

EMBRACING MULTILINGUALISM IN THE EFL CLASSROOM: INVESTIGATING STUDENTS' PERSPECTIVES ON TRANSLANGUAGING IN THE ENGLISH DEPARTMENT AT BATNA 2 UNIVERSITY

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Abstract: This paper examines the effectiveness of translanguaging as a pedagogical strategy from the perspective of a sample of plurilingual students, enrolled in the English Department at the Algerian University Batna 2. In this mixed-methods research, the researcher employs a questionnaire and a focus group interview to gather data from 110 English as Foreign Language (EFL) students. By examining students' perceptions of their language choice, use, and learning outcomes in a classroom where translanguaging is practiced, this study contributes to a deeper understanding of how embracing multilingualism through translanguaging strategies can enhance learning in EFL contexts. The affirmative findings support the implementation of translanguaging and hold implications for pedagogical approaches and language policy development to create more inclusive and effective EFL classrooms.

Keywords: EFL, multilingualism, students' perspectives, translanguaging

ADOPTER LE MULTILINGUISME DANS LA CLASSE ALE: ENQUÊTE SUR LES PERSPECTIVES DES ÉTUDIANTS SUR LE TRANSLANGAGE AU DÉPARTEMENT D'ANGLAIS À L'UNIVERSITÉ BATNA 2

Résumé : Cet article examine l'efficacité du translangage comme stratégie pédagogique du point de vue d'un échantillon des étudiants plurilingues, inscrits au département d'Anglais à l'université Algérienne Batna 2. Dans cette recherche à méthodes mixtes, la chercheuse utilise un questionnaire et un entretien de groupe pour recueillir des données auprès de 110 étudiants d'Anglais comme langue étrangère (ALE). En examinant les perspectives des étudiants sur leurs choix de langue, leurs utilisations, et les résultats d'apprentissage dans une classe où le translangage est pratiqué, cette étude contribue à une compréhension plus approfondie de la manière dont l'adoption du multilinguisme par le biais du translangage peut améliorer l'apprentissage dans les contextes d'ALE. Les résultats positifs soutiennent la mise en œuvre du translangage et ont des implications pour les approches pédagogiques et l'élaboration de politiques linguistiques qui incitent des classes plus inclusives et plus efficaces.

Mots-clés : ALE, multilinguisme, perspectives des étudiants, translangage

Introduction

Language teaching practices have undergone significant evolution over the years, reflecting a growing perception of the complexity and diversity inherent in language pedagogies. One key paradigm shift has been *the multilingual turn* which transformed the way languages are taught and learned. This shift is rooted in the acknowledgment that

language learners are often plurilingual individuals with diverse linguistic repertoires and cultural backgrounds (May, 2018). Thus, their linguistic diversity should be celebrated, translanguaging should be encouraged, and learners should be placed at the center of the educational process (Meier, 2017; García, 2009). At the heart of the multilingual turn is the concept of translanguaging, which refers to the fluid manner in which language learners utilize their entire linguistic repertoires to effectively convey and negotiate meaning (García & Wei, 2014). According to Conteh (2018), within translanguaging, language is perceived as an ongoing and dynamic process rather than a static entity or object. It is not just about alternating between languages like code-switching, but it is the «use of complex discursive practices that cannot be easily assigned to one or another code» (García, Flores, & Woodley, 2012:52). Learners relate their plurilingual practices to understand content and this strategy boosts their learning by drawing on their full linguistic repertoires (García et al., 2012). This perspective shifts the focus from quantifying the number of languages an individual knows to how effectively they exploit them to accomplish their communicative goals. Recently, many research studies have been directed across different contexts to explore the implementation and use of translingual pedagogies within education. These studies have highlighted the positive impacts of allowing learners to engage with multiple languages in the learning process. Translanguaging positively influenced students' motivation, engagement, language learning efficacy, cultural connection, inclusivity, and metalinguistic awareness (García & Sylvan, 2011; Canagarajah, 2011; Conteh, 2018; Wei & Zhu, 2019; Ortega, 2021; Cenoz & Gorter, 2022). Even with the accumulation of knowledge in this area, there remains a dearth of research focused on translanguaging within the specific context of Algeria's language education landscape. Notably, Algeria presents an intriguing backdrop due to its multilingual status and TEFL policies which prohibit the use of students' native languages. Within Algerian classrooms, the coexistence of Berber, Arabic, French, and English as prominent languages of instruction highlights the multilingual reality that students navigate to make and negotiate meaning. In the Department of English, the prevailing mindset is that an exclusive focus on the target language, English, is the most conducive approach to engender native-like speakers. This perspective overlooks the potential benefits of embracing students' plurilingualism and using translanguaging in facilitating meaningful communication and comprehension. Hence, this study endeavors to bridge this research gap by investigating the potential consequences of implementing translanguaging strategies within the Algerian EFL context. By investigating the perceptions of students regarding the impact of integrating their full linguistic repertoires in the learning process, this research aims to provide valuable insights into the feasibility and efficacy of adopting translanguaging in a setting where traditional policies impose linguistic hierarchies and monolingual pedagogies. This can inform effective language teaching practices that resonate with students' needs and enhance their overall learning experiences. By examining translanguaging applicability within the Algerian context, this study contributes to the broader discourse on effective language pedagogy and emphasizes the need for context-sensitive approaches that acknowledge learners' plurilingualism and country's multilingualism. Incited by the above considerations, the present study seeks to answer the following question: How do EFL students perceive the significance of implementing the translanguaging approach in their classroom? Accordingly, we suggest two hypotheses: The implementation of translanguaging approach in the EFL classroom will be perceived by the students as a pedagogically effective and enriching experience, leading to a significant positive

