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Faculty of Letters and Languages
Department of English

**Translanguaging as a Strategy for promoting Academic Literacy: Students' and
Teachers' Perceptions
The Case of Master One EFL Students and Teachers at Chadli Bendjedid University**

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Requirement for the Master's Degree in Didactics of English

Submitted by:

Ms. Malek Gouiez
Ms. Belynda Fezzaa

Supervised by:

Dr. Ladaci Naima

Board of Examiners

President: Dr. Abd El Kader Khaldoun	MCA	Chadli Bendjedid University - El Tarf
Supervisor: Dr. Naima Ladaci	MCB	Chadli Bendjedid University - El Tarf
Examiner: Dr. Zouleykha Belabbes	MCA	Chadli Bendjedid University - El Tarf

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Abstract

In the realm of education, the integration of several languages for the development of a specific language (English for example) has recently become a trending topic among scholars and educators. Translanguaging as a new strategy supports the use of the entire linguistic repertoire during the teaching and learning processes rather than the exclusive reliance on the target language. This research explores the perceptions of English as a foreign language (henceforth EFL) students and teachers at Chadli Bendjedid University, EL-Tarf towards the use of translanguaging strategy to promote academic literacy. It also attempts to find answers to the main questions raised in this research, which are related to teachers and students' perceptions towards the implementation of translanguaging as a strategy to develop students' academic literacy. Therefore, a descriptive approach with mixed methods of data collection and analysis were employed. A questionnaire was addressed to 30 master one students of English from the aforementioned university in order to collect data about their perceptions towards the use of translanguaging for promoting their academic literacy. Besides, an interview was conducted with 10 teachers from the same department to capture their attitudes towards the integration of translanguaging in classrooms to support students' academic reading and writing. The results revealed that the majority of students have positive perspectives towards using translanguaging as a strategy to promote academic literacy; moreover, half of the participant teachers have shown a support to the implementation of translanguaging, whereas the other half exhibited a resistance to its integration in their practices. The research concludes with some recommendations and attempts to eventually suggest multilingual strategies and actions for literacy development through translanguaging.

Keywords: Translanguaging, literacy development, multilingual strategies, teachers' and students' perceptions

ملخص

في مجال التعليم مؤخرًا، أصبح دمج العديد من اللغات لتطوير لغة معينة (الإنجليزية على سبيل المثال) موضوعًا شائعًا بين الأساتذة والباحثين. تدعم الترجمة اللغوية كإستراتيجية جديدة استخدام المخزون اللغوي بأكمله أثناء عمليتي التدريس والتعلم بدلاً من الاعتماد الحصري على اللغة المستهدفة. يستكشف هذا البحث تصورات أساتذة وطلاب اللغة الإنجليزية كلغة أجنبية في جامعة الشاذلي بن جديد -الطارف نحو استخدام إستراتيجية الترجمة اللغوية وتنفيذها في المعرفة الأكاديمية. يحاول هذا البحث أيضًا العثور على إجابات للأسئلة الرئيسية التي أثرت فيه، والتي تتعلق بتصورات الأساتذة والطلاب تجاه تنفيذ الترجمة اللغوية كإستراتيجية لتعزيز المعرفة الأكاديمية للطلاب. لذلك، تم استخدام نهج وصفي مع طرق مختلطة لجمع البيانات وتحليلها. تم توجيه استبيان إلى 30 طالب سنة أولى ماستر في اللغة الإنجليزية من الجامعة المذكورة أعلاه من أجل جمع البيانات حول تصوراتهم تجاه استخدام الترجمة اللغوية لتعزيز المعرفة الأكاديمية لديهم. بالإضافة إلى ذلك، تم إجراء مقابلة مع 10 أساتذة من نفس القسم للتعرف على مواقفهم تجاه دمج الترجمة اللغوية في الفصول الدراسية لدعم القراءة والكتابة الأكاديمية للطلاب. كشفت النتائج أن غالبية الطلاب لديهم وجهات نظر إيجابية تجاه استخدام الترجمة اللغوية كإستراتيجية لتعزيز المعرفة الأكاديمية، علاوة على ذلك أظهر نصف الأساتذة المشاركين دعمًا لتطبيق الترجمة اللغوية، في حين أظهر النصف الآخر مقاومة لدمجها في ممارساتهم التعليمية. يختتم البحث ببعض التوصيات لاقتراح إستراتيجيات وإجراءات متعددة اللغات لتطوير المعرفة الأكاديمية من خلال دمج إستراتيجية الترجمة اللغوية.

الكلمات المفتاحية: الترجمة اللغوية، تطوير معرفة القراءة والكتابة، الإستراتيجيات متعددة اللغات، تصورات

الأساتذة والطلاب

Table of contents

Acknowledgments.....	i
Dedications.....	ii
Abstract.....	iv
Abstract in Arabic.....	v
Tables of Contents.....	vi
List of Tables.....	x
List of Figures.....	xi
Key to Abbreviations and Acronyms.....	xii
General introduction.....	1
Introduction.....	2
1.Statement of the Problem.....	3
2. Aims of the Study.....	4
3.Significance of the Study.....	5
4.Research Questions.....	5
5.Research Hypotheses.....	6
6.Research Method.....	6
6.1Research Design.....	6
6.2Population and Sampling.....	6
6.3Data Gathering Tools.....	7

7. Structure of the Study.....	7
8. Limitations of the Study.....	7

CHAPTER ONE: Literature Review

Introduction.....	10
1.1. Bilingualism and Multilingualism.....	10
1.1.1. Bilinguals, Multi-linguals and Monolinguals' Use of Language.....	10
1.1.2. English as a Foreign Language in Multilingual Algeria.....	12
1.2. Translanguaging.....	13
1.2.1. Origins and Evolution of Translanguaging.....	13
1.2.2. Code-Switching/ Code-Mixing and Translanguaging.....	16
1.2.3. The Pedagogical and the Social Perspectives of Translanguaging.....	17
1.3. Literacy and Translanguaging.....	20
1.3.1. Literacy.....	20
1.3.2. Elements of Academic literacy.....	22
1.3.3. Challenges to Academic Literacy.....	24
1.4. Translanguaging in Literacy.....	26
1.4.1 The Translanguaging Literacy Approach.....	26
1.4.2 Translanguaging Practices in Literacy.....	28
1.4.3. Assessing Translanguaging in Literacy.....	29

Conclusion.....	31
-----------------	----

CHAPTER TWO: Methodology, Data Analysis and Discussion

Introduction.....	33
-------------------	----

2. Methodological Framework.....	33
----------------------------------	----

2.1. Research Design.....	33
---------------------------	----

2.2. Research Setting.....	33
----------------------------	----

2.3. Sample.....	34
------------------	----

2.4. Data Gathering Tools.....	34
--------------------------------	----

2.4.1. Questionnaire.....	34
---------------------------	----

2.4.2. Interview.....	35
-----------------------	----

2.5. Data Analysis.....	35
-------------------------	----

2.5.1. Analysis of the Students ‘Questionnaire.....	35
---	----

2.5.2 Analysis of the Teachers ‘Interview.....	48
--	----

2.6. Discussion of the Results.....	53
-------------------------------------	----

2.6.1. Discussion of the Students’ Questionnaire.....	53
---	----

2.6.2. Discussion of the Teachers’ Interview.....	55
---	----

Conclusion.....	57
-----------------	----

CHAPTER THREE: Discussion and Recommendations

Introduction.....	59
-------------------	----

3.1. Discussion of the Research Hypotheses.....	59
---	----

3.2. Recommendations for Integrating Translanguaging Pedagogies.....	60
3.2.1. Language Comparison and Contrast.....	60
3.2.2. Strategies Combined with Translanguaging.....	61
3.2.3. Culturally Responsive Curriculum.....	62
3.2.4. Multilingual Story Telling and Writing.....	62
3.2.5. Collaborative Language Learning.....	63
3.2.6. Culturally Relevant Literature circles.....	64
3.2.7. Material Integration.....	64
3.2.8. Translanguaging Reflection Journals.....	67
3.2.9. Suggested Task for Integrating Translanguaging in Literacy.....	68
3.3. Recommendations for Assessing Translanguaging in Literacy.....	70
3.3.1. Formative Reading Assessment and Feedback	71
3.4. Translanguaging Training Programs for Teachers.....	72
3.5. Limitations of the Study.....	74
3.6. Suggestion for Further Research and Evaluation.....	75
Conclusion.....	75
General Conclusion.....	78
References.....	80
Appendices	

List of Tables

Table 1. The Gist as a Tool in Translanguaging Practices.....	66
--	----

List of Figures

Figure01. English Literacy Level.....	36
Figure02. Languages Used in EFL Classrooms.....	36
Figure03. Languages Used by the Students in the Classroom.....	37
Figure04. Students’ Most Expressive Languages.....	38
Figure05. Students’Use of Multiple Languages Before Writing.....	39
Figure06. Students’ Familiarity with Translanguaging.....	40
Figure07. Translanguaging Definition According to Students.....	41
Figure08. Students’ Perceptions Towards Using Tanslanguaging in the Classroom.....	41
Figure09. Student’s Evaluation of the Writing Abilities.....	42
Figure10. Using multiple Languages in a Writing Assignment.....	43
Figure11. Using Entire Linguistic Repertoire for Better Reading.....	44
Figure12. Students’ Viewpoints About Teachers’ Feedback.....	45
Figure13. Students’ Perceptions towards Teachers’ Use of Translanguaging.....	45
Figure14. Translanguaging to Improve Academic Literacy.....	47
Figure15. Years of English Teaching	48

Key to Abbreviations and Acronyms

ATV	All-Terrain vehicle
EB	Emergent Bilinguals
EFL	English as a foreign language
L1	First Language
UNESCO	United Nations Educational, Scientific and Cultural Organization

GENERAL INTRODUCTION

Introduction

Learning foreign languages has always been a challenging process that learners go through. EFL learners, in particular, encounter several obstacles while learning English regarding their specific needs, background knowledge and characteristics that decide the course design and the instructional methods used inside the classroom. In Algeria, the challenges of EFL learning remain the same, amongst which we can mention the insufficient adoption of novel teaching practices and the scarcity of the English-speaking community, which makes it difficult for English learners to eagerly learn the language. Therefore, there is a call for an instant change in the realm of EFL education, and a need for implementing new strategies that hold both the social and the pedagogical aspects of the language, with the purpose of adding an extra value to both the teaching and learning processes.

