very often used in it. The frequency of using French/mother tongue is often used in giving importance and correcting the purpose of what teachers and students want to convey. Thus the involvement of translanguaging in English foreign language teaching and learning received a positive response in which both of teachers and students assumed that translanguaging use was effective in improving the understanding of English in classroom learning and teaching.

Keywords: Translanguaging, EFL classrooms, learning, teaching, perceptions, communication strategy.

Table of Content

The list of abbreviations

TRL: Translanguaging.

EFL: English as a Foreign Language.

L1: First Language.

L2: Second Language.

M2: Master two level.

ELT: English Language Teaching.

ESL: English as a Second Language.

FL: Foreign Learners

List of Tables

List of Figures

General Introduction

Chapter One: General Introduction

1) Statement Of the Problem

English learners as a foreign language (EFL) are often preoccupied with developing their communication to avoid academic mistakes, and it is needed for the aim of improving their academic performance, professional development, personal and social effectiveness. In this study, we tend to tackle the Translanguaging (TRL) phenomenon as an element that was coined in 1980 by Cen Williams and that was a result of bilingualism. Therefore, many students find it as a helpful process in their language learning process. However, it could be in some cases not very effective for monolingual learners. Yet, the positive side is emphasized at the Translanguaging level, being a bilingual makes the use of both language systems in an easy and well developed way. Whether, we aim to demonstrate TRL in the Algerian educational context as a more helpful tool or a handicap.

2) The Rational of the Study

In order to deliver a meaningful academic content, students tend to use all the cognitive and linguistic content (in the mother tongue and the target language) they know. In this case, they are called bilinguals (Cummins and Swain,2014), and this category does not forget what has been learnt in their home language, but they are leveraging it to learn the target language; it means they are using the process of TRL (Vogel, Ofelia G. Dec,2017) .In some educational settings, bilingual teachers tend to help their students learn academic subjects by translating everything they say. This translation into another language, however, does no help students, because they do not learn effectively the target language needed to be taught (Yuvayapan F, 2019). Moreover, learners would underestimate the English and just wait for the translation to understand.

Indeed, as stated before, they would not acquire much English, and learn academic content As a result, we try to elaborate this research to find out whether translanguaging strategies are beneficial for master two linguistics student and enhance their communication in the target language or not.

3) The Aim of the Study

The present study investigates the use of TRL in EFL master two linguistic classes at Bejaia University in Algeria. Therefore, it aims to show the importance of TRL as a communicative strategy to improve the students" understanding. Moreover, this research is directed to find out whether the use of TRL in EFL classroom can help learners understand easily and effectively the teaching contents and if TRL assists EFL students at the department of English, University of Bejaia in their communication and understanding.

Thus, the main focus of the study is to demonstrate the positive and the negative perceptions, attitudes hold by EFL teachers and students towards translanguaging.

4) Research Questions

To conduct our investigation and convey the reliability and the validity of the results, our research questions are as follows:

1. What are the teachers" perceptions regarding the use of translanguaging practices on EFL classroom?

2. What are the students" perceptions regarding the use of translanguaging practices on EFL classroom?

3. Is translanguaging a pedagogic strategy that brought benefits in EFL classroom?

Chapter Two: Theoretical Background

Introduction

Section One

Translanguaging/TRL as a sociolinguistic theory has obtained increasing attention in the field of language and education. Primarily, the major objective of language teaching has been to develop the communicative competence in the target language. Therefore, TRL can be one of the pedagogical and the communicative practices aiming to reinforce and improve the learners" understanding.

Thus, this chapter presents a theoretical background about TRL. This chapter is divided into two sections; the first one demonstrates TRL with its relation to other notions and its importance in both teaching and learning. Whereas, the second section deals with this phenomenon in the Algerian context as well as the teachers and students" perceptions regarding the use of TRL.

1. **Definition of Translanguaging**

TRL is a normal practice in bilingual communities, and for the current moment, educators begin to realize that it could be a helpful strategy in learning: whereby teachers can use it as a helpful manner for student to draw on all their linguistic resources as they write read and discuss academic topics in a further language. TRL is first coined by Cen Williams (in Welsh) to make reference to pedagogical practices such as reading in a language, and writing in another for achieving divergent purposes and tasks. Then, Collin Baker (2001) translated the term „translanguaging „into English. In 2009, Garcia used it to make reference to the way how bilingual people fluidity uses their linguistic resources to achieve successful communication

and meaningful output shared. Thus, the prefix -Trans means go beyond the language system i.e. the complete understanding of what have been said (García and Li Wei, 2014, p. 42; Li Wei, 2011).

TRL theory relies on a belief that bilingual individuals have a dual linguistic system and they transfer competencies between those systems (García and Kleyn,2016).Moreover, MacSwan(2017) used the term translanguaging, where he argues that each language has a specific grammar and a special repertoire, and bilingual individual has the ability to switch between those divergent repertoires. Indeed, TRL phenomenon is defined to be the use of the full linguistic repertoire of the speaker (Garcia and Kleyn, 2016,p14).

2. Translanguaging in Teaching and Learning

Translanguaging has gained a tremendous use in education since it is used by both teachers and students. However, it is referred to be a characteristic of bilingual and multilingual speakers" communication and a communicative practice in the purpose of changing the language of both input and the output. Moreover, it is adopted in education setting in support of reinforcing and increasing the understanding as well as in improving the learners" active role in both languages. As it is said by Williams, TRL refers to a pedagogic theory that requires learners" learning two languages by the process of extreme cognitive bilingual self-engagement.

TRL has a crucial importance in teaching and learning not only in promoting the understanding of the content, but also in developing the weaker language. In education, the term TRL is referred by Garcia and Kano (2014): as the process, which students and teachers manage the classroom practices including all the languages used by students to develop new language and preserve ones. Hence, this section illustrates the phenomenon of TRL, its relatedness to other concepts and its significance in Teaching and Learning.

3. Translanguaging and Bilinguialism

In today''s community, people from different cultural groups live together and made a bilingual identity. Thus, individual tend to face multiple situations in which they have to communicate in both their L1 and their target language for effective transmission of the intended meaning. Indeed, bilingualism, according to Rodriguez, Carrasquillo, and Lee (2014), is the ability of using two languages in divergent situations and conditions. Other definitions considered bilingualism as domains in which each language is used (e.g.Fishman 1968; Oksaar,1971). Moreover, it studies both production and comprehension competence of the two languages, it means that it highlight the fact that a bilingual student focuses more on both side productive and comprehensive one. Furthermore, in education, the cognitive functioning of the student is the basis for his bilingual capacities. Indeed, the cognitive functioning refers to linguistic and intellectual skill and Meta linguistic awareness: what is behind thinking process. In linguistic skill, several studies such as (Barik and Swain) have reported that grade 5 children students in Ottawa French immersion program have better performance than those students that were controlled on some English skills. At the level of syntactic structure, Swain also noticed that French immersion students used more complex structures in their English writings comparing to students of regular program. From these, we can relay the system of bilingualism with TRL since this last refers to the process of translating the whole language repertoire. By relying on conceptualization of bilingualism, TRL theory argues that there are one semiotic system that integrate divergent and various lexical, grammatical and morphological linguistic features and social ones such as gestures. In Addition, there was a distinction in TRL system: an external perspective and an internal one. The first one refers to the way society view the individuals use of two named languages, however the internal one is the way speakers uses the language features (Otheguy, García, and

Reid, 2015). And this distinction made the TRL theory a useful one by describing bilinguals language practice .In so doing, TRL recognizes that the linguistic repertoire of a bilingual include features from what the society would view as more than one language .

4. Translanguaging versus Multilingualism

Due to globalization, multilingualism became more common in recent years even though it is not a current phenomenon. Adding to this, technology has contributed to communication among multilingual speakers in different part of the world. Thus, abilities to speak several languages and English as foreign language were the principle cause of the multilingual phenomenon .Moreover, at the classroom / educational level, some scholars" views at mixed language practices as the indicators of multilingual identities development (Garcia, 2009 and Creese, 2010). This variation of identities gave benefit from a learning perspective to enhance not only linguistic repertoire of students but also their cognitive capacities for the learning abilities at the language level. Indeed, in education, being a multilingual student requires a total focus on developing multilingual identities, with a natural communication in class and outside. From this we could deduce a translanguaging situation. However becoming a multilingual student determine a total attachment on scaffolding to learn a target language. On the other side, translanguaging is used and clearly viewed when the intended meaning is a little difficult for the student to transmit, for that, the learner tend to switch to another language for achieving his goal . Furthermore, this is also the case of the teachers in some teaching activities; they tend to use the TRL procedure for better teaching performance (Yuvayapan, 2019). From this, we could see the benefit for both sides: learners by enhancing their cognitive processes autonomously, and teachers to present their courses at ease. All in all , TRL is considered in a majority case a helpful tool in teaching and learning level , yet it might be a handicap in a minority case where the student is among the monolingual category i.e. he/she is able to deliver and communicate in a one single language.

5. Translanguaging versus Code-switching

Code-switching is a term that has been used in a sociolinguistics to refer to the process of shifting between languages within the same discourse or the alternation usage of more than one linguistic code. Code-switching has been studied by many scholars among whom Gardner (2009), defines it as "the use of many languages or dialects by bilingual speakers in the same conversation"". That is to say code-switching is the situation in which a certain linguistic form is replaced by another one from another language. Therefore, code-switching is considered to be the distinct use of both the mother tongue and the target language over the comprehensible boundaries between the two languages, whereas TRL is viewed as a unitary system of the whole linguistic repertoire used by speakers (Garcia andwei, 2014). TRL refers to the ability of bilingual speakers to use and combine various languages in their conversation. However, for Garcia and Wei (2014), TRL refers to the process by which bilingual students perform bilingually in the multitude ways of classrooms. As well as, translanguaguing is defined by Garcia (2009) as the "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (p. 45). Hence, the two concepts are different in terms of language and individuals involvement in a language practice.

All in all, both code-switching and TRL are seen as a process, which aims to improve the communicative ability to attain a pedagogical objective.

6. The Importance of Translanguaging in the EFL Classroom

From the 1990s, translanguaging started to gain popularity in education, mostly prompted by the view of bilingualism being an advantage rather than a disadvantage. For the most part, the focal point was set on bilinguals, and especially on the basis of translanguaging in helping learners in integrating different linguistic features of two languages to interfere complex cognitive processes (Lewis et al. 2012, 641). But recently, the focus has shifted to multilingualism, and multiple uses of more than two languages for both languages learning

and teaching. Translanguaging provide learners with numerous advantages ; It guarantee a deeper understanding of the content also it increase the weaker language by scaffolding with the superior one as it was claimed by (Garcia & Wei, 2014). In addition to that, Baker (2011) identified four main advantages of TRL:

- It promote a deeper understanding of the subject matter

- Help the development of the learner weaker language

- Help the integration of fluent speakers with early learners

- It facilitates home-school links and co-operation (p. 281-282).

Furthermore, TRL as a pedagogical strategy used by teachers has great benefits not only in the teaching process by providing a comprehensible input but also in the learning one by delivering understandable output.

Accordingly, translanguaging is one of the methods adopted in foreign language classrooms and it is regarded as a crucial strategies used by both EFL learners and teachers for an effective communication. It is used by teachers as a pedagogical strategy to overcome the learner‟s communication issues and to increase their understanding as well as to promote thelearner‟s active role.

Section Two

1. Translanguaging in Algeria

 As a county where multiple languages are spoken, Algeria is considered as a multilingual community. The Algerian educational system tends to select the best programs to learners in the purpose of good and fruitful results. Among these programs, there was a divergent method of teaching. Teachers in Algeria used to use translaguaging in case where the students do not understand the content given in the target language. Moreover, Algerian students took this as an opportunity to gain more knowledge in an easy way, thus to be active learners and have better results in their tests. We, as Algerian student, have faced this phenomenon in our learning process in middle school where we started to learn English language. Indeed, sometimes the English teacher tends to transmit the content course (some parts) in the mother tongue and then translate it to the English language. This chain of linguistic transformation is done on the purpose of an effective understanding and better marks having (Nambisan, 2014)

2. Teachers' Attitudes toward Traslanguaging

Teachers and students in EFL classroom are both exposed to the use of translanguaging which is adopted as a communicative strategy in facilitating the learning and the teaching process. However, several perceptions were issued due to the existence of this phenomenon in the EFL class. Hence, in our research the focus is on the students and teachers perceptions and attitudes. Transalanguaging can assist students to understand the materials taught by the teacher clearly and effectively.

According to Jones and Lewis (2014, p. 141), translangauging is perceived by teachers and students as an approach that help them building effective communication in EFL classroom practices and in increasing students" motivation and understanding the learning materials.

The concept of translanguaging and its existence in EFL classroom is considered necessary and needed because it does not have a negative impact on the student's level and performance as it is stated by Canagarajah (2011, p. 401). Therefore, it may play a significant role in creating a good learning atmosphere as well as increasing students" understanding the subject matter clearly and effectively.

Transalaguaging is considered to have positive impact in improving the teaching and learning quality in EFL classes. However, it gives an increase understanding of the material taught in the class as well as motivating students to be proficient and fluent using the foreign language.

Nambisan (2014) explored the attitudes of teachers of English towards TRL in Iowa and found that the majority of the teacher use TRL as tool in their classrooms. While, McMillan and Rivers (2011) examined the attitudes of native English speakers towards transalaguaging at a Japanese university. They reported that the native English teachers had positive attitudes about the use of the mother tongue L1 in English classes rather than in the institutional policy.

3. Students' Attitude toward Translanguaging

In the classroom, the diversity of cultures is clearly viewed by the diverse languages used. Students often tend to find out tools to make the input delivered by the teacher more comprehensible .Thus, many students switch to the language which is familiar to them in the classroom (Yuvayapan, 2019) .This, indeed, resulted for staying in their comfort zone. At this level, the zone of proximal development of the students can be considered as an important part in their learning process and social interaction. According to Vygotsky (1978), a Soviet psychologist and social constructivist, the zone of proximal development refers to the difference between what the learner is capable of without assistance and what he/she can achieve with guidance of a more knowledgeable peer. He claimed that the zone of proximal development is the "the distance between the actual developmental levels as determined by

independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).Moreover he believed that when a student is in the zone of proximal development for a particular task, with the appropriate assistance, this will give him/her a "boost" to achieve the task successfully. Furthermore, some students prefer learning through interaction (either with their mates or tutors), and when this interaction occurs with a proper translation of the input in the students" mother tongue, the learner tends to understand better. Vygotsky called this concept „cooperative dialogue". This last refers to the act of internalizing the information given by the teacher in the purpose of regulating students" performance (Vygotsky, 1978).

Therefore, in the educational system, all efforts are done to make a successful atmosphere for the students. Yet, some of them are not used effectively and this results in affecting the learning process negatively. Students viewed TRL as a tool that could be a handicap in some cases: for instance, it could disvalue a language over another and this has a negative impact of neglecting the target language needed. Moreover, monolingual students believe that TRL does not serve them, since they are not capable to decode the linguistic repertoire of the other language. Thus, language is in a way not much useful to their speakers. As a result, monolingual is seen as a limitation. On another side, classroom interaction is much limited when all the content is delivered in the mother tongue, and then there is no need for asking questions or communicative interaction. EFL students may claim that they face difficulties to speak fluent English due to the lack of practice in the classroom, and this can lead them to have negative perceptions towards translanguaging.