relationship between students' perceptions of translanguaging and their overall satisfaction with the learning environment. It is hypothesized that the implementation of translanguaging approach in the EFL classroom will not be perceived by the students as a pedagogically effective and enriching experience and will instead be viewed as a confusing or unhelpful approach, leading to a non-significant or negative relationship between students' perceptions of translanguaging and their overall satisfaction with the learning environment.

1. Literature Review

Embracing multilingualism and integrating translanguaging as a pedagogical strategy within the context of language education has been the subject of increasing research papers. The next section of the article reviews relevant literature about the multilingual turn and the concept of translanguaging: its emergence, development, and implications within the EFL classroom.

1.1 *The Multilingual Turn*

The multilingual turn represents a significant paradigm shift in the field of language teaching and learning (Conteh & Meier, 2014; May, 2018). It criticizes the conventional mindset that language education should primarily focus on teaching and learning a target language in isolation from other linguistic assets a learner may possess. Garcia (2017) confirms that the multilingual turn challenges the traditional monolingual paradigm which views multilingualism as a deficit and monolingualism as the norm. Instead, it underlines the importance of embracing linguistic diversity and learners' multilingual repertoires. This shift recognizes the benefits of multilingualism and considers it as a resource that can be used to enhance learning. There are a number of factors which have contributed to the multilingual turn in TEFL. One factor is globalization and the increasing diversity of the world's population as May (2018) notes that the world is becoming increasingly multilingual and by 2050, it is estimated that over half of the world's population will be multilingual. In fact, in many countries the majority of the population is now plurilingual. This diversity is reflected in the classrooms, where students are increasingly likely to speak multiple languages. Another factor that has contributed to the multilingual turn is the increasing number of studies about multilingualism around the world. These studies have revealed that multilingualism is beneficial in education because it improves cognitive skills, educational achievement, and facilitates cultural acceptance and interchange. According to Cummins (2008), recent research shows that multilingualism has a number of benefits for cognitive development, academic achievement, and cultural understanding. The research by Kramsch (2018), for instance, highlights that embracing multilingualism in the classroom can lead to increased learner motivation, improved language proficiency, and a greater appreciation for linguistic diversity.

One of the key implications of the multilingual turn is the call for a departure from monolingual approaches to language education. Traditional monolingual approaches often insist on exclusive use of the target language in the classroom, while discouraging or even prohibiting the use of learners' native languages. Canagarajah (2013, p.20) argues for a shift towards more multilingually-informed approaches which advocate «for a pedagogical space where learners can leverage their entire linguistic repertoire. » Such multilingually-informed approaches recognize the plurilingualism inherent in many learners and

encourage them to draw upon their linguistic resources (Cummins, 2007). These multilingually-informed approaches foster greater cultural and sociolinguistic sensitivity in the language classrooms. By acknowledging and incorporating learners' native languages and cultural backgrounds into the classroom, educators create a more inclusive and culturally responsive learning environment. Furthermore, Byrd and Hua (2018) argue that acknowledging and respecting the diverse linguistic backgrounds of learners can lead to a more equitable and effective language education system.