Translanguaging is a term that was coined by Cen Williams in the 1990s, in the field of language education, and has gained prominence in recent years as a way of understanding and promoting multilingualism. It refers to the utilization of one's full linguistic repertoire, encompassing all the languages and dialects one knows, to communicate and make meaning. According to Garcia and Wei (2014) language use in translanguaging is not easily split into discrete and separate languages, but rather is a fluid and dynamic process. For example, a multilingual person may use multiple languages throughout a single conversation, employing whatever linguistic tools are available and most effective to convey meaning. On one hand, traditional models of language education that promote strict separation between languages, such as bilingual education programs, do not favor innovative strategies like translanguaging. Translanguaging advocates, on the other hand argue that the traditional model can be limiting and not reflective of the ways that multilingual speakers actually use language in their everyday lives.

In the context of literacy, translanguaging can involve using one's full linguistic repertoire to decode, comprehend, and analyze texts. A student, who by way of illustration is reading a text in their second language, may use their first language to help them understand difficult words or concepts. For example, by drawing upon their understanding of a term or a concept in Arabic or French may make a connection with that unfamiliar word/concept in English and then can deduce its meaning. Or, a bilingual student may write a narrative in both languages, drawing on the strengths of each language to convey meaning and express themselves more fully. Translanguaging in literacy has been found to have many benefits for multilingual students, including improving their reading and writing skills, promoting deeper understanding of texts, and fostering a stronger sense of identity and belonging. It also challenges traditional models of literacy instruction that prioritize a monolingual approach and can marginalize bilingual students. To promote translanguaging in literacy, educators can provide opportunities for students to use their full linguistic repertoire, such as by encouraging them to read and write in multiple languages, incorporating multilingual texts and resources in the classroom, and valuing the diverse language experiences of all students.

1. Statement of the Problem

Multilingual societies are characterized by linguistic diversity where people speak and use multiple languages to communicate in their everyday life. These communities are found all over the world, and they offer unique opportunities and challenges for academic literacy development and education. Algeria is a good example of a multilingual society, where Arabic and Berber are the official languages in addition to French and some other languages that are spoken as well.

In such a context, translanguaging, the practice of using multiple languages in communication and learning, can be a powerful tool for multilingual learners and has the potentials to support academic literacy development and academic success. However, the

implementation of translanguaging in EFL classrooms, where the community follows conventional ideologies can present significant challenges. Several multilingual societies believe that each language should be used separately, which is often reflected in language policies, educational systems, and societal attitudes. The traditional approach to academic literacy instruction frequently overlooks students' linguistic background, limiting their opportunities for effective engagement in academic texts, and skills construction. Therefore, this causes a schism in the development of academic literacy skills, particularly reading and writing. Additionally, the lack of recognition and value placed on multilingual learners' native language(s) that stand as a barrier in the face of a new strategy that can be revolutionary in enhancing their academic literacy.

In many EFL classrooms, implementing translanguaging is banned due to the dominance of English as the language of instruction. In these classrooms, there is often a focus on monolingual instructions, which can limit the use of other languages and hinder students' academic literacy development. Additionally, there may be a lack of awareness and knowledge among teachers and students about the potential benefits of translanguaging in fostering academic literacy. Overcoming these challenges requires a shift in attitudes and beliefs towards multilingual education, as well as the development of policies and practices that support translanguaging. There is a need for more research that explores and promotes the use of this new strategy as a tool for developing academic literacy.

2. Aims of the Study

Due to the lack of research and the significant knowledge gap, this research sheds light on the idea that translanguaging can be effectively used in EFL classrooms to promote academic literacy and develop academic success. This study also seeks to learn more about translanguaging practices in academic reading and writing in the English department at Chadli Bendjedid University. The results of this study may demonstrate a new way of viewing

multilingual education and translanguaging practices in academic literacy through the eyes of both students and teachers.

The aim of this study, moreover, is to explore how master one students perceive translanguaging as a new strategy to promote academic literacy at Chadli Bendjedid University in EL Tarf. It also emphasizes understanding teachers' attitudes and opinions concerning implementing translanguaging in the academic literacy.

3. Significance of the Study

While there have been worldwide and ongoing researches on the concept of translanguaging in specific contexts, such as immigrant communities, there is a dearth of research that target translanguaging practices in academic literacy. The lack of focus on exploring the perspectives of students and teachers towards implementing translanguaging in the Algerian University. Therefore, this study is significant in terms of understanding this novel strategy and the different practices of translanguaging that can promote academic literacy (reading and writing more specifically). Moreover, this study may raise awareness about this strategy as it can be considered as an advantage and an opportunity rather than a problem, and regardless of the separation ideologies, languages still go hand in hand inside the human brain. Furthermore, this study will give deeper insights for further research that can be conducted on the topic in question in the Algerian educational arena.

4. Research Questions

The current study attempts to find answers to the following research questions:

Q1: How do EFL Master one students at Chadli Bendjedid University perceive translanguaging as a strategy promoting their academic literacy?

Q2: How do EFL teachers at Chadli Bendjedid University perceive the implementation of translanguaging to develop academic literacy?

5. Research Hypotheses

On the basis of the research questions raised above, the following hypotheses have been formulated:

H 1. EFL Master one students at Chadli Bendjedid University hold positive perceptions towards translanguaging as a strategy that may promote their academic literacy.

H 2. EFL teachers at Chadli Bendjedid University do not support the implementation of translanguaging to promote academic literacy?

6. Research Method

6.1 Research Design

In order to answer the research questions and check the corresponding hypotheses, the researchers decided to opt for a descriptive approach. Within this research paradigm, a mixed method design to data collection and analysis is adopted. The mixed method approach is manifested through a questionnaire addressed to 30 EFL students from Chadli Bendjedid University, EL -Tarf, enrolling in Master One, with the purpose of collecting data about their perceptions towards the use of translanguaging for promoting academic literacy. In addition to an interview, which was conducted with 10 teachers from the same department to seize their attitudes towards translanguaging and explore their opinions about implementing translanguaging to support academic reading and writing.

6.2 Population and Sampling

The target population of the present study is EFL students and teachers from Chadli Bendjedid University. 30 students, enrolling in master one, during the academic year (2022-

2023) were nominated to answer the questionnaires. The sample was purposefully chosen for we thought they are in the best position to provide us with the data needed to answer the research questions. Besides, 10 teachers participated in the interview.

6.3 Data Gathering Tools

To grasp all of the information needed in this research and to maintain the validity and reliability of the data collected; the researchers used a mixed method approach. As previously mentioned, a questionnaire was handed to students to explore their perceptions towards using translanguaging in their learning to develop their academic literacy. An interview was also conducted with teachers to capture their attitudes towards this strategy and their opinions about implementing it in academic reading and writing.

7. Structure of the Study

There are three chapters in this dissertation. The first chapter opens with the review of the literature related to the key elements of the topic of this study, which are translanguaging as a strategy, academic literacy (reading and writing) and their co-relation.

Chapter two covers the research design, the participants, research tools, and procedures. Furthermore, the chapter gives a detailed analysis of the final results and the discussion of the findings. In the last chapter, some pedagogical recommendations and the limitations of the study along with the suggestions for further researches are presented; summing up with the general conclusion that provides a holistic summary of the main points tackled throughout the dissertation and seeks to answer the research questions on the basis of the obtained results.

8. Limitations of the Study

The present study acknowledges several limitations that should be taken into consideration when interpreting the findings. Firstly, the small sample size that restricts the generalizability of the results. Additionally, the research was conducted within a specific

setting, Chadli Bendjedid University, which may limit the applicability of the findings to other educational institutions. Methodological limitations, such as the use of specific research design and data collection instruments, could further limit the validity of the findings. Finally, time constraints hindered the ability to collect data over a longer period and utilize additional techniques like classroom observations.

CHAPTER ONE

Literature Review

Introduction

This chapter sheds light on the difference between bilingualism, multilingualism and monolingualism in EFL classrooms. Then, it exposes translanguaging origins and development along with the pedagogical and social perspectives of this strategy and the common misconceptions about it, especially in the Algerian educational system. Moreover, it covers an overview of literacy, its elements and the challenge it faces. Along with translanguaging literacy approach, it shows the practices of translanguaging that can be integrated in both reading and writing. At the end of this chapter, the researchers point out some practices of translanguaging assessment in academic literacy.