4. Competency-based Approach

Since CBA is a learner centered, learners play an active role in the learning process by being more productive. Hence, learners develop strategies that help them overcome obstacles, problem solving and improve their intellectual skills. Therefore, the competency based approach establishes learners into self-assessment which helps them to become more responsible for their learning and help them evaluate their performance and acquisitions. Thus, transalanguaging is adopted as an approach by learners in EFL classrooms to help them develop and improve their competency for a better communication and an effective understanding.

The Competency-based Approach Strategies

Norland and Pruett-Said (2006) suggest a series of strategies which make the competency based approach different from other approaches are:

- ➢ To see how/where the students need to use English successfully, therefore the teachers carry on a needs assessment.
- ➢ The teacher prepare tasks, competencies that students will need to fulfill.
- ➢ The teacher creates lesson and activities that will help students how to realize the tasks required. Moreover, the lessons given by the teacher should contain a new vocabulary, understanding and discussing previous experiences and future issues that might happen.
- ➢ Students are evaluated on their ability to complete the tasks described.

Problem solving

As it is defined by Richards and Schmidt (2002) it is a learning strategy which require selecting from some alternatives in order to attain a certain goal in SL and FL learning. In

Other hand, it is a strategy accomplished from students to solve a particular problem to make them more active in classroom.

4.2.1   Competence

Competence was defined by Richards and Schmidt (2002) as an action which is related to a person"s ability to create and understand new sentences as well as the ability to identify ambiguous. However, the competency is defined in ELT articles as the word competency is entirely related to "know-how-to-act", which means that the competency is a mental process an thinking about how to act and how to solve a problem. It involves the necessary knowledge that requires a given solution.

Myre (2000) argues that a competency is verifiable in terms of visible facts (participants" performance) which require a series of skills (ability, experience, enough knowledge). it represents a personal achievement in a particular situation and helps the performer to make sure of the skills use.

4.3.1   Competence and Performance

According to many linguists argues that there is relationship between the competence and the performance, as Chomsky (1965) mentioned that "Language performance data are believed to be an imperfect reflection of competence, partly because of the processing complications which are involved in speaking or other forms of language production, and which lead to errors and slips" (Cited in Candlin and Mercer, 2001, P.15). In other words, the competence may affect the performance; for example, when someone is less competent his performance will not be effective.

5. Translanguaging as a Pedagogical Strategy

In the process of teaching and learning strategies translanguaging take an important place. However, the validity of the two processes depends on the students and teachers" strategy used in the classroom and how the teaching material is provided by teachers and how it is acquired by the students. Therefore, students and teachers have a specific strategy that suits their needs in order to make the learning and the teaching process efficient.

TRL is one of the teaching communication strategies which can be used in English as a foreign language classroom to help students learn English using their mother tongue. Many teachers use translanguaging as an educational strategy in classrooms, however, in academic contexts, researchers focus on investigating the impact that translanguaging strategies has on bilingual students and students „attitudes towards the use of TRL in an EFL classroom.

There are many strategies used by students and teachers; one of them is the use of TRL in the classroom, where students are allowed together to write and talk using their mother tongue or switch to the second language/L2. Translanguaging is the way of using students' L1 to help them learn L2 in the classroom. Thus, TRL assists in improving students" proficiency in L2 because the process of teaching and learning is productive. Tang (2002) stated that using translanguaging in teaching is not considered as a barrier for the teacher or the students, instead it is a way or a strategy that facilitates the learning and the teaching process by providing a comprehensible input and output. Thus, translanguaging can be considered as a useful strategy in the process of learning and teaching English a foreign language.

6. Translanguaging Strategies

A study conducted by Canagarajah (2011, p. 404) on a female participant called Buthaiah to find out the translanguaging strategies which are classified in four different categories:

Recontextualization Strategies:

This type include strategies by which students could evaluate the communicative context to make sense of whether they are able to translanguage in the writing process or not.

Voice strategies:

These strategies focus on one's personal communication depending on its" own needs which leads to create a literary scope for one's personal linguistics competence.

Interactional strategies:

These strategies help the one to organize significance on an equivalent balance and encourage them to choose the appropriate position with readers.

Textualization Strategies:

The focus in these strategies is on the writing skill, However, one could practice the process oriented designed for successful text development through it. Besides, "contextual, personal, social, and textual"" are four types of translanguaging strategy that covered the major elements of writing.

7. **Socio-cultural Perspective towards Translanguaging through Vygotskian Theory**

Williams (1996) considered translanguaging as a pedagogical theory which was regarded to be a cognitive process comprehending diverse language interchange having important results in academic context. Furthermore, he suggested that the process of translanguaging used different thought processing skills in reading and listening, the combination of information and selecting from the brain storage to communicate in both speaking and writing.

As it is mentioned in socio-cultural theory (Vygotsky, 1978), knowledge is acquired among several people; translanguaging is important for meta-talk (talk about talk), meta-cognition

(Talk about the task), and muttered particular speech, all what is crucial for learning (Garcia and Wei, 2015, pp. 230-231).

Cummins (2008) demonstrated that TRL can help students acquire constructive and useful comprehension of the topic. He also highlighted the Vygotskian's zone of proximal development; however, he added that the process of learning is dependent on the background previous knowledge. In monolingual teaching setting, students have the ability to write an essay about a subject without full understanding.

Therefore, Baker (2011) suggested that this conform to the socio-cultural theory of leaning which was proper for bilingual class where "the teacher could allow students to use both languages, but in a planned, development and strategic manner, to maximize a student's linguistic and cognitive capability (Baker, 2011).

8. The Advantages and Disadvantages of Translanguaging

In the educational level, many techniques were made in the purpose of achieving a successful and good teaching service. Indeed, TRL is among those techniques, it was applied aiming to have multiple positive effects on students" learning .Yet; it has been criticized for having some barriers in the learning process. On one side, it is clear that the variation of linguistic proficiency i.e. grammar, lexis and syntax of the learner, give him/her numerous aids in communicative situations, and this led them to being flexible and having dynamic motivation. Translanguaging phenomenon has divergent advantages in educational setting. First, it facilitates students" understanding, because being a bi/multilingual student, allows easy manipulation of languages and thus creates an atmosphere in which the course content can be well understood. Moreover, in classrooms, teachers tend to use TRL as a technique in case the explanation is missing, or in case the target language is not understood by the whole learner's we mean the case of monolingual students. In addition, translanguaging gives the

opportunity for language learning motivation. Indeed, when the teacher exposes the lesson in a given language that the learner ignores, this last perhaps use it as a challenge in the purpose of learning the new language that he/she ignores. By this, learners gain and enrich their linguistic repertoire. Furthermore, in terms of communication, the act of TRL is considered as a social strategy, bi/multilingual individuals as an example use this strategy to build a successful communication with people with different cultures by the use of their divergent linguistic resources. For that, the act of communication is successfully done. Adding to that, translanguaging is viewed as a sign of acceptance of language diversity: there are no differences between languages and no one is better that the other in terms of preference and differentiation. At the level of cognitive development, according to the theory of linguistic relativity, which was made by Benjamin Lee Worf and Edwarward Sapir, people who speak or handle different languages perceive and think differently. Indeed, Sapir-Worf's hypothesis is a principle suggesting that the structure of a language affects its speakers' cognition, and it is the semantic structure of a language that shapes or limits the ways in which a speaker forms conceptions of the world (Nordquist, Richard,"The Sapir-Whorf Hypothesis Linguistic Theory", 2020). Consequently, TRL has its positive effects on individuals" cognitive enrichment. Benjamin Whorf (1978) has showed that the perception of an observer toward the world that surrounds him is in some extent controlled by the language he speaks: language plays an important role in widening the cognition of concepts and notions .So that, if one can speak more than one language, he/she has more than one vision for the world's perception. All in all, translanguaging builds a bridge between generations.

On the other side, translanguaging is criticized for having some negative sides. In classrooms, teachers tend to translate all the course content from the target language to the mother tongue. So, in this case students are not exposed to a constructive method of learning and the target language is absent. Furthermore, when the individual is a monolingual and has not the ability

to understand other languages, the phenomenon of TRL could be a barrier to him/her. He/she could not be fluent in communication and this phenomenon is indeed not efficacious (Nambisan, 2014). For cognitive side, by contrast to what was mentioned earlier, Lenneberg (1967) believes that the cognitive processes do not depend on any language, and the development of cognitions could be done even in the absence of knowledge of any language.

Conclusion

Throughout this chapter, we have discussed different aspects related to TRL such as the teachers and students attitudes and perceptions as well as its application within an EFL classroom setting as a pedagogical strategy. Therefore, this chapter demonstrated the benefits and demerits of using translanguaging in EFL classes and its strategies.

To conclude, we may wrap our ideas stating that translanguaging might be a complex issue regarding both teachers and students who hold different attitudes and perceptions. Moreover, it has become a significant tool and strategy for language teaching, acquisition, communication and interaction in ESL/EFL classes.

Chapter Three

Methodology

1. Introduction

In this chapter, we explore the main elements of research method, sampling techniques, limitation of the study, and then we expose the research design framework .In addition, we present research approaches, and data collection and procedures. Lastly, we end up with citing the approaches to analysis and ethics.

2. Research Method

This research study aims at identifying the phenomenon of TRL among Master two students at Bejaia's university, and determining both EFL students" and teachers" perspectives towards it. This study follows a descriptive qualitative research design. This Last refers to studies of subjects that are hard to quantify, such as history (Brown 2010:231) .Moreover, Qualitative research is often the remaining category of almost all non-quantitative research (Stiles 1998, p.183). in addition as Kalof et al (2008) claimed, qualitative research is based on understanding the different processes, and meanings that people give to things. However, in this research we have chosen to use this paradigm in order to demonstrate both students" and teachers" perspective towards TRL phenomenon in educational context, and make a clear and detailed description of it. Then, show the final results done by the use of questionnaire which is delivered to both teachers and students.

3. Sampling Techniques

In our research, we have chosen to deal with the sample, which includes 30 Master two students. This latter was selected intentionally in our research due to the students" familiarity with English language since middle school. This study also includes 5 English

teachers in order to gain a deeper understanding of translanguiaging in classroom setting. Thus, we have chosen to use questionnaires for showing the final findings of our survey sample using statistics and graphs. In addition, we have chosen a purposeful sample because it is an intentional selection of information based on their ability to elucidate a specific theme, concept or phenomenon (Robinson, 2014), in the purpose of prioritizing studies from a specific range of setting. Moreover, having exact and detailed findings. We eventually developed the sampling framework by taking into consideration the data that had been mapped from the including studies, and that would best fit with our research aims.

4. Limitations

During our research, we have faced some difficulties and barriers at the level of the research design and methodology that impacted and influenced the application of the result of our study. Some difficulties related either to data collection, or to the current environment that we are in, we mean the Covid-19 situation. For establishing internal and external validity, we have designed two questionnaire shared with both EFL students and teachers. Yet, due to the current situation of Corona virus, we shared them virtually. Adding to that, since we dealt with translanguaging, some of the data was difficult to collect in our Algerian educational context and this is due to the lack of the resources, hence, we have used some of the foreign documents related to our topic. Since, it was studied only in abroad countries; such as in Sweden, Spain and many other various countries. For that, we have made the generous efforts to think critically about the research problem, and understand the relevant literature published about it with a correct assessment about the methods chosen. Furthermore, we have confronted assumptions and had the opportunity to explore what we do not know, and by that opened the door to other divers" research in the Algerian educational English context. Furthermore, we have faced an issue about having no responses at the level of some teachers

contact. In addition, due to the sanitary conditions, we have not the opportunity to deal with classroom observations and interview for our data collection.

5. Research Design Framework

With the guidance of the research question, we have picked up the main key concepts which are both students' and teachers' perceptions' about TRL in classroom setting. Then we have selected Maxwell's (2005) research design as a model to follow in our research. Indeed, Maxwell's model refers to the composition of five main components, and each addresses a different set of issues that are essential for the sake of coherence in our study. This composition includes the following elements:

- Goals: it is the main purpose of the study and the issues we want to clarify.

- Conceptual framework: it is the theories and beliefs that serve the study.

- Research questions: the detailed/ specific reason for selecting this study for learning. Methods: the approaches, techniques for collecting the data needed, and the validity which represent the alternative interpretations and how it affects our study's validity. In our study we demonstrated the English student's and teacher's perception toward the TRL phenomenon in the classroom, for demonstrating either its benefits or perhaps inconvenient, and our personal goals was to see either our experience really fits in this study. Moreover, in the conceptual framework we have chosen the most relevant ones related to our topic and research question. Furthermore, in collecting data we designed two questionnaires: for students and teachers to analyze in a confidential way their views. The figure .1 bellow shows the interactive model that resume or plan based on the research question.
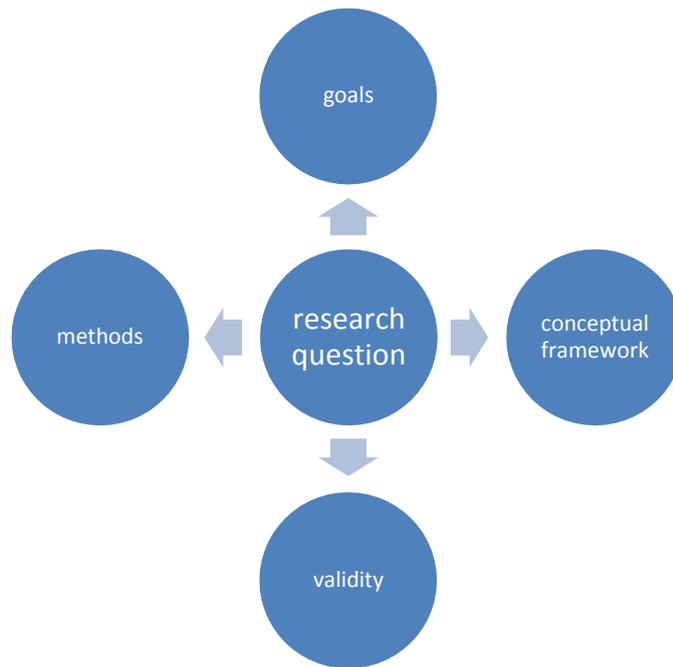
Figure.1 An interactive model of research design

Qualitative Research Design: An Interactive Approach, by J. A. Maxwell, 2005.

6. Research Approaches

In this study, the research questions, the research aim and the research problem all indicates that a qualitative approach could be used to study the phenomenon of TRL in the EFL classroom learning and teaching at the University of Bejaia. However, in order to gain an in-depth and a complex understanding of this phenomenon, the qualitative research design and methodology could be the vehicle of this study. There are three main research approaches discussed by Babbie and Mouton (2006):

- The Qualitative approach, which is related to interpretivism.

- The quantitative approach, which is related positivism.

- The participatory research, which is related to critical paradigm in metatheory.