Thus, the multilingual turn in language education has profound implications for the way teaching and learning are conceived and enacted. It signifies a shift away from monolingual approaches towards more multilingually-informed approaches that celebrate linguistic diversity, encourage the use of learners' native languages, and promote cultural and sociolinguistic sensitivity in the classroom. One approach is translanguaging, which is the fluid use of multiple languages in the classroom: It aligns closely with the principles of multilingualism, emphasizing the dynamic and fluid nature of language use. García (2009) emphasizes the importance of considering languages as interconnected rather than isolated entities, highlighting how multilingual practices offer learners the opportunity to engage more authentically with language. The pedagogical value of embracing such practices has been recognized in various educational contexts. As Canagarajah (2011, p.122) states, «Translanguaging helps multilingual learners tap into their full linguistic repertoire to negotiate meaning, express complex thoughts, and engage more deeply with content. » Next, we will discuss the concept of translanguaging both as a theory and pedagogy and its implications in the EFL classroom.

1.2 Translanguaging in the EFL Classroom

Translanguaging has emerged as a transformative force within language education, particularly after the multilingual turn. Going back to its origins, translanguaging is related to the Welsh notion *trawsieithu* of Cen Williams, which he examined in his unpublished doctoral dissertation in 1994 to describe a bilingual learning model used by Welsh students (Prada & Turnbull, 2018). Translanguaging has been discussed and expanded extensively since then, mainly through the work of Colin Baker and Ofelia Garcia, and it is «nowadays an umbrella term that embraces a wide variety of theoretical and practical proposals» (Cenoz & Gorter, 2020, p. 2). According to García (2009), translanguaging is a language practice that occurs naturally in bilingual and multilingual social contexts. She argues that translanguaging involves the flexible and seamless use of multiple linguistic resources in one communication. Baker (2011, p. 288) defines translanguaging as «the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages. » Canagarajah (2011, p.401) clarifies the concept as «the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system. » Likewise, Otheguy et al. (2015) define translanguaging as the communication practice in which bilingual speakers actively navigate between different languages, borrowing or transforming linguistic features and structures to achieve effective communication. Overall, these definitions collectively convey the idea that translanguaging involves the flexible, purposeful, and integrated use of multiple languages in communication, reflecting the complex and dynamic nature of language practices in multilingual contexts.

Translanguaging is not just a natural language practice but also a valuable approach in education. According to García and Wei (2014, p.25), translanguaging is a

pedagogical approach that allows learners to draw on their entire linguistic repertoire to make meaning and enhance understanding; «translanguaging makes visible the linguistic and intellectual capital of multilingual learners.» Moreover, Wei (2011) confirms that translanguaging is a pedagogical approach that can be incorporated deliberately into multilingual classrooms. Wei argues that translanguaging pedagogy encourages the use of learners' entire linguistic repertoire to scaffold learning, develop language skills, and foster cultural understanding .

Cummins (2007) suggests that translanguaging can foster a deeper conceptual understanding of content, enabling students to engage in critical thinking and metalinguistic awareness. Studies conducted in diverse educational settings have highlighted the potential benefits of translanguaging. García and Sylvan (2011) note that “translanguaging expands the resources for learning and teaching, and creates bridges between students' diverse linguistic and cultural backgrounds.” Canagarajah (2013) as well highlights the benefits of translanguaging for multilingual learners, and he argues that translanguaging can help learners to: 1/Negotiate meaning since translanguaging allows learners to draw on their knowledge of multiple languages to make meaning in a variety of contexts, 2/develop the ability to express complex thoughts in a clear and concise way, and 3/engage more deeply with content. An important aspect to consider in the context of translanguaging within EFL classrooms is that students' necessity to communicate motivates them to utilize all available resources (García & Kleifgen, 2018). Even when the language of instruction is English, educators can still offer their students opportunities to comprehend the new language by incorporating their native language (Song, 2016). For instance, an EFL teacher can establish collaborative structures in their classrooms. These structures enable students who share the same language background to engage in discussions or interactions related to content concepts, tasks, and activities in their native languages while producing all final outputs in English (Garcia, 2014). In fact, translanguaging has demonstrated its potential in EFL contexts to bridge the gap between learners' linguistic repertoires and the target language. Wei (2016, p. 358) explains that «translanguaging encourages learners to use their first language strategically to scaffold their understanding of the target language, thus enhancing overall language proficiency. » This finding holds particular relevance for the Algerian EFL context, where students often navigate between Arabic, French, and English.