1.1. Bilingualism and Multilingualism

1.1.1. Bilinguals, Multi-linguals and Monolinguals' Use of Language

Providing a clear and a single definition of bilingualism and multilingualism is a hard task for the mere reason that it has been a subject of several researches and studies. However, it was not until the last half of the 20th century that the topic began to attract some attention in the linguistics field. This practice created confusion and popularity among many linguists of that time, one of them is Weinreich (1974) who believed that bilingualism is the practice of using two languages by a bilingual while Cummins (1979) viewed bilingualism as having a proficiency in two languages that are not stored separately in the brain, and that each one of them depends on the other's proficiency. Recent neurolinguistic studies of bilinguals have confirmed Cummins's view and added that even when one language is being used, the other language remains active and can easily be accessed (as cited in Garcia&Wei,2014).

While some scholars, such as Grosjean (2004), presented bilingualism as a state of activating the bilingual's languages. Later studies of Garcia and Wei (2014) disagreed and described bilingualism instead as "a single array of disaggregated features that is always

activated” (p.15). Regardless of these various perspectives, it is obvious that bilingualism is adopting two languages for communicative or educational purposes.

Often, the terms bilingualism and multilingualism are interchangeably used to mean the use of more than one language. Whereas, there is a subtle difference in their meanings depending on the context. Multilingualism is simply put as the ability of speaking and using more than two languages. It can occur in many different contexts, such as in communities where multiple languages are spoken like in Algeria (Arabic, Berber, French and English) or in situations where individuals learned them through education, travel or work place.

According to many scholars, monolinguals and bilinguals (or multilinguals) are different not only in the language practices, but in the cognitive area as well. Grosjean (1982) argued that bilinguals were simply expected to use language as if they were two monolinguals in one avoiding the unbounded dynamic and fluid use of their entire multilingual repertoire. Heller (2007) then debunked the concept of bilingualism as two autonomous (as cited in Garcia&Wei,2014, p.13).

Moreover, Garcia and Kleifgen (2010) explained that, development in a bilingual is not linear but dynamic. Moreover, the all-terrain vehicle metaphor may be the clearest example of the brain of a bilingual. Where a bilingual’s brain is compared to an ATV that can do several practices and it has three to four wheels and can move over all types of terrains. Like an all-terrain vehicle that has more than one wheel, multilingual speakers who use more than one language in the same utterance are able to make meaning in different contexts (Lin, 2020).

Garcia and Wei (2014) also clarified that there are not two separate languages in the bilingual brain but one linguistic repertoire only, and “bilinguals have more linguistic features than monolinguals. The more extended linguistic repertoire of bilinguals, and the more complex decisions concerning selection of linguistic features they have to make in order to interact in society and schools, demands recognition” (Vogel &Garcia ,2017, p.7). Furthermore, Otheguy et

al. (2018) approved that bilinguals have a unitary repertoire that does not reflect dual or separate linguistic systems (as cited in Garcia& Kleifgen,2019, p.5).

1.1.2. English as a Foreign Language in Multilingual Algeria

EFL, as is commonly known, refers to the study and use of English language in countries where English is indubitably not the native language. English, therefore, is usually learned in environments where the language of the community and the school is not English; it is typically taught in formal settings and academic classrooms. EFL learners have different stages and levels of proficiency in English, from beginners to advanced learners.

English is taught as a foreign language in Algeria, and it is one of the main foreign languages studied in the country alongside French. English language education is mandatory in secondary, high school and has recently been integrated in primary schools. Moreover, in the Algerian university, English can be studied as a field of study that encompasses various specialties and covers different areas of the English language, studied by bilinguals or multilinguals (EFL learners).

There are two types of bilinguals, emergent bilinguals and experienced bilinguals. According to Garcia, Johnson and Seltzer (2017), emergent bilinguals as learners are those who are “at the early stages of bilingual development” (p. 2) as opposed to experienced bilinguals whose linguistic skills involve “using two or more languages with relative ease” (Garcia et al., 2017, p. 2). Emergent Bilinguals (EB) learn two or more languages simultaneously and still in the process of acquiring new knowledge in the language. Garcia and Kleifgen (2010) recommend that “effectively educating emergent bilinguals, even in programs that teach through the medium of English, must include and support the dynamic bilingual practices by which bilinguals construct knowledge and understandings.” (p.59).

Experienced bilinguals, however, are learners whose linguistic abilities are more developed than those of emergent bilinguals; both their native tongues and the school's language

are frequently used with confidence as they have already acquired proficiency in two or more languages.

EFL learners, for instance, can fall into either category of emergent bilinguals or experienced bilinguals, depending on their language learning background and experiences.

Some EFL learners may be emergent bilinguals who are in the process of acquiring proficiency in English as a foreign language. Other learners can be experienced bilinguals who have already acquired proficiency in their native language(s) and are learning English as a foreign language. These learners could have learned their native language(s) through formal education, immersion, or growing up in a multilingual environment, and have a high degree of language proficiency in their native language(s). They usually learn English to further their academic or professional goals. Thus, it is important for educators to recognize that EFL university learners come from diverse linguistic and cultural backgrounds, and may have unique needs and experiences related to language learning.

Instructors can support both emergent and experienced bilingual learners by implementing strategies like translanguaging that value their bilingual nature and “ensure that all students are being cognitively, socially and creatively challenged” (Garcia & Wei, 2014, p.92).

1.2. Translanguaging

1.2.1. Origins and Evolution of Translanguaging

In the past, there was a tendency to view language as a fixed and discrete system, with obvious boundaries between languages. This perspective assumed that people were either monolinguals or bilinguals, and that each language has its own lexis, grammar and syntax. However, this model failed to take into account the complex ways in which bilinguals and multi-linguals use language.

The concept of translanguaging developed in the 1990s by Cen Williams, a Welsh educator, to refer to the pedagogical practice of using both Welsh and English in classrooms.

Nikula and Moore (2019) uphold that when it was coined in the 1980s by Williams, the term “trawsieithu” or translanguaging (today) was meant to indicate a teaching /learning strategy that is based on intentional switch from English into Welsh and vice versa (exchange of input and output). Furthermore, Prada and Turnbull (2018) illustrated the practice of translanguaging in classrooms when they said that “learners could read a text in Welsh and discuss it in English or listen to a passage in English and write about it in Welsh” (p. 13).

The” trans-” prefix and the “-ing” suffix in Translanguaging are both important.

Garcia and Wei (2014) talked about three senses of the trans-:

1. a trans-system that enables fluid practices that go beyond socially constructed language and education systems.
2. its transformative nature; which means transforming not only subjectivities, but also cognitive and social structures.
3. the trans-disciplinary consequences of the languaging and education analysis, providing a tool for understanding language practices, education and also human cognition, learning, and social relations.

Furthermore, the “- ing” suffix emphasizes the transient nature of human communication in the present and the ongoing activities in the classroom setting (as cited in Wei&Lin,2019).

The term “Translanguaging” and its meaning created a space for debates among many scholars and linguists. Baker (2011) was the first who translated translanguaging as ‘the process of making meaning, shaping experience, obtaining understanding and knowledge through the use of two languages (p.288), while Canagarajah (2013) rejected the term translanguaging and adopted translangual practices based on his claim that translanguaging has been defined in cognitive terms, as a cognitive multicompetence. Moreno and García (2018) argued for an expansive definition of translanguaging that encompasses not only the linguistic resources

individuals draw upon to make meaning, but also the unique social actions enabled by technology use that become part of the individual's semiotic repertoire (as cited in Vogel & Garcia, 2017). Although MacSwan (2017) uses the term translinguaging, he argues that each language has a specific grammar, whereas Otheguy, García, and Reid (2015) maintain that there is only one language system, one grammar from which speakers select features.

Later on, Canagarajah (2011 & 2013) coined two terms related to translinguaging which are codemeshing and translingual. These terms refer to combining dialects and practices from languages and registers, he also defined it as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (2011, p. 401). Moreover, Garcia & Wei (2014) explained that engaging in translinguaging practices is not merely shuttling between languages but rather using and constructing the "original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers' complete language repertoire." (p. 22). Otheguy et al. (2015) viewed translinguaging as "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (p. 283).

Translinguaging practices in education has gone beyond the traditional association of Welsh and English through time and gained remarkable interest as a learning theory and an approach for bilingual and multilingual communities. According to García & Wei (2014), the translinguaging theory in education saw that integrating the entire linguistic repertoire of students as the only way to promote their language practices that are valued in schools. Furthermore, they defined translinguaging in classrooms as:

an approach to bilingualism that is centered not on the acquisition and development of languages, as has often been the case, but on the practices of

bilingual students and their teachers that are readily observable and that are different from our traditional conceptions of autonomous languages. Translanguaging is also an approach that can be followed in all classrooms, whether monolingual or bilingual, and by all teachers, whether monolingual or bilingual, for equitable learning (p.52)

Translanguaging, therefore, developed to refer not only to a learning strategy but also to a teaching practice. It is both the complex languages practice of multilinguals and their societies, along with the pedagogical strategies and methods that employ those practices. Translanguaging is a relatively new concept, yet several countries adopted this strategy in many educational institutions like in the University of California, Los Angeles, international school of Helsinki in Finland and lycée International de Londres, Winston Churchill in the United Kingdom and Johannesburg College of Education in South Africa.