In order to study the phenomenon in question; we have selected a particular research approach. So that to support the use of our particular research approach, the positivist, interpretivist traditions are discussed as below.
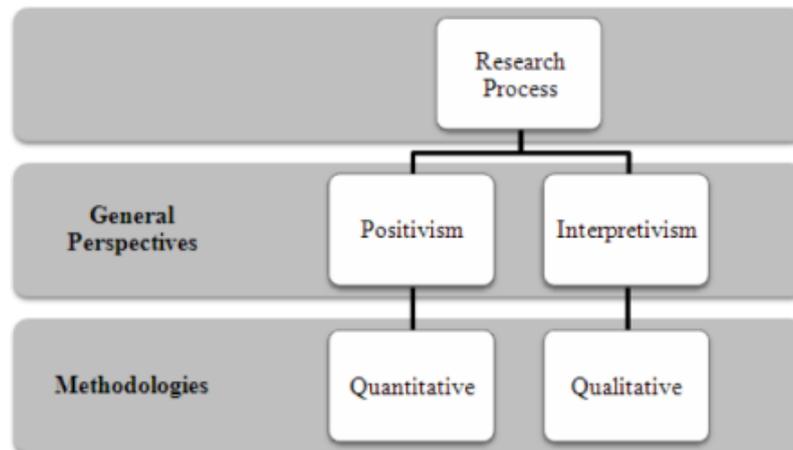
Figure 2: Philosophical Perspectives and Methodologies in a Research Process

Positivism

According to Bryman and Bell (2007), the positivists are interested in studying any particular social facts by using natural science methods and approaches. However, positivists believe that the fact that there is no single true version of an event, they do not take into account that people may have different viewpoint of event, where truth exists in each viewpoint (Rubinand Rubin, 2005).

The positivist pattern of investigating social facts is based on the philosophical notion of the French Philosopher August Comte who believes that observation and reason are the most important tools for understanding the human behavior; valid knowledge is based on experience and can be gathered by the use of observation and experiment. Positivists believe that knowledge is objective and quantifiable (Henning, Van Rensburg and Smit, 2004, p. 17).

Interpretivism

According to Willis (1995), there is no particular method to knowledge. Walshman (1993) argues that in the interpretive method there is no "correct" or "incorrect" theory. Instead, they should be determined according to how they are interested to the researchers. The interpretive paradigm is strengthened by observation and interpretation, accordingly the observation deals with the collection of data about events, whereas interpretation is to create meaning of information by drawing conclusion (Aikenhead, 1997).In addition, interpretivists assume that both meaning and knowledge are viewed as acts of interpretation; consequently, there is no factual knowledge which is independent of thinking and reasoning humans. That is to say, knowledge is related to human thinking and logic (Gephart, 1999).

Since the present study deals with a lived experience of the EFL learners and teachers at the University of Bejaia towards the use of TRL in the educational context, the positivist tradition does not fit with the aims of this current study. Accordingly, the intereprtivist approach allows us to obtain a rich and in-depth data from participants relying on their own experience about the research subject using qualitative data collection tools which is questionnaires by interpreting their own personal reasoning and subjectivity.

7. **Theoretical Framework**

The theoretical framework was built upon the theories of translanguaging in EFL class. For a couple of years now, researchers in the fields of sociolinguistics and applied linguistics have been investigating and working with the concept of TRL, which was introduced for the first time by Cen Williams in Welsh as trawsieithu (1996) and lately adopted as a theoretical and analytic concept in extensive terms by Ofelia Garcia (2009).

TRL is considered as terms of using both languages interaction to improve the communication competence of the learners. When teachers and learners translanguage in EFL tutorial

Sessions, translanguaging space (Garcia, Flores, and Woodley, 2015; Wei, 2011) is manifested. This means that they break the boundaries and this permit learner to create their own learning space (Walsh, 2006, 2011, 2012) through interactions with the teacher.

In the book of *Translanguaging: Language, Bilingualism and Education*, Garcia and Li Wei, the two most well-known linguists and researchers on TRL, give crucial element in the advancement and evaluation of the concept. Since Garcia's first theoretical proposals, many other linguists use TRL and the well-known works done on this concept have been used and applied to new domain (Jaspers, 2017).

Additionally, it is defined as "the discursive practices in which bilinguals engage in order to make meaning of their bilingual worlds" (Garcia, 2009 p. 65). However, According to (Garcia, 2009 p. 20), TRL "refers both to the complex language practices of plurilingual individuals and communities as well as the pedagogical approaches that use those complex practices".

Thus, the current study focuses on the role of the TRL in the EFL educational context and students and teachers" perceptions towards the use of this phenomenon.

8. Data Collection and Procedures

The questionnaire is one of the research instruments used to gather both Qualitative and quantitative data as it was said by (Walliman, 2011) *"Asking questions is an obvious method of collecting both quantitative and qualitative information from people"*. Also, using a questionnaire *"enables you to organize the question and receive replies without actually having to talk to every respondent"* (Walliman, 2011). Accordingly, *"By administrating a questionnaire to a group of people, one can collect a huge amount of information in less than an hour"* (Dornyei, 2003).

For the sake of valid data collection, and relevant analysis to test the rational hypothesis and to fulfill the study, the selected tool for gathering data is two online questionnaires; one was given to 5 teachers and the other handled 30 students. The former was used to gather teachers" viewpoint towards the use of TRL in EFL classroom learning. Moreover, the students" questionnaire was designed to investigate their attitudes and perception towards the use of translanguaging as well as the reasons that leads them to use it in classroom.

The teachers" questionnaire, on the other hand, was prepared to gather oral expression teachers" opinion and experience regarding the use of TRL practice in EFL classroom teaching and its impacts on class interaction.

A valid questionnaire is one that requires more closed-form than open-ended questions. The former is said to be objective and easy to interpret though they are to some extent restrictive. The latter may reveal information, but they may increase subjectivity. Therefore, we selected more closed-form items for the questionnaire.

9. Approaches to Qualitative Analysis

In the current study, the explorative research method is adopted to collect the necessary information about the research subject. However, this method helps to gather data about the concepts surrounding the phenomenon, to clarify ambiguous concepts and to state the problem more precisely.

Hence, the present study is mainly descriptive; it provides both descriptive and statistical data to show how the use of translanguaging in EFL classroom as well as to investigate the students" and teachers" attitudes and perceptions towards the use of this phenomenon.

In addition, the questionnaire is employed to go more in depth explanations about the existence of this sociolinguistic phenomenon as a communicative strategy in EFL classes and

interpret, analyze the data collected statistically by using figures and tables which can help to demonstrate the arguments and sum up the conclusion.

 Accordingly, in this chapter, the researcher describes the methods, sampling, instruments of data collection which are gathered from Master Two students of Linguistics at the Department of English at Bejaia University.

10. Ethics

One of the important considerations that researcher must take into account in conducting any scientific research is ethics in order to be able to treat both participants and information honestly and respectfully. As it is affirmed by Walliman (2011), "*the researchers' treatment of other people involved in the research, relating to informed consent, confidentiality anonymity and courtesy" (p. 46).*Accordingly, this study includes the following ethical considerations.

Informed Consent

According to Denzin and Lincoln(2011), the basis of the ethical research is „informed consent‟. It consists of two main components which involve ethical consideration, particularly, „informed‟ and „consent‟.

Participants must be well informed of what will be asked of them (read about the subject), what they will do, how data will be used. The participants must provide active signed consent to take part in the research with providing them with efficient and sufficient information including understanding their rights to have access to their data and have the right to accept/refuse at any point.

Anonymity and Confidentiality

Anonymity and confidentiality is an important element in protecting the participants" information from possible harm. Hence, it is very important that the identity of the participants kept confidential and anonymous.

Participant anonymity and participant confidentiality are two terms used synonymously but in reality they are different. Hence, Participant anonymity means that the identity of the participants is unknown to the researchers such as using anonymous surveys. Whereas, participant confidentiality, the identity of the participants is known to the researcher but the identity is kept confidential such as in interviews, consequently, only confidentiality, not anonymity is provided (Fleming, 2018).

Therefore, all the participants in the study are anonymous; all their personal information will be kept to be used just for research purposes. As well as they are entitled to be well informed of what they would do and of the utility of the research. So, when administering the questionnaires the respondents are informed to be honest when answering. Also, both of the students and the teachers are informed that they are free to refuse to contribute to the study. Thus, their participation in the questionnaire was voluntary.

Chapter Four

Findings and Discussion

After a full description of the methods, the participant, the research instruments and procedures used to reach the aim of the study which is finding out translanguaging effects on EFL learning strategy. The following chapter presents the main findings of the research work. It includes a detailed analysis of the collected data using qualitative research design. In addition, it attempts to answer the research questions through transforming the responses of the participant into descriptive and statistical findings. Correspondingly, chapter four is divided into two main sections. The first one contains the analysis and interpretation of the research findings; while, the second section provides both the limitations and implications of the research, ending with some suggestions for further studies.

1. **Students Questionnaire**

Section One: Data description /Analysis and Discussion

In this section, we expose the different findings and results which are discussed carefully in details. In this stage, the data obtained from both teachers" and students" questionnaire are analyzed and summarized in the form of qualitative descriptive using percentages in tables and frequencies. All in all, all the discussed results are analyzed in the purpose of clarifying the situation and for better understanding.

Section One: Personal information

Question 1: What is your gender?

Item	Frequency	Percentage (%)
Male	3	10%
Female	27	90%
Total	30	100%

Table n°1: Students Gender
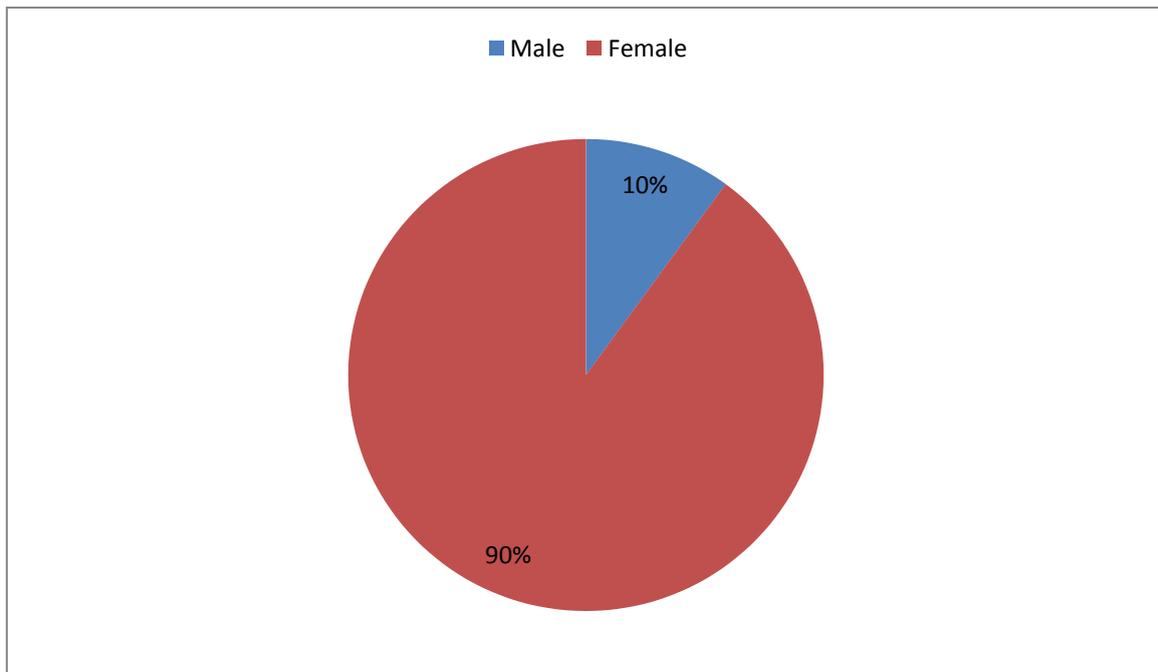
Graph n°1: What is your gender?

According to the table above, the results show that 90% of the students who have answered are females, and only a minority of 10% is males. Thus, from this result we found that the rate of female is larger, and as an inference the sample is directed to female population.

Question 2: What is your first language?

Item	Frequency	Percentage (%)
Arabic	3	10%
French	0	0%
English	0	0%
Tamazight	26	86,67%
Total	30	100%

Table n°2: Students first language
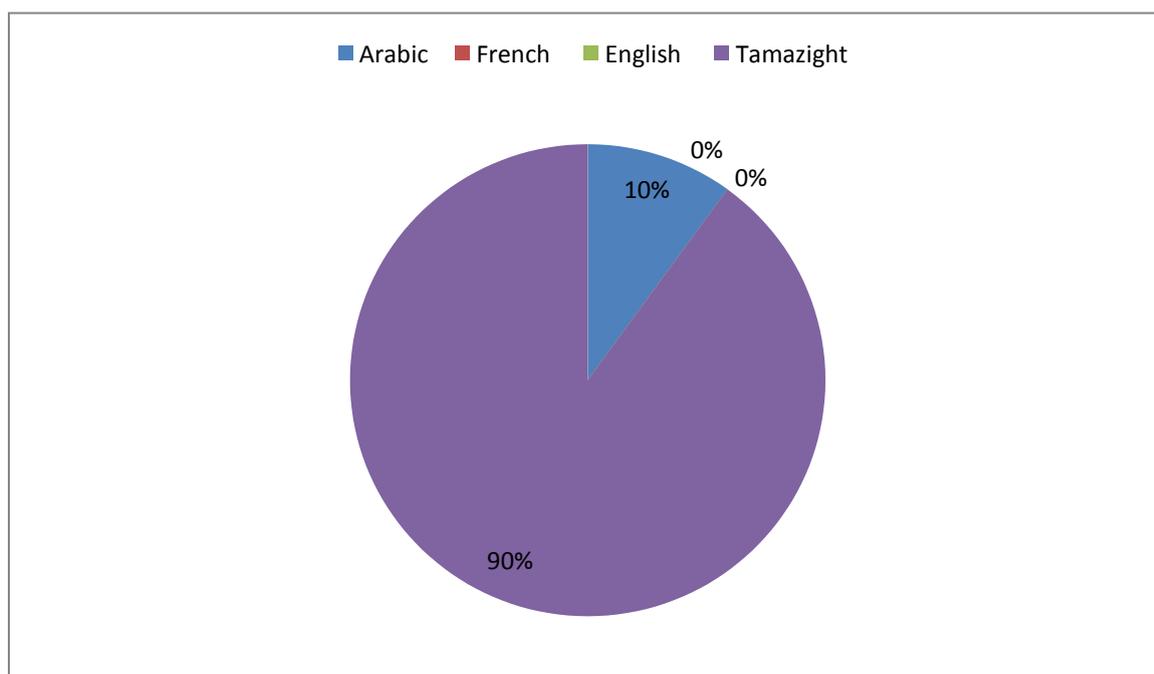
Graph n°2: What is your first language?

According to the table above, we noticed that the majority of the participants (86, 67%) reported that Tamazight language is their first language (L1) .While, small minority of 13,33 % having other mother tongues. So, from the result, it is found that the rate of Amazigh students is larger comparing to others.

Question 3: Where did you learn English first?