It is evident that «extended exposure to the target language(s) is necessary, but there is also a real need to build on what students already know...Students link new information to old information and pedagogical translanguaging aims at reinforcing that process» (Cenoz & Gorter, 2021, p. 41). That is, supporting students to use their full linguistic repertoire through translanguaging grants them access to previously acquired knowledge. This knowledge is fundamental for their intellectual development. In fact, the process of learning a language parallels the acquisition of any other form of knowledge. When encountering new information, the brain can link it to existing knowledge thereby expanding one's understanding (Thomas et al., 2022). Plurilingual students can benefit from their ability to compare and contrast different linguistic features across their linguistic repertoires when they are learning a new language. This can help them identify the variations in meanings associated with these features and foster an awareness of «the vast extent of languages ... referred to in the literature as metalinguistic skills, and which have been shown to strongly influence students' linguistic success» (Thomas et al., 2022, p.32). In other words, translanguaging can help EFL students to learn English more effectively

and develop important metalinguistic skills. By supporting students to utilize their complete linguistic repertoire, translanguaging empowers them to construct meaning and deepen their comprehension. By embracing students' diverse language abilities, educators can tap into a rich resource that enhances learning and intellectual growth. This perspective aligns with the notion that translanguaging in education can foster inclusivity and value the linguistic assets that plurilingual students bring to the classroom, ultimately contributing to more effective and equitable learning environments.

2. Methodology

The researcher opted for a mixed-methods case study approach to investigate the attitudes of EFL students about translanguaging practices in their classrooms. According to Yin (2018, p. 16): «a case study is an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context. » The case study methodology typically encompasses the gathering of a diverse array of data, including both quantitative and, more frequently, qualitative data (Yin, 2018). This approach allows us to combine the strengths of both quantitative and qualitative methods, providing a richer and more holistic perspective. The research began by collecting quantitative data which were then complemented by a deeper exploration of qualitative data, providing in-depth insights from participants to enhance the interpretation of the quantitative analysis (Creswell & Plano Clark, 2018).

2.1 The Context

This study took place in the department of English Language and Literature at the Algerian University Batna 2. Batna is a city located in the northeastern region of Algeria. It is situated in the Aurès Mountains which are home to the Chaoui Berber population. Batna's sociolinguistic landscape is characterized by linguistic diversity, multilingualism, and a complex interplay of languages shaped by historical, cultural, and educational factors. Arabic as the official language, Berber as a national language, French as a colonial heritage, and English as the language of science and technology are used flexibly in various domains by various users. Hence, the students enrolled in this department are plurilinguals who speak at least three languages and learn English as a foreign language. In our context, multilingualism in the classroom is seen through a "language-as-problem" lens (Ruiz, 1984), and an English-only approach is adopted. This traditional monoglossic pedagogy excludes students' linguistic repertoires and supports teaching and learning using the target language only.

2.2 Participants

The participants included two classes of second-year students enrolled in the Department of English at Batna 2 University. A total of 110 students have participated in the quantitative phase, and 7 of them have also participated in the qualitative phase of the study. A comprehensive overview of the participants' profile is detailed in the first section of the findings. Due to reasons of accessibility and convenience, the researcher opted for purposive sampling which is not representative of the whole population; consequently, the results should be treated exclusively as a kind of exploratory study enabling only rough insight into the problem discussed. For the same reason the results should not be generalized to include all EFL students at the department of English in Batna 2 University or other Algerian universities. The researcher taught these two classes of participants 'a

grammar course' during the academic year 2022/2023, and the study took place in the second semester along their regular sessions. In the beginning of the academic year, the researcher explained the concept of translanguaging and adopted it as a pedagogical tool to facilitate teaching grammar course content. The researcher invited the participants as well to use it in class when needed.