1.2.2. Code-Switching/ Code-Mixing and Translanguaging

Translanguaging and code switching/code mixing are often used interchangeably to mean the same thing, which is not the case. Translanguaging differs from code-switching and code-mixing, which can be merely seen as a manifestation of translanguaging and a shift or a shuttle between two languages. In translanguaging, however, bilingual speakers use their full linguistic repertoire, or language resources to communicate meaning. Hence, translanguaging goes beyond code switching and code mixing to encompass a wider scope of language practices, including the use of gestures, eye contact, and other forms of non-verbal communication to facilitate meaning.

Bokamba (1989) posits that code-switching is the mixing of words, phrases, and sentences from two distinct grammatical or sub-systems across sentence boundaries within the same speech event. Code-mixing, meanwhile, is the embedding of various linguistic units such as affixes (bound morphemes), words (Unbound morphemes), phrases, and clauses from a co-

operative activity where the participants must reconcile what they hear with what they understand in order to infer what is intended (as cited in Ayeomoni, 2006). “Code-switching is a term that has been used in sociolinguistics to refer to the alternating use of more than one linguistic code. Both code-mixing and code-switching are usually referred to by the umbrella term code-switching” (Lin, 2020).

Furthermore, Garcia (2014) has frequently mentioned the language feature on the iPhone as an example of the difference between code-switching and translanguaging. The language-switch function on iPhone is compared to code-switching, since bilinguals shuttle from one language to another. However, in texting, bilinguals' language practices are not limited by social constraints, they can select any elements of their linguistic and semiotic resources. That can be visual or textual which can refer to using multiple languages. However, the language-switch feature of the iPhone does not represent bilinguals who can freely utilize their semiotic repertoire in messaging. Therefore, disabling this feature is similar to adopting a translanguaging epistemology.

Finally, unlike code switching and code mixing, translanguaging can also be seen as a strategy to challenge the monolingual ideology to approach language and to promote bilingual learning by incorporating multiple languages in teaching and education. Wei (2018) points out that the term translanguaging does not intend to replace that of code-switching as the former describes an actual multilingual practice whereas the latter refers to a linguistic phenomenon.

1.2.3. The Pedagogical and the Social Perspectives of Translanguaging

Translanguaging pedagogy is an approach to language teaching and learning that recognizes and values the diversity of languages that individuals bring to the learning environment. It involves the use of more than one language in the classroom as a resource for learning rather than seeing different languages as a barrier to learning.

Martin-Beltran (2014), for instance, described translanguaging as a learning opportunity that build knowledge and solve linguistic problems. In his study, investigating the role of multilingualism in language learning found that students showed more investment and involvement in learning when their translanguaging practices are acknowledged. Also, translanguaging benefits multilingual students from a pedagogical perspective. Its instructional significance comes from the fact that it gives them a common forum for interaction and chances to increase their knowledge in addition to valorizing their multilingual identities (Sayer,2008). García and Kleifgen (2019) believed that translanguaging as a pedagogy gives the right for learners to fully integrate their linguistic repertoires into the classroom in order to develop and succeed academically. It also transforms them from being viewed as inferior learners to being acknowledged as possessing valuable language and literacy practices and ways of knowing that go beyond required curricula and standardized exams.

In the classroom, translanguaging pedagogy involves creating a safe and supportive learning environment where all languages are valued and where students are encouraged to use their full linguistic repertoire to learn and express themselves. In the educational setting, “the teacher can allow a student to use both languages, but in a planned, developmental and strategic manner, to maximize a student’s linguistic and cognitive capability, and to reflect that language is sociocultural both in content and process” (Baker, 2011, p.290). He can use a range of strategies as well, such as translanguaging tasks and multilingual texts to promote language learning and support the development of multilingual identities.

Translanguaging may contradict many current education policies, so implementing it in education necessitates the presence of a teacher who is capable of creating a translanguaging space. This teacher does not need to be bilingual, but must understand how language is much more than the linguistic code reified in school (García&Kleifgen,2019).

From a social perspective, translanguaging pedagogy recognizes that language is not only a means of communication, but also a tool for identity formation and cultural expression. It acknowledges that language and culture are interconnected and that language plays a crucial role in shaping individual and group identities

Four goals are outlined by Garcia et al. (2017) for the strategic application of translanguaging in education:

1. Assisting students in their comprehension of difficult texts and information.
2. giving students the chance to exercise their language skills in academic settings.
3. creating a safe environment for students' bilingualism and ways of knowing
4. supporting students' bilingual identities and socioemotional growth.

This strategy confirms the notion that translanguaging maintains a more equitable approach to education that recognizes the linguistic and cultural diversity of learners and supports their development as multilingual individuals.

Various institutions have a bad perspective about translanguaging and its implementation in both teaching and learning. The Algerian educational system like many other systems have a common misconception concerning translanguaging pedagogy. It is a common tendency amongst educators to believe that translanguaging means mixing languages haphazardly, while this is not true. Translanguaging involves using multiple languages, but it is not just about random insertion of words or phrases from different languages in one conversation. Rather, it is a deliberate and strategic use of multiple languages. Garcia and Aleksić (2022) revealed that some teachers have misunderstandings concerning the concept of translanguaging and its appropriacy for formal settings, yet growing researches (Champlin,2016), (Wu & Lin, 2019) show that translanguaging can be very effective in classrooms, as it can facilitate understanding and promote language development. Not to

mention that policy makers with monolingual beliefs often ban or minimize the use of the native language in the classroom and believe that translanguaging means abandoning the target language while using the mother tongue (Vyshnevskaya, et al. ,2021). In fact, translanguaging is not about replacing one language with another but rather about using both or multiple languages to learn more effectively.

Overall, translanguaging is a complex and nuanced concept that challenges traditional notions of language and education. It is important to recognize its potential benefits and understand how it can be effectively used in different cases. Baker (2011), in this respect states that translanguaging:

- may promote a deeper and fuller understanding of content.
- may help students to develop skills in their weaker language.
- may facilitate home-school cooperation.
- can develop learners' learning second language ability concurrently with content. (pp.281-282)

1.3. Literacy and Translanguaging

1.3.1 Literacy

Literacy is defined as the capacity to read, write, understand, and apply information from various written sources. It is a necessary skill that allows people to fully participate in society, communicate effectively, and make informed decisions. Literacy entails not only being able to read and write, but also understanding and interpreting information and using it to achieve personal and academic goals. It is a fundamental skill that serves as the foundation for education, employment, and personal development.

The history of literacy can be traced back to ancient civilizations, such as those in Mesopotamia and Egypt where writing systems were developed to record important events. In the Middle Ages, literacy was primarily limited to the clergy and nobility who were able to read

and write in Latin. However, the invention of the printing press in the 15th century allowed for the mass production of books which led to an increase in literacy rates among the general population. Marvin (1988), explaining the history of the term “literacy”, stated that:

The term literacy has not always had an exact synonym in other languages and cultures. A man who could read was described as *grammatikos* in classical Greece, but this connoted no positive sense of education or cultivation. During the roman empire, the word *litteratus* signified a person familiar with literary culture. The same word described persons with training in Latin grammar and syntax during the Middle Ages. (p.437)

According to UNESCO (2004),” literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts”. This definition recognizes that literacy in general is not limited to basic reading and writing skills but cover a boarder range of abilities that enable individuals to act as active and productive participants in the society.

In addition to what has been mentioned earlier, academic literacy is “the ability to interpret and create academic texts, to read critically and analytically, to engage in academic discourse, and to use language in ways that are appropriate to disciplinary contexts” (Thesen & van Pletzen, 2006, p. 215). It entails the skills and knowledge required to comprehend, analyze, and communicate complex ideas within a particular academic field. Scholars emphasize the fact that academic literacy is essential for students to be able to engage meaningfully with complex academic texts, communicate their ideas effectively, and participate fully in academic discourse. Academic literacy emerged in the modern era and universities started to set guidelines for academic writing and reading, moreover research in the early modern era and the rise of the scientific method brought a focus on empirical data and logical thought. Strong academic literacy skills are significant for researchers to engage with, interpret, and effectively

utilize empirical data in their academic work and without proficiency in academic literacy, researchers may struggle to comprehend, evaluate and utilize empirical data, limiting their ability to contribute in their field.

These skills enable researchers to critically evaluate existing knowledge, design robust studies, analyze data, and communicate their findings effectively within the academic community.

In the 20th century, the expansion of higher education led to the development of academic literacy. Today, academic literacy is seen as a crucial skill for success in higher education and many professional fields.

Moreover, academic literacy includes a variety of skills such as but not limited to reading comprehension and writing. Academic literacy is essential for success in higher education, as well as in many professional and academic settings that require research skills, critical thinking and effective communication skills. Furthermore, academic literacy also involves the use of various forms of media and technology in an academic context. This includes skills such as digital literacy, data analysis, and information management. In addition, academic literacy is a dynamic talent. Students must continuously grow and refine it over the course of their life to stay academically literate.