Items	Frequency	Percentage (%)
In media	4	13,33%
At school	24	80%
By self-training	2	6,67%
Total	30	100%

Table n°3: Student first experience in English learning
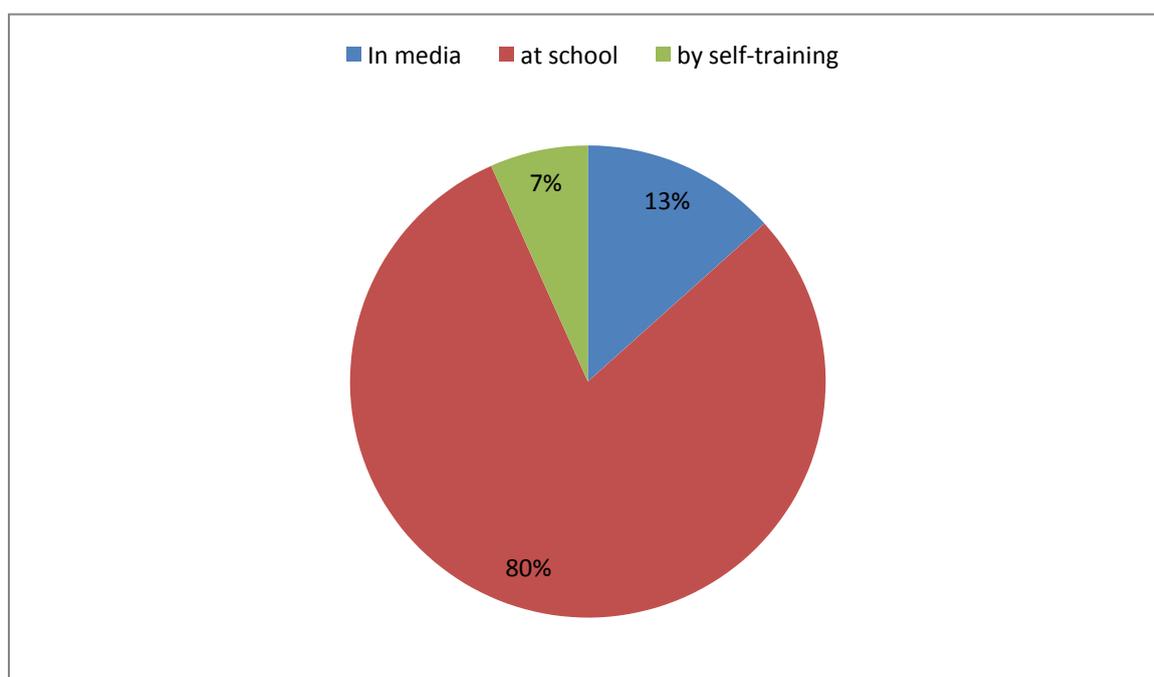
Graph n° 3: Where did you learn English first?

According to the table above, the results show that 80% of the students learned English language for the first time at school. In addition, only 7% of them learned it by self-training. From this result, it is found that the students learn English more at schools.

Section two: Translanguiaging in EFL Algerian Classes

Question 4: Which language would you say you master better?

Items	Frequency	Persontage (%)
Arabic	6	14,29%
English	6	14,29%
French	8	19,05%
Tamazight	22	52,38%
Total	30	100%

Table n°4: language that students master best
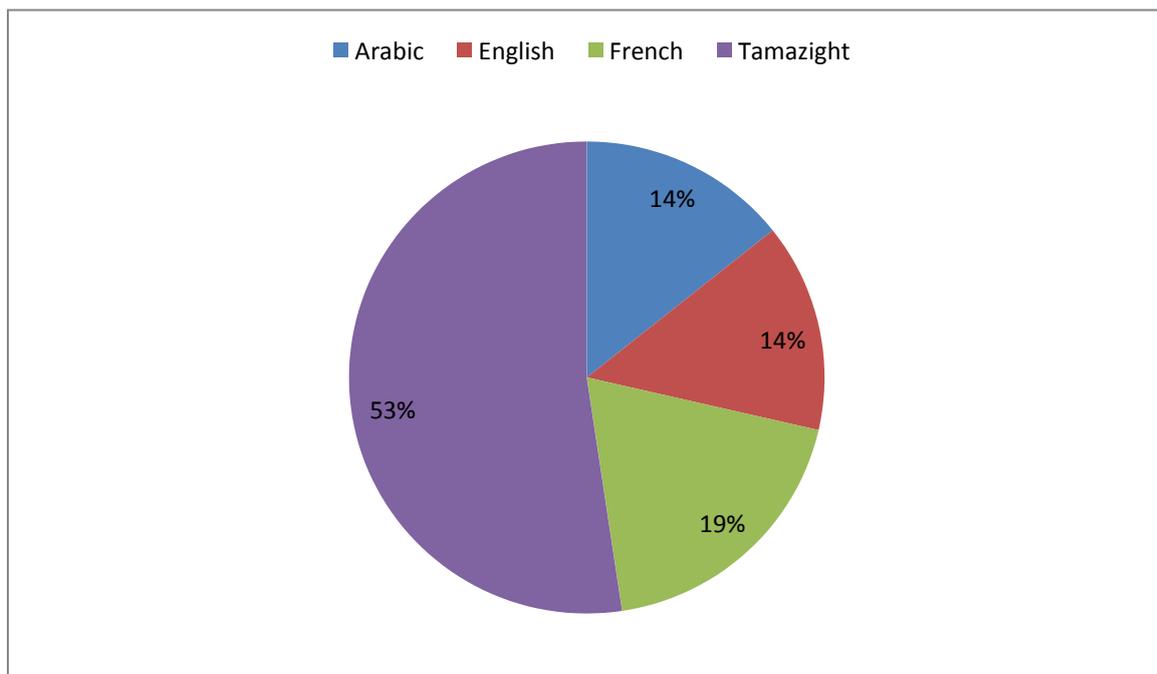
Graph n°4: Which language would you say you master better?

According to the table above, the result illustrate that 53% of the students master the Tamazight language .Yet, the rest master other different languages. Thus, since the majority master the Tamazight language, we can say that it is obviously their mother tongue/first language (L1).

Question 5: Do you usually find difficulties in English oral or written expression?

Items	Frequency	Percentage (%)
Written	7	23,33
Oral	19	63,33
Both	4	13,33
Total	30	100%

Table n°5: Students difficulties in English oral or written expression
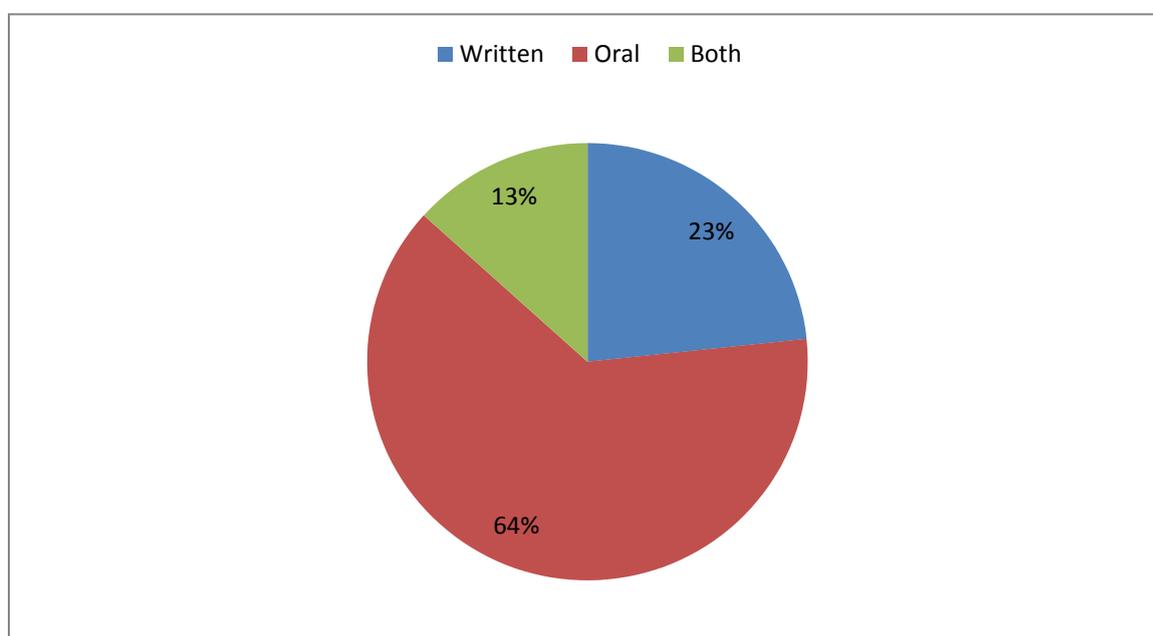
Graph n° 5: Do you usually find difficulties in oral or written expression?

According to the table above, the result shows that 64% of the students have issues in their oral expression. Thus, this could be due to anxiety, or shyness when expressing themselves orally in English.

Question 6: In which situation you find English easily learned?

Items	Frequency	Percentage (%)
Working in peers or group	12	36,36%
Conversations outside the classroom	14	42,42%
Pronunciation drills in oral activities	7	21,21%
Total	30	100%

Table n°6: situation in which English is easily learned
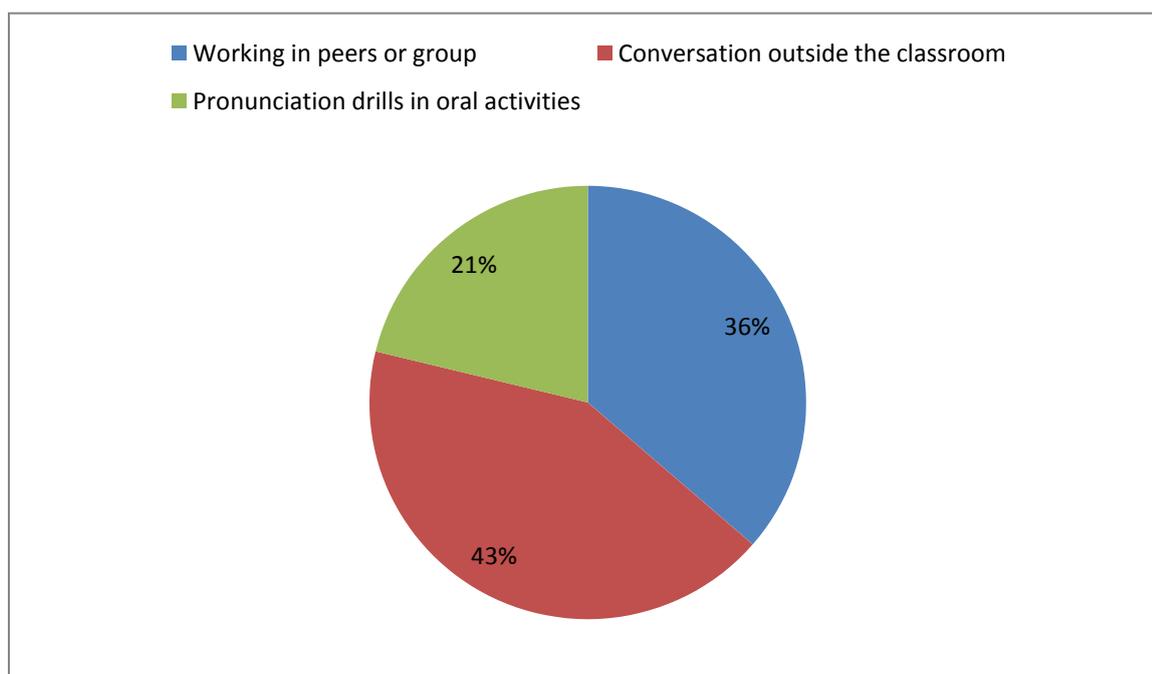
Graph n° 6: In which situation you find English easy to learn?

According to the table above, the result shows that the majority of the students (43%) find practicing English language in conversations outside the classroom as a suitable situation for effective learning. From that, we can speculate that oral practice is more beneficial. In

addition, conversation help to be spontaneous and fluent when speaking English, and by this

having a good learning strategy.

Question 7: Do you have the habit to use English outside the class?

Items	Frequency	Percentage (%)
Never	1	3,33%
Rarely	7	23,33%
Sometimes	16	53,33%
Often	3	10%
Always	3	10%
Total	30	100%

Table n° 7:students" habit to use English outside the classroom
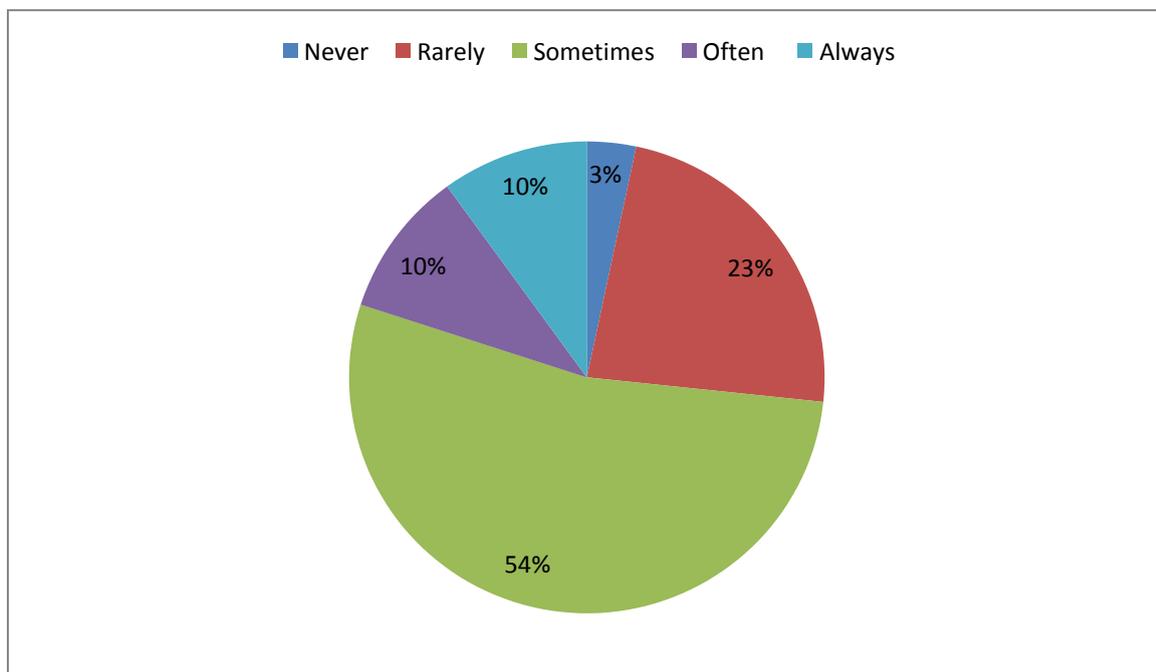
Graph n°7: Do you have the habit to use English language outside the classroom?

As the above table displayed, 54%of the students have the habit to use English sometimes

outside their educational setting. Thus, this category may have the benefit from this by

practicing English for additional moment apart from classroom, then gaining experience and transmitting this language for others (creating a bi/multilingual community).