2.3 Data Collection Instruments and Procedures

The present study is a mixed methods research; thus, both quantitative and qualitative data were collected from the sample of the students, using a questionnaire and a focus group interview. The questionnaire was adapted from Küçük (2018) who investigated students' attitudes towards translanguaging in Turkey. In our study, the questionnaire comprised 25 questions divided into 4 sections: The first section sought general information about the participants like age, gender, and linguistic background. The second section sought to identify participants' attitudes towards using only the English language in class whereas the third section sought to investigate participants' attitudes about the use of translanguaging. The last section questioned participants' translanguaging practices within the classroom. The questionnaire used 5-point Likert scale, spanning from 1 to 5, with distinct ratings: 1 denoting 'strongly disagree,' 2 signifying 'mostly disagree,' 3 representing 'neutral,' 4 indicating 'mostly agree,' and 5 corresponding to 'strongly agree.' The reliability coefficient of the scale was found .731 (Küçük, 2018). The questionnaire was handed to the participants and completed in class (in almost 20 minutes) on request of the researcher as the instructor of the class. Participation was completely voluntary and anonymous as no personal information was sought through the questionnaire. The second instrument used in this study was a focus group interview with 7 students, selected from the larger sample who answered the questionnaire. After analyzing quantitative data collected through the questionnaire, the focus group interview was used to provide a more in-depth exploration of the participants' attitudes towards translanguaging as Morgan (1997, p.25) emphasized: «focus groups complement quantitative data by providing rich, context-specific insights into attitudes and behaviors. » The interview was an open discussion in the classroom led by the researcher, and it lasted almost 60 minutes. Five open-ended questions were asked to incite the participants to expound their attitudes on translanguaging. As soon as the participants signed and sent back the consent form to take part in this research, the researcher started data collection.

2.3 Data Analysis

Data analysis was conducted in two phases: quantitative and qualitative. In the quantitative phase, descriptive analysis was utilized to depict and present the collected data from the questionnaires. The mean and the standard deviation of each item was calculated and reported in tables. In the qualitative phase, the focus group interview was recorded and transcribed, and then thematically analyzed. This approach involved first iteratively coding the data to generate initial codes, which were then categorized to create broader themes. This process aligns with axial coding, which emphasizes connecting data elements to reveal focal themes grounded in participants' perspectives (Morgan, 1997). Extracts from the interview are presented within the findings as they support the three main themes that arose from this study.

3. Findings and Discussion

3.1 Findings of the Quantitative Analysis

Participants were asked to identify their attitudes towards using translanguaging in their classroom either by their teacher for instruction or by themselves for learning. The mean scores of different questionnaire items are calculated using the SPSS software to answer the research question: *How do EFL students perceive the significance of implementing the translanguaging approach in their classroom?* The descriptive analysis of the results revealed that the participants hold positive attitudes concerning the use of translanguaging with a total mean score (M) of 3.453 and a standard deviation (SD) of 0.83. *Section One:* Analyzing data gathered about the general information of the participants revealed that all the participants are plurilinguals (100%), with almost 62.8% (n = 69) speak Berber Chaoui as their mother tongue and 37.2% (n = 41) speak Algerian Arabic as their mother tongue. All the participants 100% (n = 110) consider English as a second foreign language after French, which they have been learning since middle school. Participants spanned a wide range of ages, with 86.3% (n = 95) aged 20 or below, 10.9% (n = 12) aged 21–30, and 2.7% (n = 3) aged 31 and more. In addition, the participants were almost females 92.8% (n = 102) and only 7.2% (n = 8) were males, which is a very typical case for the Algerian education system where the great majority of language students are females. *Section Two:* Participants were asked to identify their attitudes about using English only in their classroom either by their teacher for instruction or by themselves for learning. The items' mean and standard deviation scores are illustrated in Table 1.

Table (1): Descriptive Statistics of Participants' Attitudes Towards Using English Only in Class

Item	M	SD
▪ To master English language, I think we should use it more often in class.	4.13	0.79
▪ The more English we use in class; the more our English will improve.	4.09	0.93
▪ I think no other language than English should be allowed in class.	1.62	0.96
▪ There are no situations which require us to use our native languages in class.	1.22	0.74
▪ We must use only English when completing a task together in class.	1.98	0.92
▪ It is a waste of time when the teacher uses translanguaging during the lesson.	1.96	0.71
▪ When the teacher uses translanguaging during the lesson, I get confused.	1.79	0.88
▪ I think translanguaging in the lesson weakens my English.	1.53	0.69