Finally, it is important to recognize that academic literacy is shaped by social, cultural, and political factors, and can vary depending on one's background and experiences. As such, it is crucial to promote inclusive and culturally responsive practices in education to ensure that all individuals have the opportunity to develop their academic literacy skills.

1.3.2. Elements of Academic Literacy

Academic literacy refers to the set of skills and knowledge essential for success in academic settings, including various key components such as research skills that involve conducting research and using sources to support arguments. This includes understanding the

way of using library resources, search engines, and databases to locate relevant sources, and evaluating the credibility and reliability of those sources. In addition to critical thinking, which is the ability to analyze complex ideas and evaluate arguments including identifying assumptions, evaluating evidence, and synthesizing information from multiple sources. Even though, there are further elements of academic literacy, this study is mainly concerned with reading and writing since both reading and writing are critical components of academic literacy and they are intertwined as effective writing often requires strong reading skills.

Reading entails more than simply skimming through texts, Grabe & Stoller (2013) define it as a process of gaining information that is related to someone's purpose through the written information that has been published by the writer such as: engaging with academic materials, learning how to read critically and use techniques like identifying the primary point, examining the supporting details, and assessing the author's point of view. Understanding discipline traditions, such as identifying the proper citation styles and comprehending specific vocabulary, is another aspect of academic reading. Critical reading is a part of academic literacy. Analyzing, interpreting and evaluating the material in a text are all parts of critical reading skills. This entails highlighting key concepts, assessing the reliability of sources, and drawing links between various texts. Active reading techniques entail actively participating with a text, such as underlining important details, making notes, and clarifying your comprehension with questions.

Writing in academic literacy necessitates a distinct set of abilities. Academic writing should be precise, clear and well-structured, with a logical framework that supports the main point. It necessitates the use of proper citation formats as well as a grasp of the norms and practices of various academic fields. Furthermore, academic writing frequently necessitates the ability to integrate information from many sources, assess and evaluate evidence, and present arguments and results in a compelling and persuasive manner. In addition, planning, drafting,

rewriting, and editing written material are all parts of effective writing processes. Understanding the writing process, having a clear thesis statement, and effectively arranging thoughts are all part of this. Grammar, punctuation, and spelling are examples of writing norms and it is critical to follow these rules in order to successfully express ideas and display academic competence.

Undeniably, developing strong reading and writing skills is crucial for success in academia and it is critical to consistently practice both reading and writing. Reading academic papers and publications can help students get acquainted with academic literacy and build critical reading abilities. In fact, composing academic papers such as essays, research papers, and articles helps students practice and strengthen their writing abilities and assists them in grasping the academic materials.

1.3.3. Challenges to Academic Literacy

Developing academic literacy may be a difficult process for learners, especially for EFL learners. Academic reading and writing can be a challenge for EFL learners for several reasons: academic language is sophisticated and technical and requires a thorough comprehension of specific terminology and understanding of various concepts. EFL learners, especially novice ones, may not have a strong command of the English language and have a limited vocabulary. Lexis, grammar and syntax can also be challenging for them since academic texts frequently contain complex structures and advanced terminology, which can be difficult to grasp and use appropriately.

Furthermore, EFL learners do not have the same background knowledge as native English speakers which can make it difficult for them to understand some academic texts or even make connections between ideas. These learners may struggle with reading comprehension the fact that impedes them from developing their literacy. Besides, various academic texts are dense and difficult to grasp, necessitating high reading skills as well as the

capacity to critically examine materials. Academic writing in English may be different for EFL learners, who arrived from different cultural backgrounds. Usually, the academic standards of English are different from the ones used in their own language or culture, this may include differences in structure, tone, and style which can impact the clarity and the coherence of the English written product.

Moreover, writing in an academic context requires a specific set of skills involving the ability to organize information in a logical manner and use appropriate academic language and style. Academic genres, as well, can be a bit confusing for EFL learners. Research papers, essays, and dissertations are examples of academic writing genres. Each genre has its own structure, terminology, and expectations which can be difficult to grasp for those who are unfamiliar with it. Writing academic English is not an easy task and many students find it hard to express ideas clearly in writing such as using complex structures and formal language which is both time and efforts consuming. EFL learners may take longer period to read and understand academic texts, which is most of the time overwhelming for some students especially when working under time constraints, such as during exams or when completing assignments.

Academic literacy development can be a difficult process, but it is also an essential ability required for success in higher education and in many qualified professions. EFL Students can overcome these challenges by using a combination of strategies such as building their vocabulary, practicing grammar and syntax, familiarizing themselves with academic writing conventions, improving their reading comprehension, and managing their time effectively. It can also be helpful to include translanguaging as a strategy to develop academic literacy and overcome those challenges.

1. 4. Translanguaging in Literacy

1.4.1 The Translanguaging Literacy Approach

The Translanguaging literacy approach is an educational approach that respects and values students' linguistic and cultural diversity. It entails employing a variety of languages and multiple means of communication to support “readers and writers to interrogate and create plural texts with diverse language and literacy practices” (Garcia& Kleifgen, 2019, p.6). Moreover, the translanguaging literacy approach encourages students to use their whole linguistic repertoire, including their home language(s) and any extra language(s) they may know. This strategy requires students to have a plethora of information and abilities to contribute to the learning process, as well as the ability to leverage their language and cultural backgrounds to improve their comprehension and expression of concepts and ideas.

Teachers in a translanguaging literacy classroom may employ code-switching, translanguaging and scaffolding to assist students in accessing and comprehending texts in many languages. This approach involves appreciating and validating all students’ linguistic and cultural diversity, as well as encouraging equity and inclusivity in the classroom. More importantly, the translanguaging literacy approach aims to support students in developing strong reading and writing skills in all the languages they use, and to promote positive attitudes towards linguistic and cultural diversity. In this context, Garcia and Kleifgen (2019) state:

When literacies performances of multilinguals are viewed through translanguaging, an emphasis on restricting the language used to engage with written texts no longer exists. Translanguaging in the literacy actions of multilinguals happens even when interacting with and producing what are perceived as monolingual texts. (p.6)

In other words, even if multilingual students intend to produce a monolingual piece, they translanguage (talk, read, write, and think in several languages) during the reading writing

processes in academic literacy. Canagarajah (2011) believed that there is still more to learn about translanguaging in literacy, more effective reading and writing techniques and compelling speech communication are needed. Furthermore, the translanguaging approach may refer to a specific way for overcoming students' learning difficulties in reading comprehension by teaching them to independently interpret the meaning of reading material.

According to Desmond and Makalela (2013), translanguaging is in accordance with the component skill of reading comprehension to develop a great reading comprehension. The capacity to infer translanguaging supports the reader in understanding sophisticated and nuanced implicit meanings conveyed by the writer's choice of specific vocabulary.

The importance of translanguaging as a strategy lies in the fact that is critical to promote academic writing as well. It celebrates the inclusion of multiple languages in the writing process and may also include the written product. Ascenzi-Moreno and Espinosa (2018) believe that writers should use their complete linguistic repertoire throughout the whole writing process, regardless of the language in which the final result will be produced. Emergent bilinguals gain from engaging in literacy behaviors in their native language, such as reading, taking notes, conferencing and sharing, and translating. Thus, achieving the aims of the final written product.

The translanguaging in literacy approach is based on sociolinguistic theory. It acknowledges language as a dynamic, flexible, and ever-evolving phenomena rather than a static entity. Like what Souto-Manning (2014) said, "Translanguaging in literacy education values and affirms the linguistic and cultural diversity of students, and recognizes the strengths and potential of their multilingualism". That is to say translanguaging in literacy values that social, cultural, and historical elements impact language usage, and that students' linguistic repertoires are molded by their personal experiences, social situations, and cultural identities.

Finally, Translanguaging in literacy is an innovative educational approach that respects and promotes students' linguistic and cultural diversity. It can aid in the promotion of greater

reading and writing skills, multicultural understanding, equity, and create a great environment in the classroom. It is also argued that translanguaging helps the development of the weaker language because learners develop oral competence and literacy in their weaker language when they undertake the main tasks at hand using both their weaker and stronger languages concurrently (Baker, 2011; Garcia and Li Wei, 2014; Lewis et al, 2012). Last but not least, students can better grasp and speak about difficult concepts in literacy when they use their entire language and cultural resources.

1.4.2. Translanguaging Practices in Literacy

Translanguaging is an effective pedagogical strategy that uses students' entire linguistic repertoire to facilitate their learning. Therefore, this strategy in literacy can assist students to build on their existing knowledge and resources, leading to a deeper understanding and more meaningful engagement with academic texts. Accordingly, there are a variety of practices and particular instruction to consider when utilizing translanguaging in academic literacy. Some examples of these practices are discussed in details in the last chapter.

There are many strategies that can go hand on hand with translanguaging like paraphrasing to develop academic literacy. Therefore, Hungwe (2019) performed research in which paraphrasing was used as a strategy combined with a translingual approach to improve students' reading and comprehension of texts. The findings demonstrated how translanguaging can be used as a scaffolding strategy to assist lecturers in improving their reading instruction. The data also revealed that translanguaging can be implemented with other strategies to help learners develop reading metacognitive skills.