Question 8: As Algerian, do you think that English is used/spoken in daily life context?

Items	Frequency	Percentage (%)
Never	17	54,84%
Rarely	9	29,03%
Sometimes	4	12,90%
Often	1	3,23%
Always	0	0%
Total	30	100%

Table n°8: English language use in Algerian daily life context
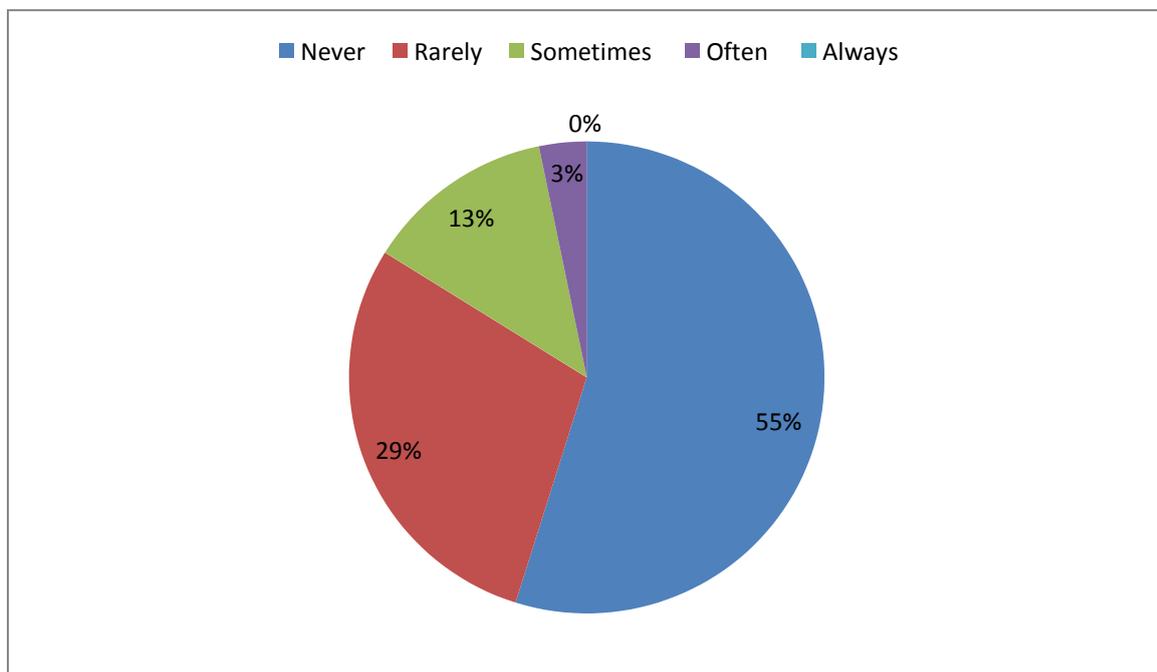
Graph n°8: As Algerian, do you think that English is used/ spoken in daily life context?

According to the table above, the result shows that 55% of the participants believe that the Algerian population never speaks the English language in daily life context. This result determine that this language is not much dominant and do not interest the majority.

Question 9: For better understanding, is it a good idea to use an alternative language during your English course?

Items	Frequency	Percentage (%)
Strongly agree	4	13,33%
Agree	21	70%
Neutral	3	10%
Disagree	2	6,67%
Strongly disagree	0	0%
Total	30	100%

Table n°9:students‟ alternative use of other languages during English course
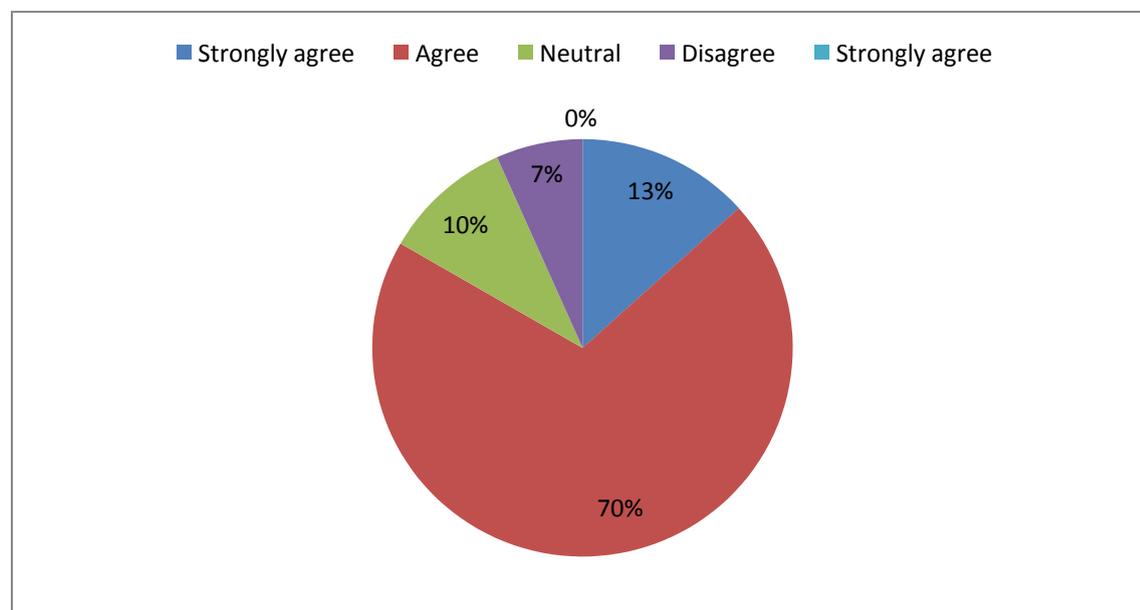
Graph n°9: For better understanding, it is a good idea to use an alternative language during your English course?

38

According to the table above, more than half (70%) of the students agreed on using an alternative language is a good strategy for better understanding. From this , we can understand that this category of students are bi/multilingual, since they master a different language apart from English .In addition , When using an alternative language in class , this may allow the development of students" cognitive abilities.

Question 10: The translation to another language allows you to better understand/transmit content.

Items	Frequency	Percentage (%)
Strongly agree	6	20 %
Agree	21	70%
Neutral	3	10%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

Table n° 10: Students" perception about the use of another language for better understanding and transmitting content.
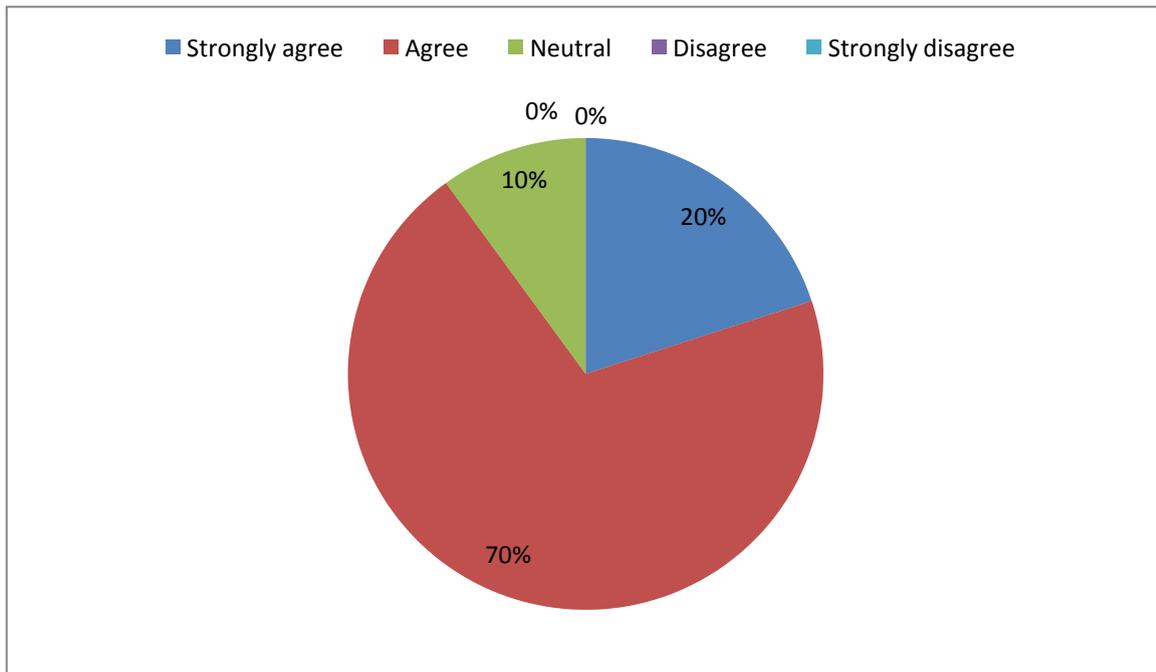
Graph n°10: The translation to another language allows you to better understand /transmit content.

According to the table above, a large number (70%) of the students agreed on the idea of translation in the purpose of a well- transmission of a content. By this, we understand that this category of students is more in their comfort zone when they switch to other languages such as their mother tongue.

Question 11: In Algeria, do you think that it is better to integrate English in the primary school program for better future opportunities?

Items	Frequency	Percentage (%)
Strongly agree	25	83,33%
Agree	3	10%
Neutral	2	6,67%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

Table n° 11: Integration of English in Algerian primary school program
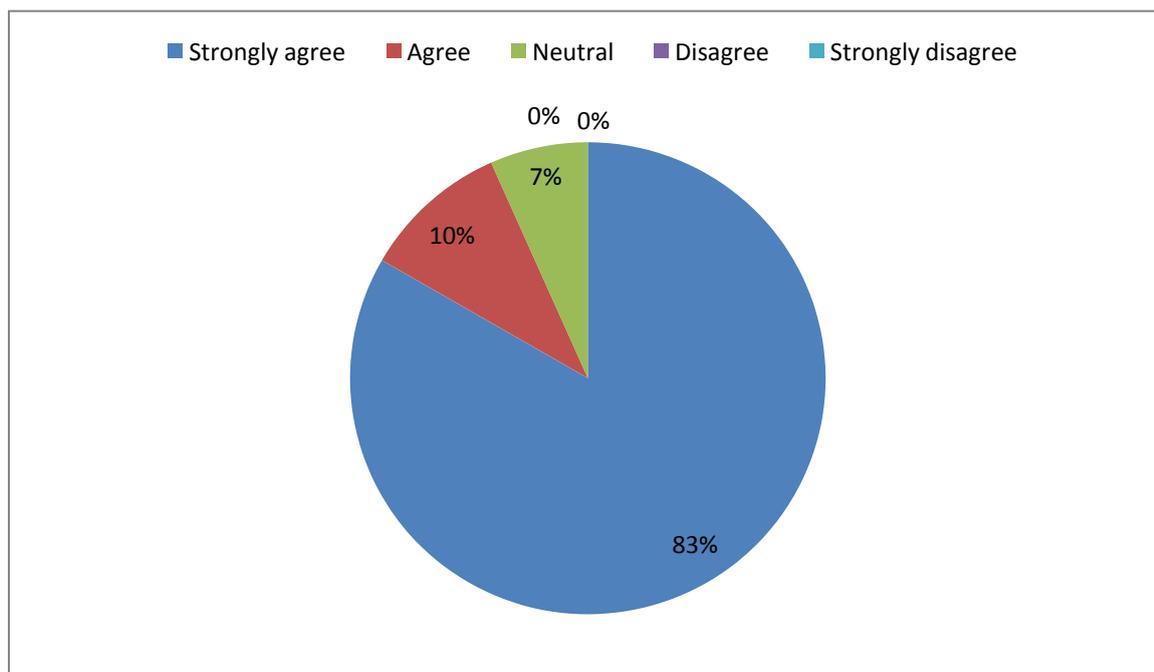
Graph n°11: In Algeria, do you think that it is better to integrate English in the primary school program for better future opportunities?

According to the table above, the vast majority of the students agreed on the integration of English language in the Algerian primary school program. Consequently, it is found that

English should be taught since primary school in Algeria in order to gain experience/ expertise in this language, and eventually creating a multilingual community.

Question 12:

Canagarajah (2011) referred Translanguiaging as" the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system"(p.401).

For you, translanguaging process in learning, is more facilitator or barrier? Why?

In this suggestion, the majority responded by saying that Translaguiaging is more a facilitator in learning process, because it permits other languages to be spoken so it rise chances for multiple languages management . In addition, it helps students to communicate easily using their preferable language (where they feel themselves in comfort zone) as it is illustrated by the following responses.

- "Facilitator because it is a needed strategy for learning lot of different languages".
- "Facilitator because it help students to communicate easily in their preferable language chosen".
- "Facilitator for having a multilingual community".
- "Facilitator for the sake of good multiple language management".
- "Facilitator for language learning".
- "Yes, it is facilitator because it gives chance to other languages to be practiced".
- "Facilitator, because it allows multiple people to communicate and learn different languages".
- "Facilitator because it permits better understanding".
- "It is a facilitator because it helps to better interpret a specific content and understand the whole meaning of it".

2. **Teachers' Questionnaire**

Section One: Personal Information

Question 1: What is your Gender?

Options	Frequency	Percentage
Male	01	25%
Female	03	75%
Total	04	100%

Table 01: Teachers' Gender
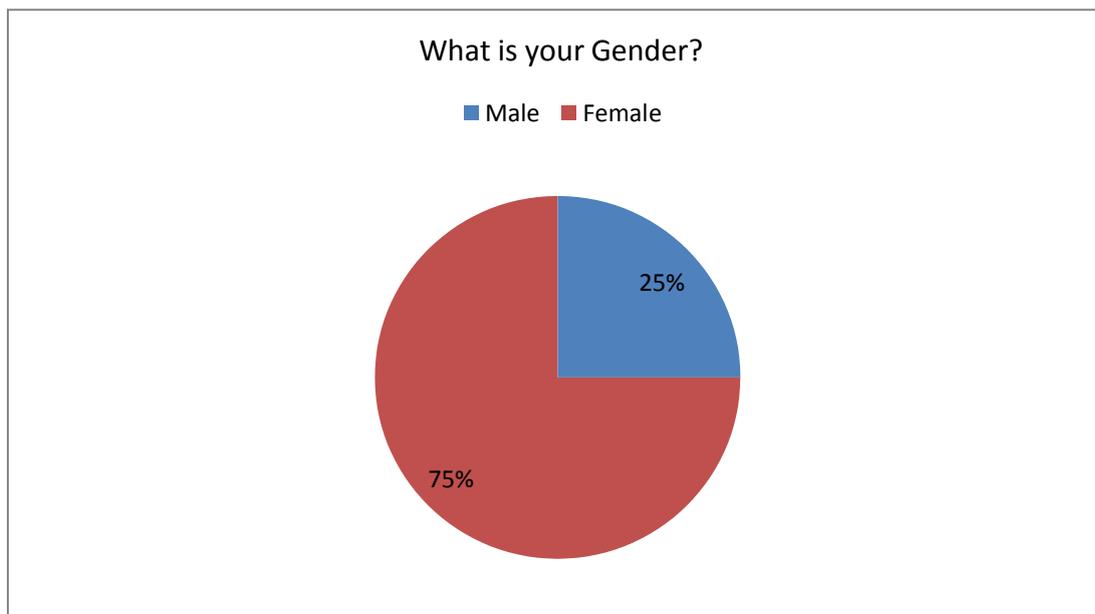
Graph 01: Teachers' Gender

According to the table above, the results show that 75% of the teachers' who has answered the questionnaire are females. While, small minority of 25% are males. So, from the results it is found that the rate of females is larger than that of males by making the dominant gender at the department of English at Bejaia University.