As shown in table 1, the uppermost mean score (M= 4.13) is attributed to item “To master English language, I think we should use it more often in class” and M= 4.09 to item “The more English we use in class; the more our English will improve.” This means that the students acknowledge the importance of the exposure to the target language in class in order to improve their language skills and approve English-only policy. At the same time, they do not think that they should be banned from exposure to other languages like L1 and L2 in class. This is illustrated in items “I think no other language than English should be allowed in the class, and “There are no situations which require us to use our

native languages in class” which got the lowest means score $M=1.62$ and $M=1.22$ respectively. Moreover, the students disagree with the idea that translanguaging may have negative effects on their English development as item “I think translanguaging in the lesson weakens my English” got a low mean = 1.53 with a low Standard Deviation of 0.69. Findings from this section of the questionnaire depict students’ divergent perspectives regarding the English-only policy in their classrooms. Interestingly, while there is a preference for an English-only approach, students also express an appreciation for translanguaging practices and indicate a more open attitude towards this strategy. Unlike the clear stance observed concerning the English-only policy, attitudes about translanguaging exhibit a degree of ambiguity, as evidenced by the results.

Section Three: In this section, students were asked about their perspectives regarding their translanguaging experience. Table 2 presents the items’ means and standard deviations.

Table 1: Descriptive Statistics of Participants’ Attitudes Towards Translanguaging

Item	M	SD
▪ I want to be permitted to use my L1/L2 in the classroom when I need to.	4.12	0.81
▪ Translanguaging in the lessons develops my English language.	3.68	1.06
▪ Translanguaging in the lessons raises my comprehension of the subject content.	4.59	0.79
▪ It helps me a lot when the teacher translanguages in the lesson.	4.41	0.92
▪ I will understand better the lessons if the teacher adopts translanguaging.	4.30	0.70
▪ It helps me a lot when the teacher adopts materials both in English and my native language.	3.77	0.86
▪ Using my native language with my peers when completing class tasks should be acceptable.	3.91	0.95
▪ The use of English solely in the lessons is not crucial as far as I complete the class tasks.	3.10	1.17

The results indicate that the participants overall hold affirmative attitudes towards the use of translanguaging in their classrooms with a median mean score of $M=3.985$ and a standard deviation of $SD=0.918$. The item “*Translanguaging in the lessons raises my comprehension of the subject content*” got the uppermost mean $M=4.59$, which refers to the participants’ approval of translanguaging as a beneficial strategy in content delivery and conception. They strongly agreed on the fact that teacher’s use of translanguaging when teaching is more beneficial than adopting English-only policy ($M=4.41$, $M=3.0$). Furthermore, the participants disclosed clear preferences for using their L1/L2 in class when interacting with their peers and doing class activities ($M=4.12$, $M=3.91$). Still, item “*The use of English solely in the lessons is not crucial as far as I complete the class tasks*” got the lowermost mean score $M=3.10$ with the uppermost standard deviation score $SD=1.17$ which means that the participants agreed yet with divergent attitudes towards the importance of successful task completion over English-only policy in the EFL classroom. All these statistics confirm that the participants recognize the effectiveness of translanguaging as a pedagogical tool and advocate its utilization. They support the use of both their L1/L2 and target language to facilitate comprehension of lessons and foster peer interaction.

Section Four: This section presents participants' responses concerning their translanguaging practices in the classroom. The results are illustrated in table 3.

Table 2: Descriptive Statistics of Participants' Translanguaging Practices

Item	M	SD
▪ My notes are always in the language that the teacher uses.	2.14	0.79
▪ My notes are always in my native language regardless of the language used by the teacher in the lesson.	1.86	0.91
▪ I unconsciously translanguage when I take notes in the lesson.	3.77	1.06
▪ I translanguage when I ask my peers about the meaning of new concepts in the lesson.	4.11	0.97
▪ I translanguage when I clarify to my peers new concepts in the lesson.	4.07	0.70
▪ I translanguage when I do not understand new concepts or terms in the lesson.	4.23	0.82

The results presented in table3 illustrate the different preferences of the participants concerning their selection of translanguaging practices. Most of the participants strongly agreed on the fact that they translanguage when they do not understand new concepts in the lesson, recording the highest mean score of $M=4.23$ and with a low $SD=0.82$. They also confirmed that they translanguage when they ask their peers about a new concept, or when they clarify new concepts to their peers in the lesson ($M=4.11$, $M=4.07$ respectively). Meanwhile, the item “*My notes are always in my L1/L2 regardless of the language used by the teacher in the lesson*” got the lowest mean score $M=1.86$ which signifies that the participants neither take notes solely in their L1/L2, nor do they always take notes in the same language used by the teacher ($M=2.14$). Rather, they “*unconsciously translanguage when they take notes in the lesson*” ($M=3.77$). Overall, we can say that data collected from the questionnaire revealed that the participants held more affirmative perspectives towards translanguaging than adopting English-only policy in the EFL context, and that they use it for different purposes.