Translanguaging strategy in literacy practices can take many forms, from code-switching to the strategic use of translation and transliteration. In other words, encouraging students to use different practices can be very beneficial for developing the academic literacy of bilinguals and multilinguals. "A translanguaging literacies approach also includes strategies

such as translation and cross-linguistic study of syntax, vocabulary, word choice, cognates, and discourse structure to advance students' metalinguistic awareness of their own bilingual practices, thus heightening their engagement with texts" (Garcia & Kleifgen, 2019, p.13).

Moreover, alternating between two or more languages or dialects within a single conversation or written text can boost students' confidence and it is a very reliable strategy to promote literacy. For example, students might utilize their first language (Arabic) to read and explore a tough idea before switching back to the language of instruction (English). Also, Transliteration can be combined with translanguaging by representing words or phrases in one language using the script of another language (e.g., writing "chai" instead of "tea"). Translation and Interpretation can be used as well as cognates through identifying and using words that are similar across languages to facilitate comprehension as in the case of the word "family" in English and "familia" in Spanish.

In fact, teachers need to foster peer cooperation in classrooms, by encouraging students to work in groups or pairs. This can be accomplished through strategic activities and planned instructions. For instance, translanguaging circle in which students use their reading and writing skills in both languages simultaneously and take advantage of the shared knowledge. Therefore, students can capitalize on the collaborative environment to improve their academic literacy.

1.4.3. Assessing Translanguaging in Literacy

Translanguaging can be effectively integrated into reading and writing practices through comprehensive assessment techniques, unlocking the full potential of multilingual learners and evaluating their overall academic achievement. Therefore, assessing translanguaging in literacy entails observing students' usage of several languages in both reading and writing tasks. As well as, intending to assess their language proficiency, comprehension, and capacity to transfer their skills across languages. In the light of this idea, these are some brief considerations for assessing translanguaging in literacy:

In order to measure translinguaging in literacy, teachers may examine how students use their entire linguistic repertoire effectively in different contexts which includes assessing their capacity to grasp and interpret literature in many languages, articulate their thoughts and ideas, and engage in meaningful discussions. This can be accomplished through oral presentations, written tasks, group discussions, or role-playing. In addition, teachers should take into account students' cultural competence, since translinguaging valorize the different linguistic and cultural background of students. This includes assessing their comprehension and enjoyment of cultural nuances, as well as their capacity to interpret cross-cultural communication and incorporate cultural factors into their reading and writing practices.

Furthermore, educators can consider assessing students' metalinguistic awareness and their ability to reflect on and analyze language use. This evaluation can involve exercises in which students compare and contrast linguistic aspects, find language patterns or different style of writing across languages, or examine the influence of code-switching or code-mixing on their communication and academic literacy. Moreover, students must be encouraged to engage in self-assessment and reflection activities. Thus, students can assess their own language use, track their progress, and create literacy development goals. Self-evaluation assists students in becoming active participants in their learning journey and promotes metacognitive skills.

Last but not least, translinguaging assessment can be carried out using a combination of formative and summative methods. Regular observations, conferences, and comments, for example, providing ongoing feedback concerning students' progress and giving instructional decisions. Summative assessments, such as quizzes, exams, or project evaluations which can provide an in-depth assessment of students' translinguaging skills in particular period of time.

At the end, assessing and evaluating translinguaging in literacy is crucial for understanding the influence of this teaching strategy on students' academic literacy development including reading and writing skills. Therefore, educators can get insights into

students' capacity to use several languages simultaneously, foster their linguistic progress, and create supportive learning environments by using inclusive assessment methodologies that recognize and value multilingualism.

Conclusion

This chapter has reviewed the relevant literatures related to the subject of investigation. It introduced the difference between monolingualism and bilingualism/ multilingualism while referring to EFL education and learning. Then, the researches highlighted the origins and the evolution of translanguaging and compared it to similar concepts in the field. Both the pedagogical and the social sides of translanguaging were mentioned for a better understanding of this recent strategy. This chapter also demonstrated academic literacy and the role of translanguaging in promoting academic literacy among EFL learners and an overview of translanguaging practices that can be integrated into academic literacy and its assessment.

CHAPTER TWO
Methodology, Data Analysis and
Discussion

Introduction

This chapter lays out the methodological framework used in the current research. In specific terms, it includes five sections. Starting with a detailed discussion of the research design used to conduct this study. It also tackles the description of the population and the location of the study, including the sampling and the selection of the research participants. This chapter delineates the data collection tools and all the instruments involved in the study along with the procedures and steps. Besides, it highlights the results collected from the students' questionnaire and the teachers' interview along a discussion of the results.

2. Methodological Framework

2.1. Research Design

This is a descriptive study conducted as a case study with master one students at Chadli Bendjedid University -El TARF. The researchers have chosen a mixed method approach to data collection. A questionnaire was administered to master one students with the purpose of exploring their perceptions towards using translanguaging as a strategy to develop academic literacy. Furthermore, an interview was carried out with EFL teachers at the aforementioned university to investigate their attitudes towards the implementation of translanguaging to promote academic literacy.

2.2. Research Setting

The research took place at the department of English, Chadli Bendjedid University, EL-Tarf during the second semester of the academic year 2022/2023. The questionnaire was handed to master one students in their classes so to facilitate the process and make them feel comfortable while providing answers.

2.3. Sample

The sample was chosen from EFL master one students at the aforementioned university. The study consisted of thirty (N=30) students. In fact, the sample was selected to reflect the main purpose of this research as students are more likely to be aware of the translanguaging strategy since they have been studying English for many years, therefore their perspectives can be more reliable than novice learners from the same department. Moreover, ten EFL teachers were randomly chosen to participate in a recorded interview where they answered a set of questions to see their attitudes towards implementing translanguaging in their classrooms.

2.4. Data Gathering Tools

This study attempts to capture EFL students' perceptions towards using translanguaging as a strategy in academic literacy, it also investigates teachers' opinions towards implementing the strategy in their classes. Hence, the researchers opted for a questionnaire for the students and an interview with teachers as the main data collection tools of this research in order to answer the research questions and obtain more accurate results about the topic under investigation by using open-ended, closed-ended and finally multiple choices questions.

2.4.1. Questionnaire

The questionnaire was used for data collection in order to validate or nullify the research hypotheses; it was also designed to determine students' perspectives towards using translanguaging as a strategy to promote their academic literacy. As previously mentioned, the questionnaire was administered to 30 participants enrolling in their master one at Chadli Bendjedid University. The researchers allotted them about ten minutes to complete the questionnaire. It consisted of fifteen (15) closed-ended questions and seven (7) open-ended questions. While the closed-ended questions targeted students' linguistic repertoire and their level in academic literacy (writing and reading) and investigated their practices of translanguaging in the EFL classroom, the open-ended questions invited students to express

themselves, their experiences and their opinions about using the strategy of translanguaging in the classroom.

2.4.2. Interview

Another research tool that has been used in the study is the interview. An interview was conducted with ten EFL teachers from Chadli Bendjedid University. The participant teachers volunteered to be engaged in an interview that mainly included open-ended questions, and it took about 5 to 7 minutes for each one of them. The teachers, after their consent, have been recorded. Consequently, all the information gathered from the interview was transcribed and analyzed using common thematic categories.

The interview was divided into four parts; the first part was designed to explore the background information of the participants while the remaining parts were as follows:

Section Two contained questions about teachers' perceptions of "translanguaging" and their practices in the classroom.

Section Three contained questions about students' practices of Translanguaging.

Section Four contained questions about the implication of translanguaging.

2.5. Data Analysis

2.5.1. Analysis of the Students' Questionnaire

Q1: For how many years have you been studying English?

This question was put to see whether the targeted students are familiar with the English language. The results of this questions revealed that the majority of students (80%) studied English for 10 and 11 years. Whereas only 20% of them studied more than 11 years. This is a clear indication that they are not emergent bilinguals and hence can provide insightful answers to the subsequent questions.

Q2: How can you rate your proficiency level in English Literacy?

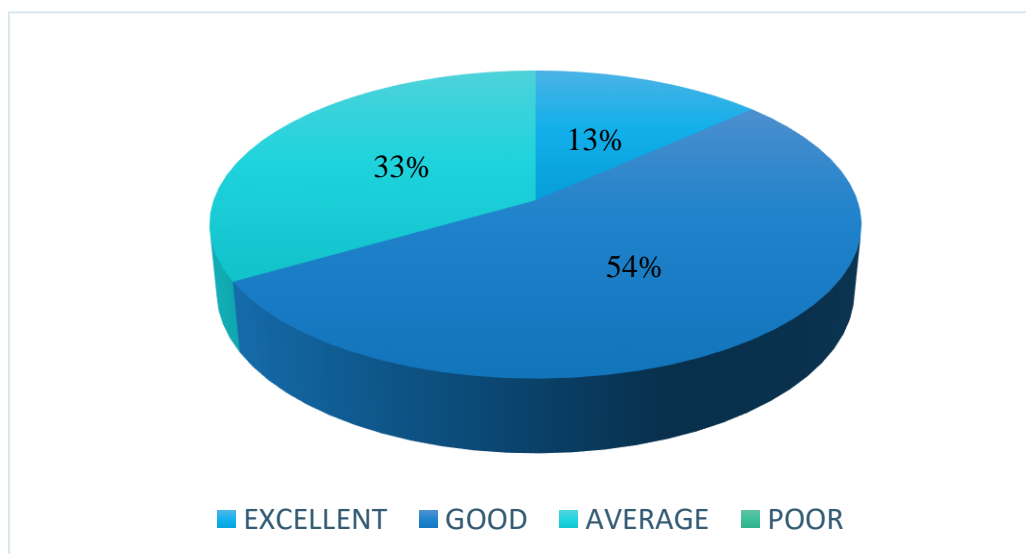


Figure 01. English Literacy Level.