Question 02: Degree (s) Held.

Options	Frequency	Percentage
B.A	00	0%
M.A	02	50%
Ph. D	02	50%
Total	04	100%

Table 02: Teachers‟ Degree
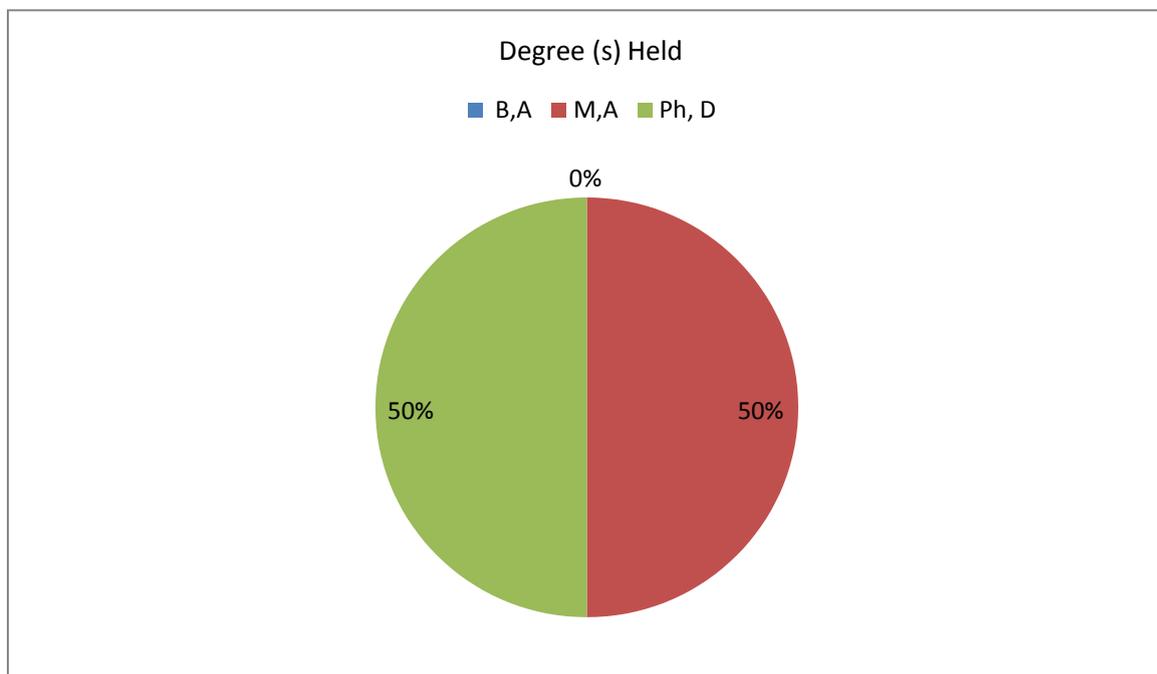
Graph 02: Teachers‟ Degree

According to the table 02 above, the results show that 50% of the teachers‟ are holding M.A (Master/Magister). Whereas, the other 50% hold a PhD degree. A PhD and M.A degree are important basic fundamentals for teaching in the Algerian higher education such as universities and institutions. Accordingly, they are very significant components to teach Master students by providing them with High quality of background knowledge.

Question 03: How long have you been teaching EFL classes at the University?

Options	Frequency	Percentage
Less than 10 years	00	00%
Between 15 & 20 years	03	75%
More than 20 years	01	25%
Total	04	100%

Table 03: Years of Experience as EFL teachers
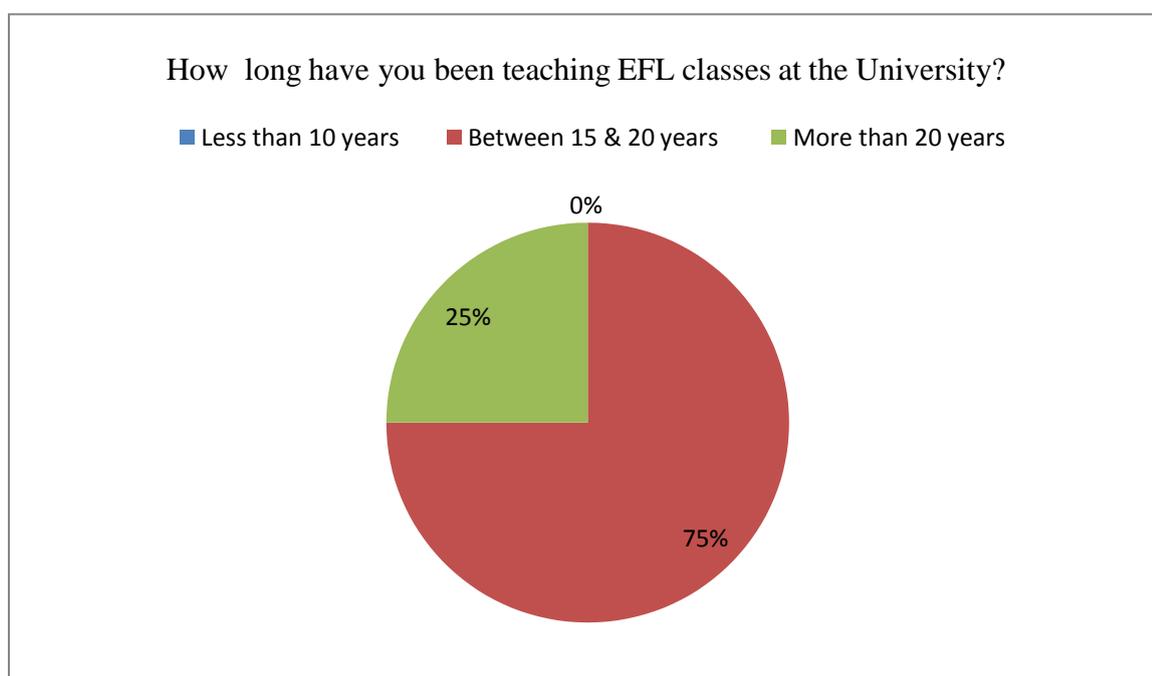
Graph 03: Years of Experience as EFL teachers

Table 03 shows that most of the teachers" who responded on the questionnaire, 75% of them have between 15 and20 years of experience in teaching English at Bejaia University. Whereas, only 25% have taught English as a foreign language for more than 20 years. Accordingly, the results reveal that the majority is formerly graduated teachers at Bejaia University and this is demonstrates their higher level of education.

Section Two: Translanguaging in English foreign languages Algerian classes

Question 01: As a teacher, do you use translanguaging in Class?

Options	Frequency	Percentage
Yes	02	50%
No	02	50%
Total	04	100%

Table 04: Teachers" Use of Translangauging
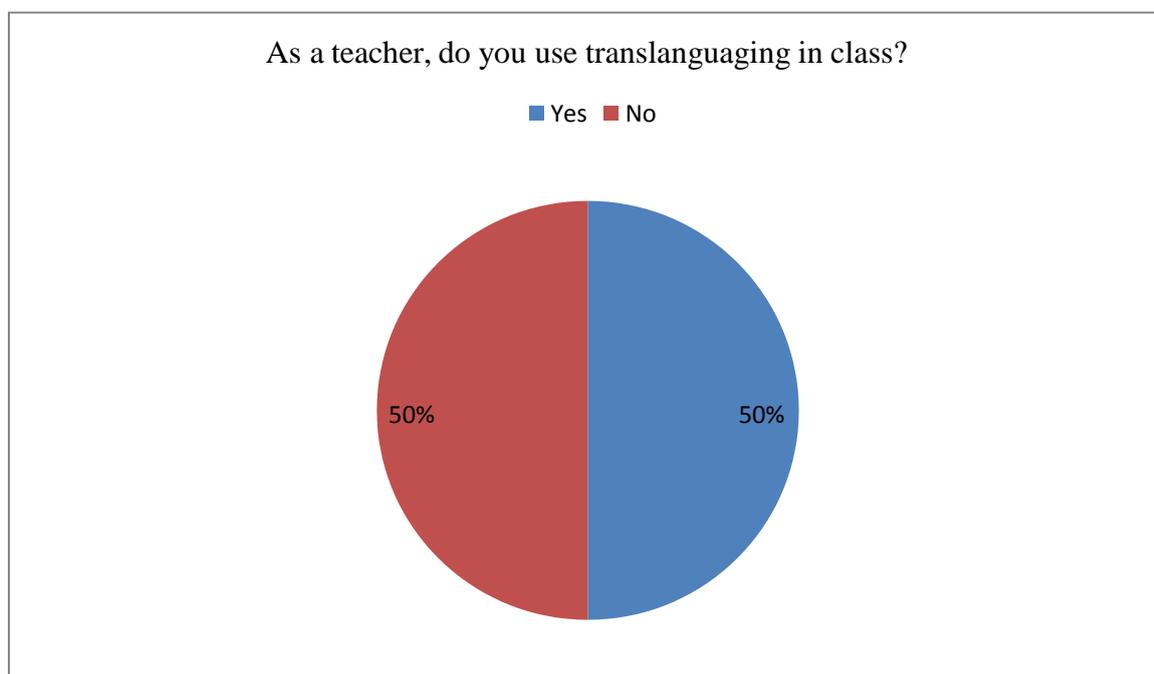
Graph 04: Teachers" Use of Translanguaging

Table (04) reports that 50% of EFL teachers" at the department of English, University of Bejaia use TRL in their teaching. Whereas, 50% stated that they do not use TRL in classroom.

➢ Why do you do if your answer is "Yes"?

Half of EFL teachers" who stated that they use TRL in their teaching gave the following reasons:

46

- "I use TRL for being more helpful for students who do not understand the content given in the target language".

- "I use TRL as a communicative strategy for a better understanding of learners".

- "I use TRL to make the content given in the target language more comprehended".

- "I use TRL in my classroom teaching to make the students feel comfortable and build a good relationship with them and create a convenient classroom atmosphere to learners".

- "I use TRL in order to facilitate the classroom interaction".

- "I use TRL in order to help the students understand the content taught in the target language using the mother tongue".

From the responses above, we can understand that teachers use TRL for various reasons, mainly to make the students understand easily the content taught in the target language, because sometime students cannot manage to assimilate the teachers" information. Moreover, they also added that they use TRL to build a good relationship with students and create a suitable classroom teaching and learning atmosphere and facilitate the classroom interaction.

50% of Teachers regarded TRL as a facilitator tool and a communicative strategy that help students master the target language easily by using their mother tongue. In addition, it can be used by teachers to attract the students" attention and motivate them to learn.

Question 02: What is your reaction when your students" use translanguaging in the classroom?

Options	Frequency	Percentage
Positive	01	25%
Negative	01	25%
Neutral	02	50%
Total	04	100%

Table 05: Teachers" Reaction to Students" use of Translanguaging
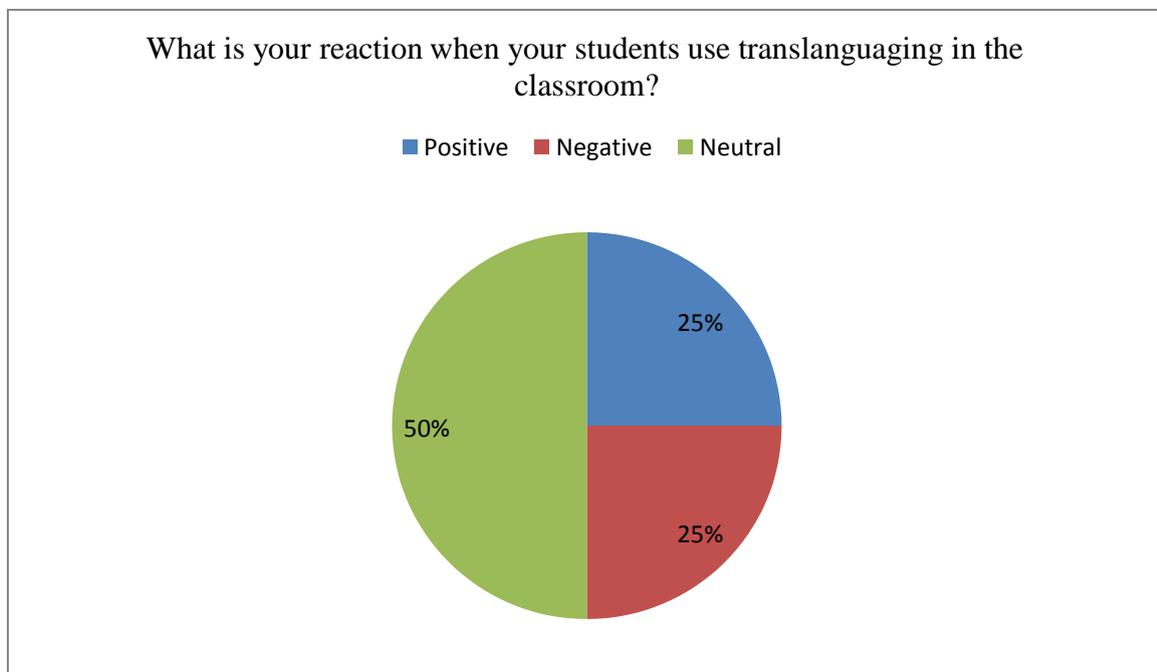
Graph 05: Teachers" Reaction to Students Use of Translanguaging

Table (05) shows the different reactions of teachers towards their students" use of TRL in class. 25% of the participants argued that when their students use TRL they react positively. 25% of the participants react negatively towards their students" use of TRL in class. Moreover, 50% of the respondents claimed that their reaction towards students" use of TRL was neutral.

Thus, from the analysis we can conclude that the majority of the teachers" reactions towards student"s use of TRL in class were neutral, that is to say they maynot favor it but also they do not reject it. However, we cannot maintain the idea that these teachers neglect the language use, which is considered as the vehicle of the classroom interaction and give importance to the teaching content.

Question 03: How do your students react while you are using translanguaging in the class?