3.2 Findings of the Qualitative Analysis

The focus group interview provided a comprehensive description of the participants' attitudes regarding their translanguaging experience and answered the research question: How do EFL students perceive the significance of implementing the translanguaging approach in their classroom? The answers were coded and sorted into three main arguments: Educational and Linguistic Development, Communication and Social Skills, and Cognitive and Personal Growth.

-Educational and Linguistic Development

One of the reasons behind the participants' affirmative attitudes about translanguaging was their belief that translanguaging contributed to their content comprehension and language improvement. They stated that translanguaging allowed them to draw on their native languages as a cognitive resource to scaffold understanding and negotiate meaning. They clarified that when the teacher introduced complex grammatical structures and rules, they often encounter challenges in understanding and applying these concepts. So, translanguaging eased the burden for them. For instance:

I think this strategy is very beneficial because when struggling with a grammatical rule or something, I think of a similar rule in Arabic or French... this comparison helps me a lot in understanding. (Std.1)

Using all our languages helps me learn grammar better for sure...umm I mean I can compare how things are used in English with how things are used in Arabic. This makes it easier for me to learn and remember the lesson. (Std. 3)

Likewise, the interviewees asserted their preference for the teacher's translanguaging practices and stated that this helped their linguistic development and academic success:

I like when the teacher explains in English and in French, and she gives us examples in Arabic too...I translate and understand and memorize the rules quickly... English grammar became easier for me and I got 16 in the exam. (Std. 7)

-Communication and Social Skills

The interviewed students reported that translanguaging was beneficial as it promoted their communicative and social skills. The students stated that they used translanguaging as a social strategy when interacting with each other, when working in groups, or when conversing with their classmates. This facilitated collaboration among them regardless of their diverse linguistic backgrounds. The students worked together, using their different languages to explain grammar concepts, complete tasks, and learn from one another. This created a more inclusive and engaging learning environment.

Using words from different languages helped us understand the lessons better. It also made the class a more fun and equal place for everyone, no matter which language we speak at home... We all share ideas and participate. (Std. 4)

Translanguaging helped me to communicate more effectively by using words and expressions from my language when I am not confident in English. (Std. 5)

Once we started using translanguaging, it was like a weight lifted off my shoulders. I could use whichever language I felt most comfortable with to convey my thoughts and ideas, and I didn't have to struggle to find the exact words...I am grateful for this opportunity. (Std. 6)

In addition, the students stated that translanguaging facilitated their communication with their teacher and increased their in-class participation as they could express themselves effectively with no language restrictions:

This helped me communicate with my teacher and boosted my confidence to participate more in class discussions and ask questions. ..I didn't feel like I had to keep silent anymore because of language restrictions. (Std. 3)

-Cognitive and Personal Growth

The students also described the effects of translanguaging on their cognitive abilities and personal growth. They stated that translanguaging not only deepened their understanding of content but also boosted their motivation and strengthened their critical thinking and problem-solving skills. They navigated between languages to articulate their thoughts and accomplish the needed tasks effectively. Their statements revealed that translanguaging promoted their metalinguistic awareness and metacognitive reflection:

Because we were comparing structures and rules across English and our languages, I've discovered the main principles of language and communication and this improved my language skills...I think being a multilingual is a plus. (Std. 4)

This method made learning more enjoyable and engaging because I can relate new concepts to my native language...I became more motivated to learn and improve my English level (Std. 7)

Furthermore, the students claimed that translanguaging has nurtured their self-confidence and self-esteem. By breaking free from language constraints and embracing their multilingualism, the students became more assertive in voicing their views and empowered to fully engage in learning:

I am more confident and positive in class and not embarrassed or afraid from making mistakes in English. I use my language to express myself and I learn the equivalent in English thereafter. This made me want to improve (Std. 2)

I feel comfortable because I can use Arabic or French whenever I don't understand something in English. This makes me believe in myself and not feel nervous, ashamed, or unsuccessful... (Std. 5)