As displayed in the figure above, over the half of students (54%) have a good level in English literacy, and 33% of the participant students declared that they have an average level. While the remaining (13%) reported that they have an excellent level in English literacy.

Q3: Have you ever used any language(s) other than English in the classroom?

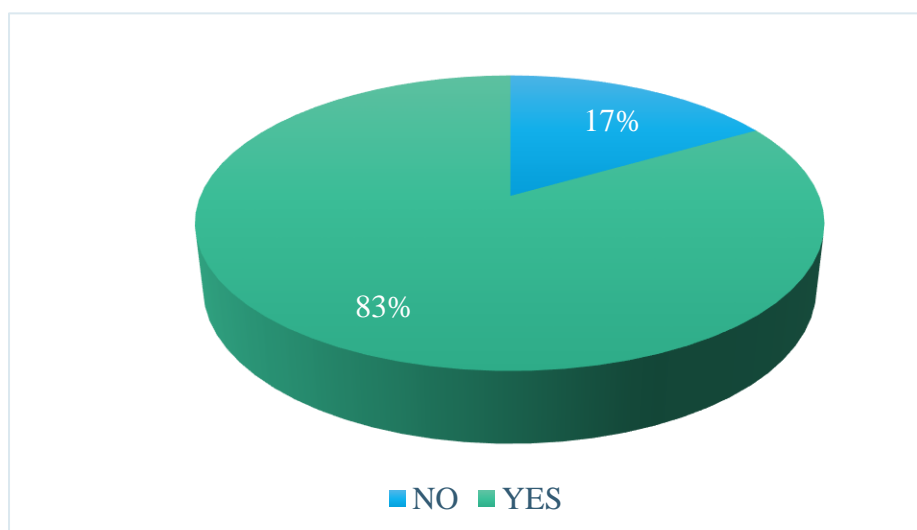


Figure 02. Languages Used in EFL Classrooms.

As shown in figure (2), 83% of the respondents stated that they use other languages than English in the classroom. However, 17% of them said that they never used other languages besides English in the classroom.

- **If yes, what are these languages?**

This question was addressed to the participant students who agreed upon using multiple languages other than English (83%) to know what are these languages, their answers are revealed in figure 3.

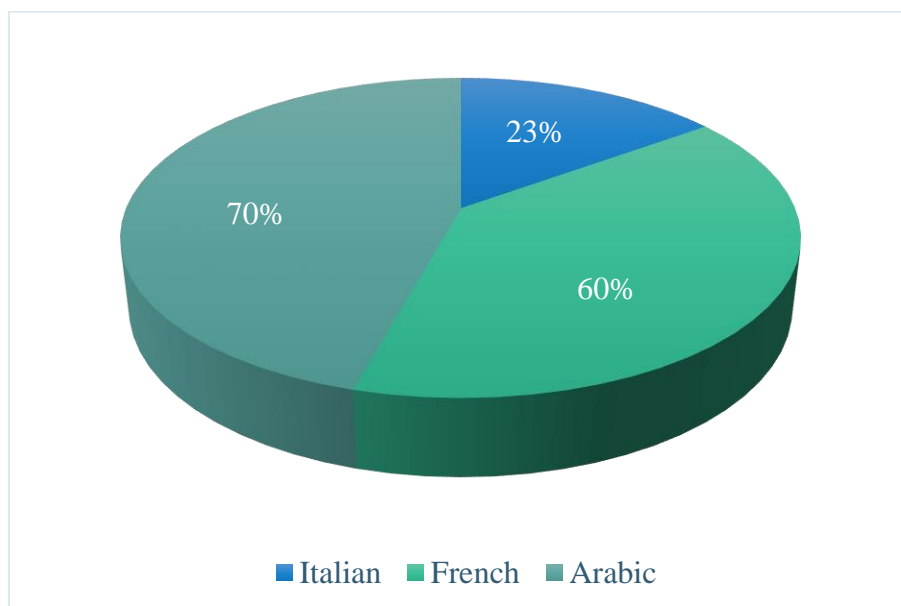


Figure 03. Languages Used by the Students in the Classroom.

Figure 03 demonstrates that 70% out of the respondents use Arabic in the classroom. However, 60% of them reported that they use French and 23% of the students stated that they use Italian in their classrooms. This reveals how the participant students welcome the variation of languages in their learning.

- If no, why?

Students who revealed that they never used languages other than English in the classroom (17%) were asked to justify their answer in order to get more insights. Only three out of five students answered this question with answers like, “we have to use English in order to learn the language” and “we need to talk in English to learn it” while another participant stated that he does not know a lot of things about English and he is still learning and have a lot more to learn.

Q4. In what language(s) do you see yourself more capable to express your thoughts freely in the classroom?

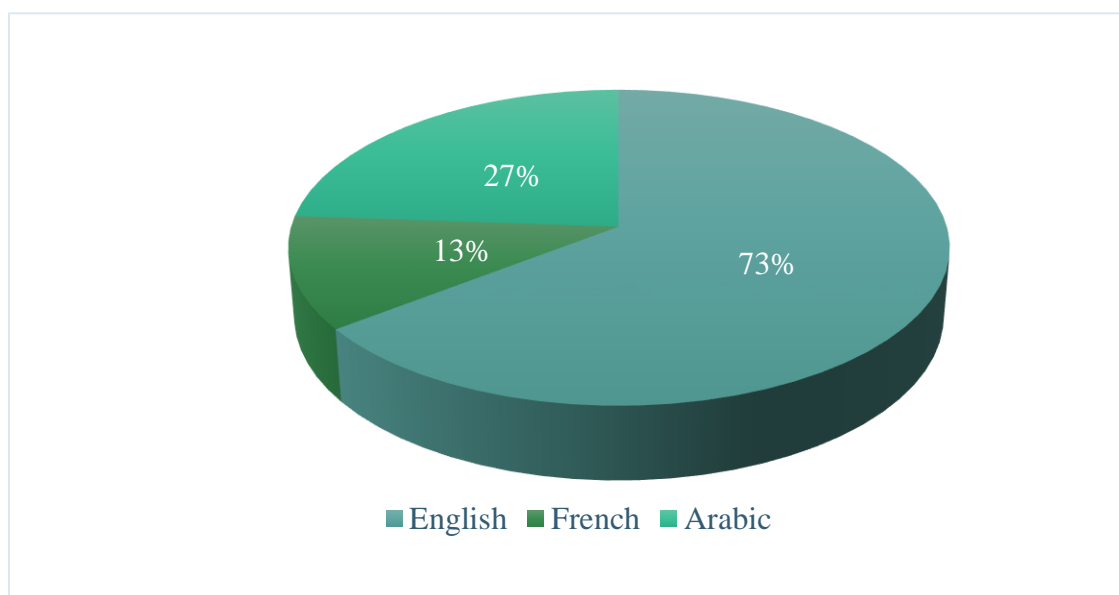


Figure 04. Students' Most Expressive Languages.

Figure 04 shows that the majority of students (73%) find themselves more capable to express their ideas in the classroom through English and 27% of them prefer using Arabic. While, only 13% of them can express their thoughts freely in French in the classroom. Noting that two students out of 30 did not answer this question.

Q5. Do you usually use multiple languages while discussing a topic with your mates before writing?

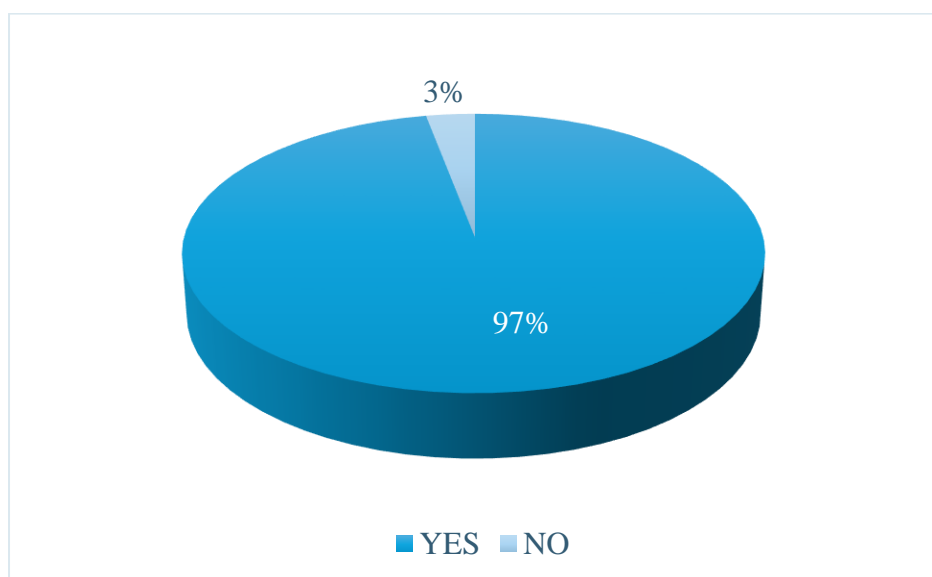


Figure 05. Students' Use of Multiple Languages Before Writing.