Options	Frequency	Percentage
Positively	03	75%
Negatively	00	0%
Neutrally	01	25%
Total	04	100%

Table 06: Students Reaction to Teachers" Use of Translanguaging
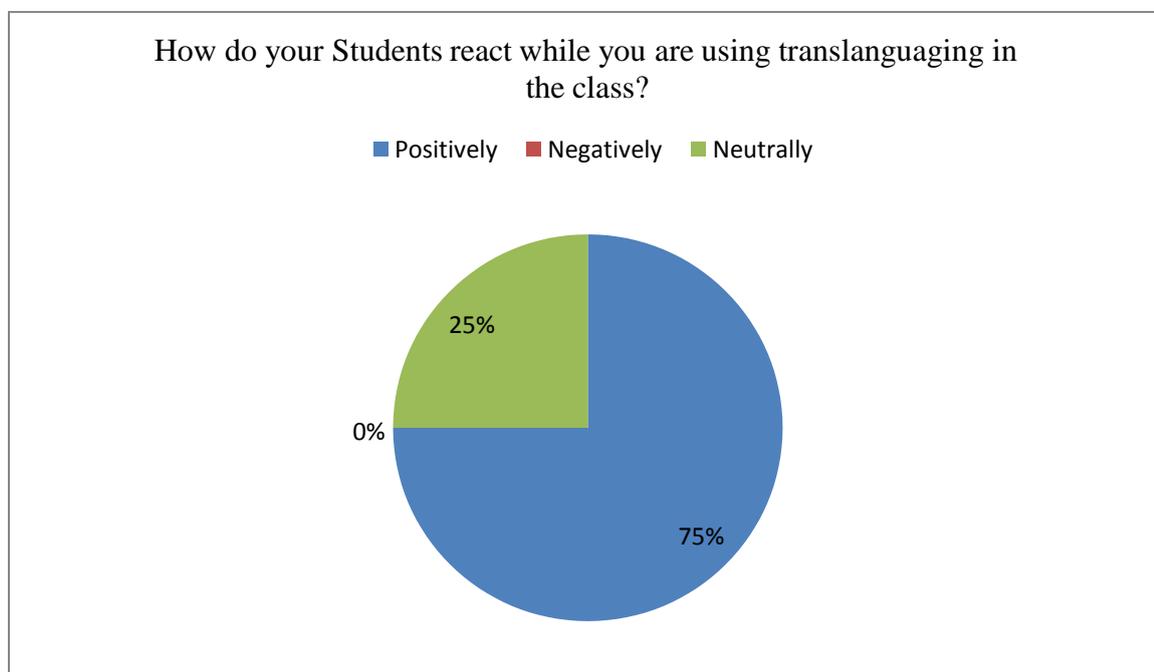
Graph 06: Students Reaction to Teachers" Use of Translanguaging

The above table (06) reports the answers of the teachers about the students" reaction when their teachers use TRL in the class. 25% of the respondents argued that EFL students reacted neutrally towards the practice of TRL by teachers. Moreover, 75% of the students react positively when their teachers use TRL.

From the results, we can see that most of the time students react in a positive way to teachers" TRL, and this is because they either consider it as an opportunity that makes them understand better and to get easily the input provided by the teachers.

Question 04: How often do you use translanguaging in your speech?

Options	Frequency	Percentage
Very often	00	0%
Sometimes	02	50%
Rarely	02	50%
Total	04	100%

Table 07: The Frequency of Teachers" Use of Translanguaging
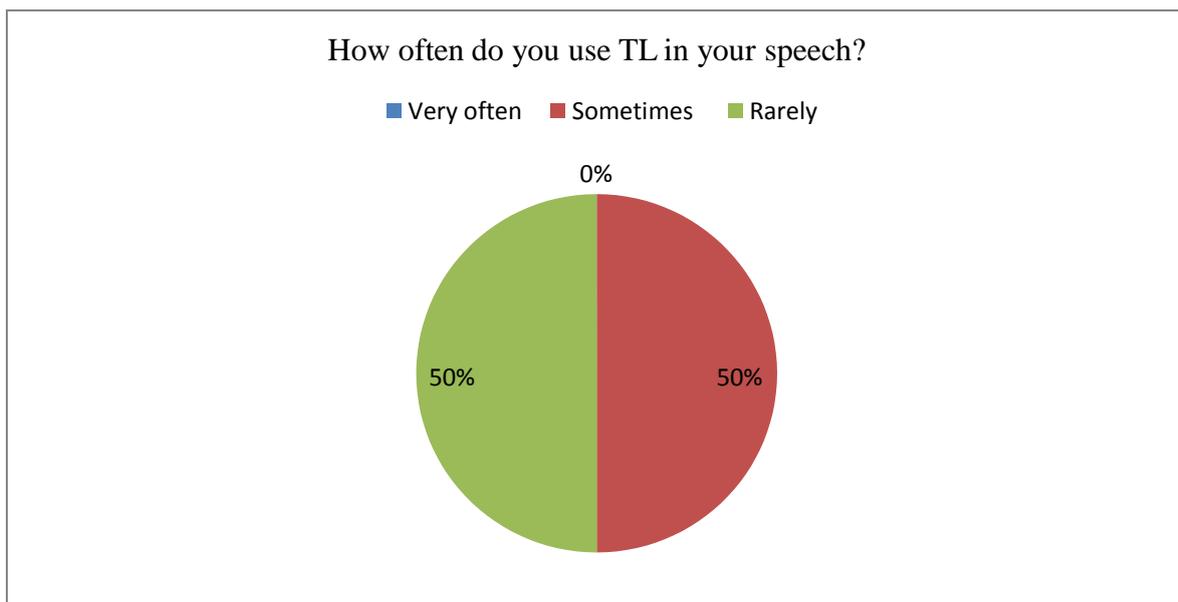
Graph 07: The Frequency of Teachers" Use of Translanguaging

50

 Table (07) shows the frequency with which the EFL teachers use TRL in their speech. Hence, 50% of the respondents said that they sometimes use TRL in their speech, likely 50% of the teachers argued that they rarely use TRL in their speech.

Accordingly, from the results we can deduce that teachers use TRL depending on the context or the situation and it can be related to the classroom management.

Question 05: In what state of mind do you use translanguaging?

Options	Frequency	Percentage
Consciously	02	50%
Unconsciously	02	50%
Total	04	100%

Table 08: Teachers‟ State of using translanguaging
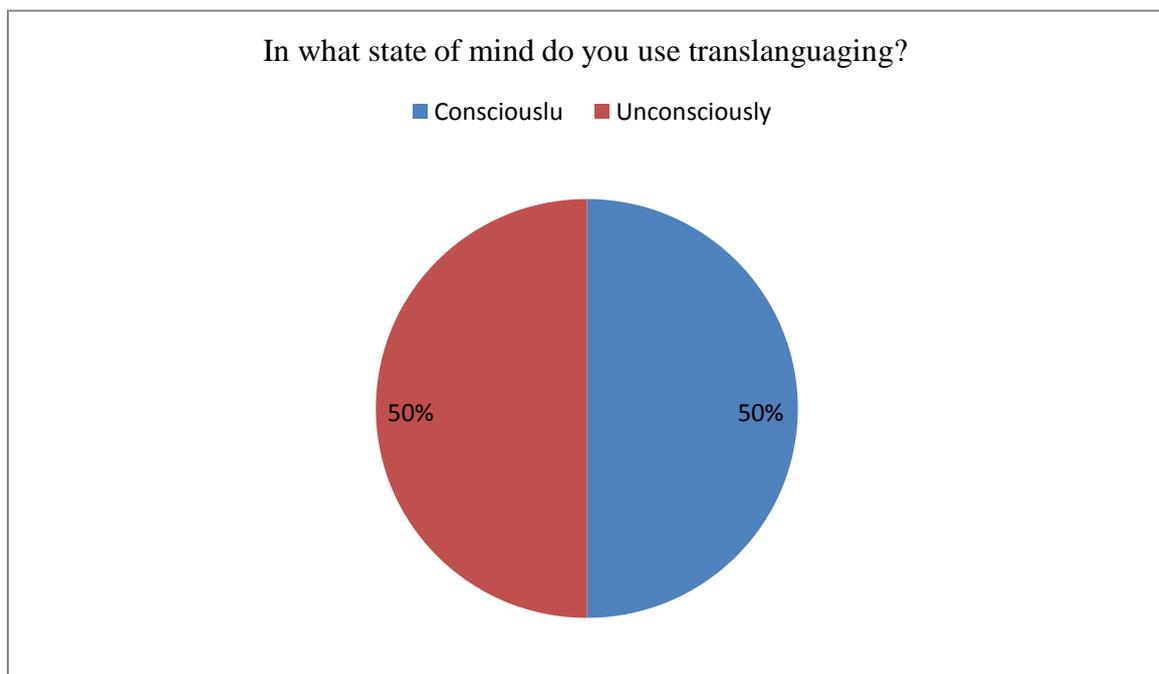
Graph 08: Teachers‟ State of Using Translanguaging

The table (08) reports that 50% of teachers use TRL consciously, while 50% uses TRL unconsciously.

Accordingly, from the results we can notice that TRL can be either a conscious act used by teachers to help students gain a well understanding, or, an indirect act which came spontaneously for other reasons.

Question 06: Do you think that translanguaging is a pertinent strategy for teaching?

Options	Frequency	Percentage
Yes	03	80%
No	01	20%
Total	04	100%

Table 09: Teachers" beliefs about the use of translaguaging as a strategy for teaching
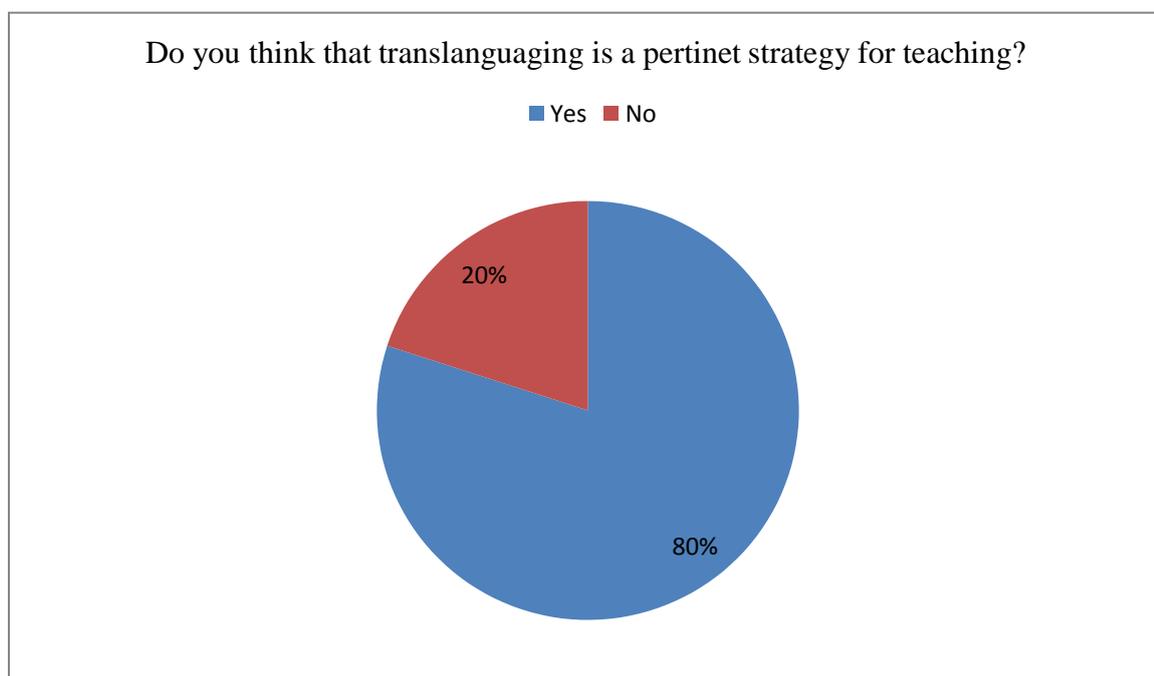
Graph 09: Teachers" beliefs about using translanguaging as a pertinent strategy in teaching

52

Table (09) illustrates teachers" beliefs about the use of TRL as a strategy for teaching. 80% of the respondents favored the use of TRL as a good strategy for teaching in EFL classes. Whereas, 20% of teachers rejected the idea.

Hence, from the results we can conclude that translanguaging for 80% is an effective, useful as well as a helpful strategy for teaching EFL classes for a better understanding.

Question 07: Do you think that using translanguaging in teaching can reduce students" anxiety?

Options	Frequency	Percentage
Yes	04	100%
No	00	0%
Total	04	100%

Table 10: The impact of Teachers" use of translanguaging on Students" Anxiety
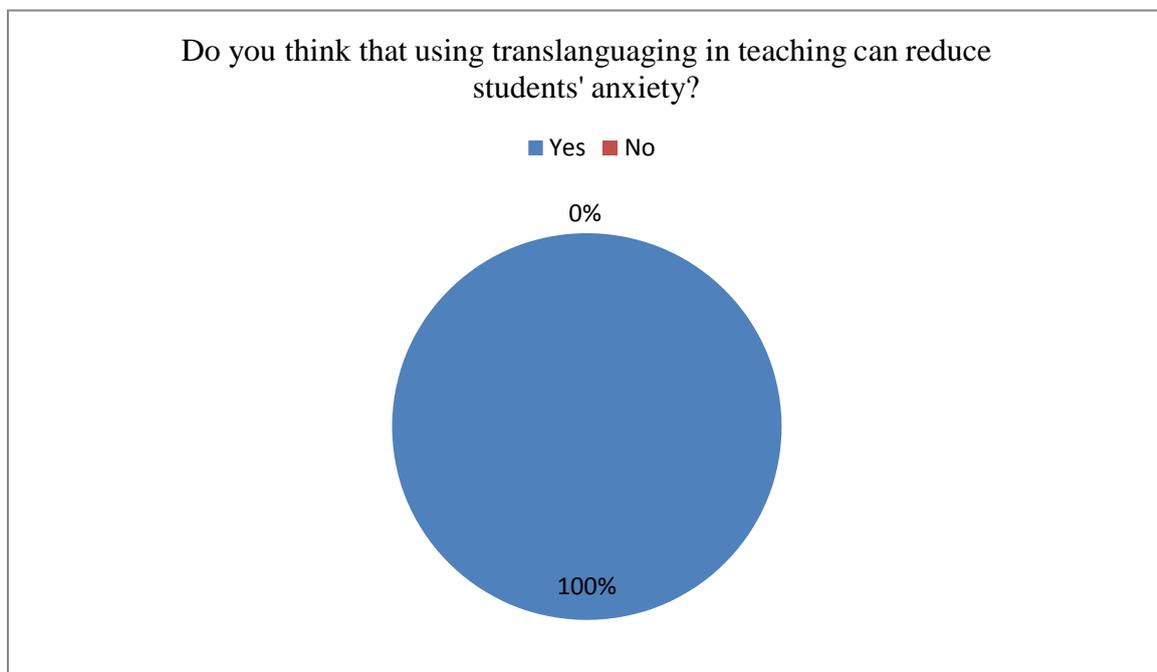
Graph 10: The impact of Teachers" use of translanguaging on Students" Anxiety

According to the results shown on the table (10) above about teachers" beliefs about the fact that the use of translanguaging reduces students" anxiety, 100% of the participants agreed with the idea by providing arguments that supports their view point, which are as follow:

- ♦ "Translanguaging makes the learner feel at ease in expressing his/her ideas and transmit the message in an easy and better way".
- ♦ "It temps them transmit the message confidently through the lack of the foreign language".
- ♦ "I think it reduce students anxiety because he/she would be in such comfort zone where the learning process would be effective".
- ♦ "I use it in order to motivate the student to learn in an easy way as well as to facilitate the learning process".

From the responses above, we conclude by saying that EFL teachers" in English department of Bejaia University (in this study) support the idea of using translanguaging in teaching.

Question 08: What do you think about the use of translanguaging in EFL Classroom?