4. Discussion

This study investigated EFL students' attitudes towards translanguaging as a pedagogical tool in their classroom. The aim was to investigate the feasibility and efficacy of adopting translanguaging in a setting where linguistic hierarchies and monolingual pedagogies are the norm. The researcher adopted translanguaging approach into two grammar classes for one university semester. Then, she investigated the attitudes of these students regarding their translanguaging experience through a questionnaire and a focus group interview. The overall findings yielded highly affirmative attitudes about translanguaging and its impact on their educational and linguistic development, communication and social skills, and cognitive and personal growth. The students' positive attitudes towards translanguaging, particularly when compared to an English-only policy, reflect a growing recognition of the benefits of embracing linguistic diversity in educational settings. They recognized the significance of using English extensively in the classroom, as they associated their English proficiency with the frequency of its use ($M=4.09$). However, they demonstrated a more positive outlook towards adapting translanguaging practices. This finding relates to the study of Küçük (2018) who confirmed that even though the students associated their English language improvement with the extent of its use, they held more positive attitudes towards translanguaging practices. Likewise, Sulaiman, Taqi, and Akbar (2020) found in their study that students were equally willing to use their native language and the target language, but they better understood the subject content after translanguaging had been implemented. This is to confirm that monolingual approaches have limitations and investing students' multilingual resources can enhance learning outcomes (García, 2009). By inviting students to exploit their entire linguistic repertoire, including Arabic, French, and even Berber, they felt empowered to communicate effectively and engage meaningfully with grammar content. Most of the students ($M=4.59$) confirmed that grammar lessons were more accessible when the teacher used translanguaging and they preferred to be taught using translanguaging. In fact, all the interviewed students confirmed that translanguaging teaching strategies effectively helped them to grasp English grammatical structures and use them accurately in writing and speaking. Additionally, the participants reported that translanguaging supported their cognitive development by promoting their metalinguistic awareness, cognitive flexibility, and problem-solving skills (Cenoz & Gorter, 2020). As these students navigated between languages through comparison and translation and made strategic language choices to achieve communicative goals, they developed a deeper understanding of language structures and functions, as well as an increased ability to adapt to diverse linguistic contexts. Translanguaging boosted multilingual awareness among the students and built an engaging classroom where everyone could negotiate meaning and interact using their

languages. Moreover, the participants confirmed that translanguaging enhanced their communicative and social skills, leading to increased collaboration, responsiveness, and intercultural awareness (García & Sylvan, 2011). These views of translanguaging align with Vygotsky's theories of sociocultural learning, which underline the role of social interaction and collaborative meaning-making in the learning process. By encouraging students to utilize their linguistic repertoires to communicate and collaborate, translanguaging created opportunities for effective interactions that contributed to students' academic and social development. These results relate to those of Dougherty (2021) who found that the participants held positive attitudes towards translanguaging due many reasons like high student participation and social-emotional well-being, as well as increased motivation and confidence. Students also reported that translanguaging enhanced their engagement in class and motivated them to learn English more effectively, which is consistent with many previous research studies (Garcia & Wei, 2014; Küçük, 2018; Dörnyei & Kormos, 2019; Ortega, 2021; Dougherty, 2021). In light of these findings, we can answer the research question and confirm hypothesis H1 that *the implementation of translanguaging approach in the EFL classroom will be perceived by the students as a pedagogically effective and enriching experience, leading to a significant positive relationship between students' perceptions of translanguaging and their overall satisfaction with the learning environment*. Translanguaging allowed the students to communicate without restrictions, assisted their content comprehension, and developed a sense of pride in their multilingualism.

Conclusion

In conclusion, the findings of this research study disclosed affirmative attitudes of EFL students towards translanguaging, which is a pedagogical approach that supports students to utilize their full linguistic repertoire in a more effective and inclusive learning environment. Student's diverse linguistic backgrounds and skills should be respected and valued as they can increase their motivation, engagement, and overall academic success. Moving forward, the descriptions of translanguaging strategies and their impact on students' learning provide useful samples for teachers to reflect on the importance of embracing multilingualism in the EFL context. The findings hold implications for educators and decision makers to reconsider the English-only policy and its underpinning ideology. We should embrace multilingualism and cherish diversity in our classrooms as an asset not a burden. We acknowledge some limitations of this study. This is a case study research which means the results are particular to the selected sample and should not be generalized to the other populations. The study used two research instruments to collect data; other instruments like classroom observation and language tests could be implements. Also, the study's population is limited to EFL students at the university level only while other populations could be addressed as well. Further research is recommended to investigate the long-term effect of translanguaging on students' language proficiency and to identify potential challenges and best practices for integrating this approach in various educational settings.

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