According to the teachers" responses, the majority of them share positive perception towards the use of translanguaging in EFL classroom which are as follows:

- ♦ "It is a good strategy for integrates different languages (open door for multilingual), and for being flexible when students express themselves".
- ♦ "It is an effective strategy for both teachers and learners to fill the gaps of the target language".
- ♦ "I always recommend the use of (only) English in my classes. Well TRL may help in the flow of communication".
- ♦ "Sometimes it is needed but should not be recurrent".

Therefore, according to the results of the above analysis, teachers viewed translanguaging as a good strategy to be employed in EFL classroom because it is a useful tool to improve the communication and the students" acquisition of the target language. According to them, it helps the students to find better ways to communicate and transmit a message by using another language as well as convey meaning in the classroom. In addition, it may help the learner to master many languages by shifting from one language to another.

Question 09: In your opinion, what are the reasons behind using translanguaging in classroom?

According to the respondents, there are several reasons for using translanguaging in EFL classroom. Practically, the majority of them affirmed that the main reason of using this sociolinguistic phenomenon is the lack of vocabulary in the target language. As pointed in the following claim "*I think that the principle reason of using TRL in EFL classroom is due to the lack of vocabulary in the target language*". That is to say that when students are not able to find the right words in the target language, they tend to translangue using another language so that to fill in the language gaps. Whereas, the second reason of TRL suggested by some teachers is related to the fact of being multilingual as it is asserted in the following claim *"I suppose that the students' use of TRL in classroom is related to a habit of multilingual"*. Since they find difficulties to think using the target language so they tend to use the mother tongue or any other language they master well to express their ideas instead of using the target language. Besides, the third reason is the inability to express using the exact words in English as cited in the following claim *"the reason for students' use of TRL in EFL classroom is due to the incapacity to express himself/herself in English. So students use TRL as a strategy to compensate their weakness"*. That is to say, students use TRL as a strategy to overcome the target language barrier.

To conclude, (Participants (teachers) think that) students use TRL as a strategy for several reasons, most of the time it is used to hide the linguistic incompetence and fill in the gaps of knowledge.

Question 10: In your opinion what are the advantages and disadvantages of translanguaging?

Advantages	Disadvantages
✦ It helps students overcome language and psychological difficulties.	✦ TRL prevents mastering one language.
✦ It helps students for better understanding and fills in the gaps of knowledge.	✦ TRL may hinder the process of language acquisition.
✦ It helps in reducing the students" anxiety.	✦ It bothers vocabulary learning among students.
✦ It increases the students" participation, interaction and understanding.	✦ It reduces the chance to enhance the students" target language learning.
✦ It helps in clarifying and the transmission of the ideas easily in the target language.	✦ TRL can lead to students" proficiency and confidence in speaking English.
✦ It helps students learn new vocabulary	✦ It can be a barrier in mastering the vocabulary of the target language.
✦ TRL permits having a multilingual community.	✦ Students may neglect the use of the target language.
✦ It helps then students to understand effectively the content in classroom setting.	
✦ It increases the students" motivation to	

learn the vocabulary of the weaker language. 🞣 It enables students to be more active in the process of learning.	

<p align="center">**Table 11:** Advantages and disadvantages of using translanguaging in EFL classroom</p>

Table (28), shows teachers" perceptions towards the use of TRL in EFL classroom who believes this sociolinguistic phenomenon have both positive and negative impacts on the learning process as well as the communicative process. Accordingly, they generally assert that it is a useful strategy used by EFL learners to facilitate and to make the target language easy to understand. So, as advantages the majority of teachers agreed that TRL improve the students" participation and communication as well as to break the barrier encountered in learning the target language. However, they developed a negative perception about the use of TRL. So, according to them using TRL in EFL classroom leads the students to a lack of proficiency and confidence in using only the target language. Also, it affects the level of learners since relaying on the mother tongue and neglects the use of the target language.

3. Discussion

As we can see from the last results, (50%) of teachers agreed on the fact that translanguaging is a beneficial tool that they can use in classroom, for the sake of making the content given in the target language well understood. In addition, they claimed that TRL is a facilitator strategy for classroom interaction: it promotes students" participation in class. Indeed, as found by Garcia and Kano (2014), that TRL is considered as the process in which students and teachers manage the classroom practices, including all the languages used by students to develop new language and preserve one: it means using target language and preserve the mother tongue.

Therefore, according to students" perceptions toward TRL, it is noticed that this phenomenon is regarded as an effective strategy in terms of multiple language management. Moreover, TRL helps students to better interpret a specific content and understand the whole meaning of it. In fact, Baker (2011) affirmed that translanguaging promotes a deeper understanding of the subject matter, as well as it could assist weak students in the development of the target language.

Both students" and teachers" perception of TRL, it is agreed that TRL is a good pedagogical strategy as it is asserted by Tang (2002), translaguaging in teaching is not considered as a barrier for both teachers and students, instead it is a way or a strategy that facilitates the learning and teaching process by providing a comprehensible input and output.

Conclusion

In this section, the objective of the current study has dealt with the analysis and discussion of the results using students" and teachers" questionnaire. The data was analyzed and compared in the sake of answering the research questions.

The different findings obtained show that students use TRL with the inclusion of the mother tongue (Tamazight/Berber) and French language in addition to English. Additionally, the results of the two questionnaires revealed that all the learners resort to use other languages more than English which is their target language. So, TRL supports and encourages the communication and participation and improving the students" motivation to learn and be more active in classroom talk. To conclude, both teachers and students develop more positive perception towards the use of translanguaging in classroom as a communicative strategy, even though they have some negative perceptions about TRL.

Section two

Implication and Suggestion for Further Research

After the discussion of the findings, and confirming that translanguaging is an effective strategy in the purpose of achieving a good learning process in EFL classrooms. This section comes as a continuity of the investigation; it deals with limitation of the study, implications, and ending up with some suggestion for further research.

1. **Implications of the study**

After the analysis of the data and discussing the results of the study, it id found that TRL could serve as an efficient and useful strategy to facilitate both the communication and the learning process as well as rising the students motivation and confidence to take part in classroom talk. Besides, the majority of the participants develop more positive attitudes towards TRL. In the light of these findings, the following study suggests a number of implications for both students and teachers to benefit and improve both the process of teaching and learning.

1) **Using TRL to achieve a better pedagogical outcome:** Teachers need to think of integrating TRL and the use of other languages in EFL classroom, so that to satisfy students" need. Thus, education makers should think about the inclusion of TRL as a practical teaching and learning strategy instead of considering it as hindrance.

2) **Giving importance to TRL as a useful strategy to improve students' communicative skill:**as it is shown in the discussion of the results, both teachers and students shared and agreed that TRL is an effective strategy to generate more speaking in the classroom as it helps students to improve students understanding.

3) **Examine the role of TL in EFL classroom:** it is important to examine the students‟ TRL practice in EFL classroom in order to have a better understanding about its role in the process of learning and teaching as well as the communication process. Furthermore, students and teachers should try to construct clear ideas about the language schedule in EFL classroom and take it into consideration.

4) **Using TRL as a strategy in raising the students' motivation to be more active in the classroom:** according to the results, it is found that students TRL help them to better express and transmit the message clearly. So, as TRL is used to clarify different items and to ensure the comprehension, it could be an effective strategy to share ideas and to provide efficiency and proficiency in the process of learning the target language.

2. **Suggestion for Further Research**

After presenting the results of the present study based on previous literature, we highlighted crucial elements in EFL classroom. Yet, there are many areas and further questions still need to be answered by other research work. Consequently, the following suggestions are addressed to those who are interested to conduct future studies in the same field.

The first suggestion is to replicate this study through investigating the use of translation as strategy for better and rich communication in EFL classroom using other research method. An example to that is conducting an experiment with control group. In addition, this investigation can be reproduced with beginners‟ classes such as in middle or secondary school

Second, as it is found translanguaging allows students to take part in classroom interaction, and be in a comfortable situation for communication. Thus, a future research can be conducted on implementing translanguaging as an effective tool to reduce foreign language speaking anxiety.

Third, the results of this study reveal that learners are more motivated when making conversation outside the classroom andinteracting with others. Thus, another research can be carried out on the role of interaction for students" foreign language learning motivation.

The forth suggestion, is to conduct a study investigating the effect of social environment of EFL language learning. An example for that could be the Algerian case since the results of this study shows that: the majority of 55% of the Algerian population do not speak English in daily life context.

Conclusion

Throughout this chapter, the researchers discussed the results of the study and reached the conclusion that EFL students" translanguaging use serves as a strategy to better communicate and helps them to understand more easily as well as increasing the students" participation, interaction and understanding. However, it also has negative impact at the level of language acquisition. Thus, as the research Hypothesis are approved and all the research questions are answered, thus, at the end of the study we have made a list of implications and some suggestions to further research works.

General Conclusion

General Conclusion

The present study has looked into the use of translanguaging as a strategy to better teach/learn English as a foreign language among Master two students of Applied Linguistics at the Department of Bejaia University. Accordingly, the researcher has built their study on three hypotheses. First, students who use TRL, they may better perform in communication. Second, if they use TRL in an unconscious way, they would better acquire the target language. Finally, if EFL students at Bejaia University use TRL, they would have better cognitive abilities in mastering language so that breaking the barriers and opening doors for multilingualism.

The main purpose behind conducting this study is to highlight both students and teachers perceptions towards the use of TRL in EFL classroom. This investigation also aims to demonstrate the use of this sociolinguistic phenomenon as an effective strategy in EFL classroom language teaching and learning. In addition, translanguaging help students to overcome linguistics and psychological barriers as well as assists students" participation, interaction and understanding. Moreover, it helps in clarifying and the transmission of the ideas easily in the target language.

This study is divided into four chapters. The first chapter introduces the main components of our research which is the general introduction; the research problem, the rational of the study, the aim of the study and the research questions. The second chapter is composed of three theoretical sections; the first one includes both the definition of TRL and the main elements related to it. In addition, the second one demonstrates both students and teachers" attitudes and perceptions towards the use of TRL in EFL classroom as well as highlighting its advantages and disadvantages for the sake of learning and communication. Besides, the third one is devoted to the historical background of Algeria, the structure of the educational system in Algeria, the status of English abs other foreign languages in the Algerian educational

setting. The third chapter, which is methodological, consists of research methods, sampling techniques, limitations of the study and the research design framework. Furthermore, we present the data collection and procedures and research approaches. Lastly, we concluded the chapter with the approaches to qualitative analysis and ethics. The fourth and last, showed the final findings/ interpretation of the data collection.

This investigation is relied to qualitative method since we explored the sociolinguistics phenomenon which is translanguaging, and this last require both descriptive and statistical analysis. Thus, for collecting the data we have used one research tool which is questionnaire for 30 EFL students and 4 teachers. These questionnaires provide valid data about students and teachers perception towards TRL.

Therefore, from the data analyzed, we have found that the use of TRL in EFL classroom is a facilitator more than a barrier because it enables learners to enrich their vocabulary in the target language and permit them to express their ideas easily. In other words, students are more exposed to learn effectively a new language. On the other hand, according to the data collected from teachers" questionnaire, we have found that teachers agreed on the fact that TRL is a pertinent strategy for teaching by providing students with efficient and sufficient input. Furthermore, translanguaging can/ may boost the learners" motivation for classroom interaction and gaining confidence.

All in all, other researches could be conducted in this topic in the sake of overcoming the limitations found and showing that translanguaging is more useful and helpful in the process of learning and teaching and for getting other divergent valid results.

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Appendices

Appendix N° 01: Students' Questionnaire

The following questionnaire is a part of a study that is conducted at the English department at the University of Bejaia. Its main purpose is the investigation of the use of Translanguaging process in EFL classroom. Please answer the following question carefully and honestly. Be sure that all your responses and information will be kept confidential and would be used for academic goals, thank you for collaborating.

The researcher

Section One: Personal Information

1. What is your gender?

    a) Male

    b) Female

2. What is your first language?

    a) Arabic

    b) French

    c) English

3. Where did you learn English first?

    a) In media

    b) At school

    c) By self-training

Section Two: Translanguaging in EFL Algerian classes

1   Which language would you say you master better?

    a) Arabic

    b) French

c) English

2 Do you usually find difficulties in English oral, written expression?

    a) Written

    b) Oral

    c) Both

3 In which situation you find English easy to learn?

    a) Working in peers or group

    b) Conversations outside the classroom

    c) Pronunciation drills in oral activities

4 Do you need to use your first language /another language as facilitator during your English lesson to be understood?

    a) Never

    b) Rarely

    c) Sometimes

    d) Often

    e) Always

5 Do you have the habit to use English language outside your class?

    a) Never

    b) Rarely

    c) Sometimes

    d) Often

    e) Always

6 As Algerian, do you think that English is used / spoken in daily life context?

    a) Never

    b) Rarely

c) Sometimes

d) Often

e) Always

7   It is a good idea to use an alternative language during your English course

    a) Strongly agree

    b) Agree

    c) Neutral

    d) Disagree

    e) Strongly disagree

8   The switch/ translation to another language allows you to better understand the content given

    a) Strongly agree

    b) Agree

    c) Neutral

    d) Disagree

    e) Strongly disagree

9   In Algeria, do think that it is better to integrate English in the primary school program for better future opportunities?

    a) Strongly agree

    b) Agree

    c) Neutral

    d) Disagree

    e) Strongly disagree

10 For you, how would you define Translanguaging process in learning; facilitator or handicap, and why?

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Appendix N°2: Teachers' Questionnaire

The following questionnaire is a part of a study that would be conducted at the English Department at the University of Bejaia. It aims to investigate the use of translanguaging in EFL classroom. Please, answer all the questions below carefully and honestly. Be certain that all your responses and information will be kept confidential and will be used for academic purposes, thank you for your collaboration.

The researcher

Section One: Personal Information

1. Gender:

   A. Male

   B. Female

2. Degree (s) held:

   A. B.A

   B. M.A

   C. PhD

3. How long have you been teaching EFL classes at the university?

   a) Less than 10 years

   b) Between 15 & 20 years

   c) More than 20 years

Section Two: Translanguaging in English Foreign Languages Algerian Classes

Canagarajah (2011) referred translangugaing as "the ability of the multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p. 401).

1. As a teacher, do you use translanguaging in class? (if yes, please justify your answer)

   A. Yes

   B. No

2. What is your reaction when your Students use translanguaging?

   a) Positive

   b) Negative

   c) Neutral

3. How do your students react while using translanguaging in the class?

   a) Positively

   b) Negatively

   c) Neutrally

4. How often do you use translanguaging in your speech?

   a) Very often

   b) Sometimes

   c) Rarely

5. In what state of mind do you use translanguaging ?

   A. Consciously

   B. Unconsciously

6. Do you think that translanguaging is a pertinent strategy in teaching?

    A. Yes

    B. No

7. Do you think that using translanguaging in teaching can reduce students'' anxiety?
(please, justify your answer)

    1) Yes

    2) No

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8. What do you think about the use of translanguaging in EFL classroom?

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9. In your opinion what are the reasons behind using translanguaging?

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10. In your opinion what are the advantages and disadvantages of translanguaging?

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