As Figure 05 indicates the vast majority of the students, 97% stated that they usually use multiple languages while discussing a topic with their mates before writing. However, only 3% of them said that they only use English while discussing a topic before writing.

Please Justify

Furthermore, the students were asked to justify their answers to know more about their perspectives of using these languages. Therefore, 83% of students reported that they used multiple languages while discussing with their mates before writing to clarify and to express their ideas effectively and for simplifying their thoughts. Others said that they use many languages to upgrade their linguistic background and to enrich their written product with new thoughts. Some participants admitted that they struggle with a lack of vocabulary and sometimes forget some words, while to others it happens spontaneously. However, the only

student who answered with no to using multiple languages before writing wrote, "I just use English in order to develop my English vocabulary and skills".

Q6. Are you familiar with the term "translanguaging"?

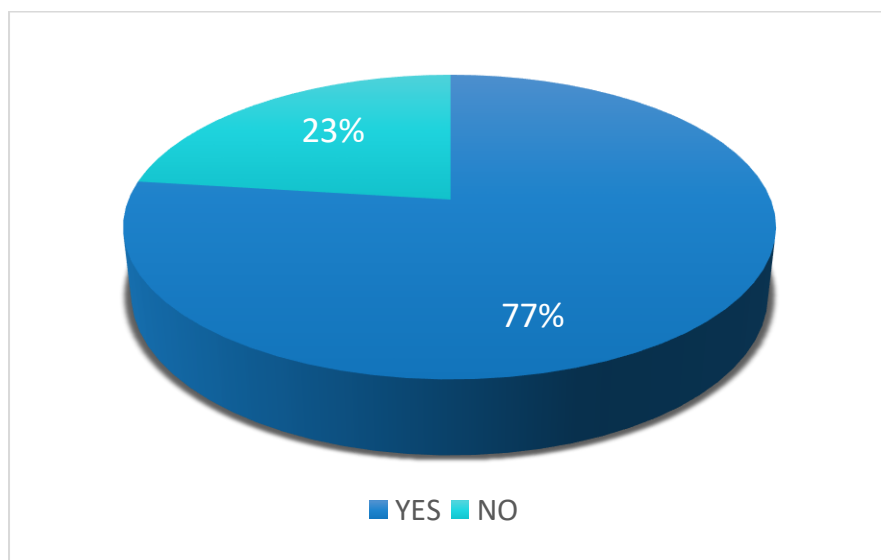


Figure 06. Students' Familiarity with Translanguaging

According to figure 06, most of the students 77% said that they are familiar with the term "translanguaging" while the rest 23% of them never heard of the term translanguaging before. Further sub-question (Q6a) was included to know more about how students define translanguaging.

Q6a. According to you, what may translanguaging mean?

- A. The multilingual practice of using multiple languages to make meaning.
- B. Shifting from one linguistic code (a language or dialect) to another.
- C. The process of converting the meaning from one language to another

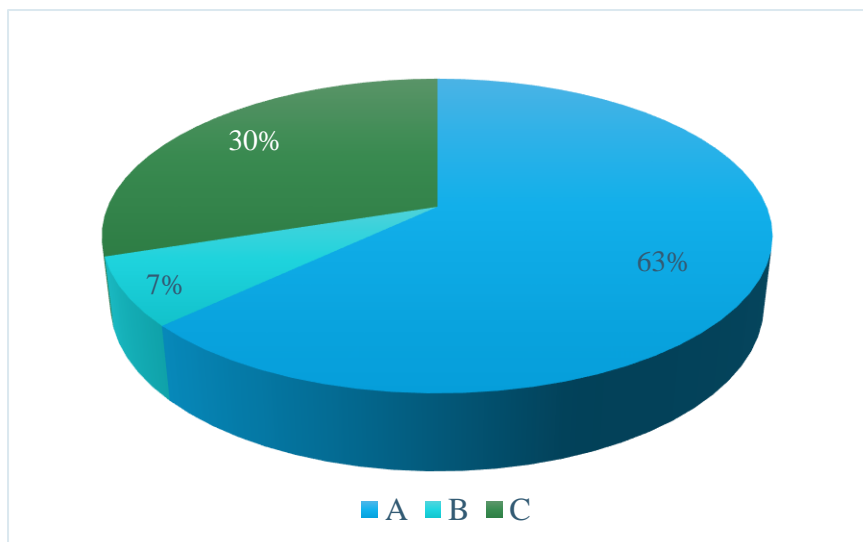


Figure 07. Translanguaging Definition According to Students

Figure 07 illustrates that the majority of the participant students (63%) are aware of the meaning of translanguaging. However, 7% of them confuse translanguaging with the phenomenon of code switching while the rest 30% of them confuse it with translation.

Q.7 To what extent do you agree with using translanguaging in the classroom?

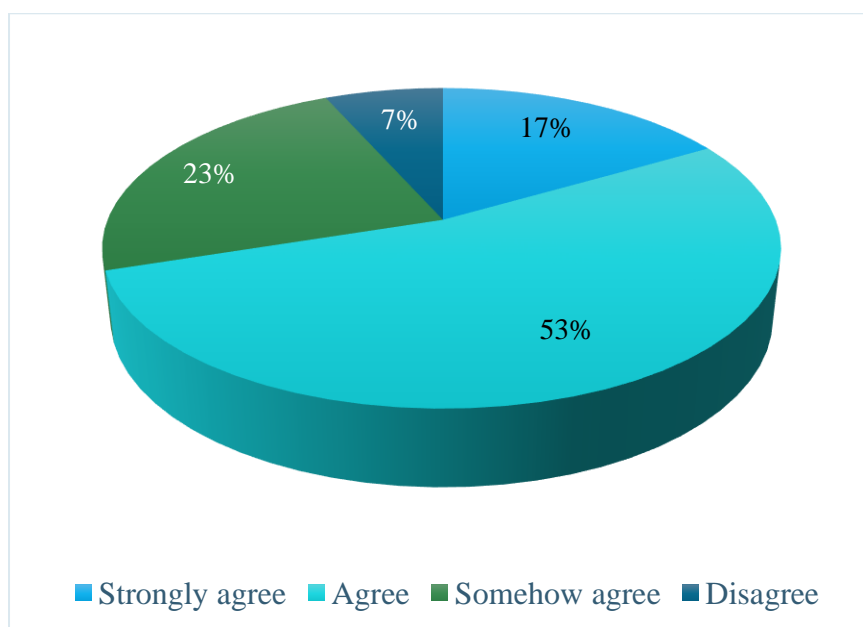


Figure 08. Students' Perceptions Towards Using Translanguaging in the Classroom.

Figure 08 shows that the majority of the participants (53%) agreed on using translanguaging in the classroom. 23% somehow agreed with, 17% of them strongly agreed and only 7% disagreed on using it.

Q8. As far as the writing skill is concerned, how would you evaluate your writing abilities?

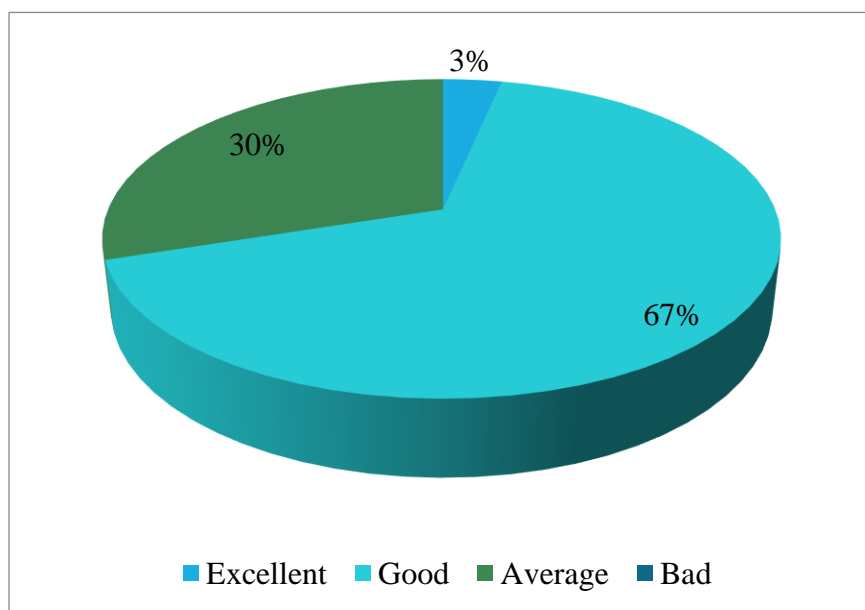


Figure 09. Student's Evaluation of the Writing Abilities.

Question 8 was designed to know more about the level of master one students in writing and to have more insights into their perceptions about translanguaging and the reason behind these opinions. Their answers revealed that 67% of the respondents evaluated their writing abilities as good, 30% of them as average while only 3% of the students evaluated themselves as excellent in writing without neglecting the fact that none of them reported to have any bad evaluation of the writing abilities.

Q.9 Have you ever used multiple languages in a written assignment?

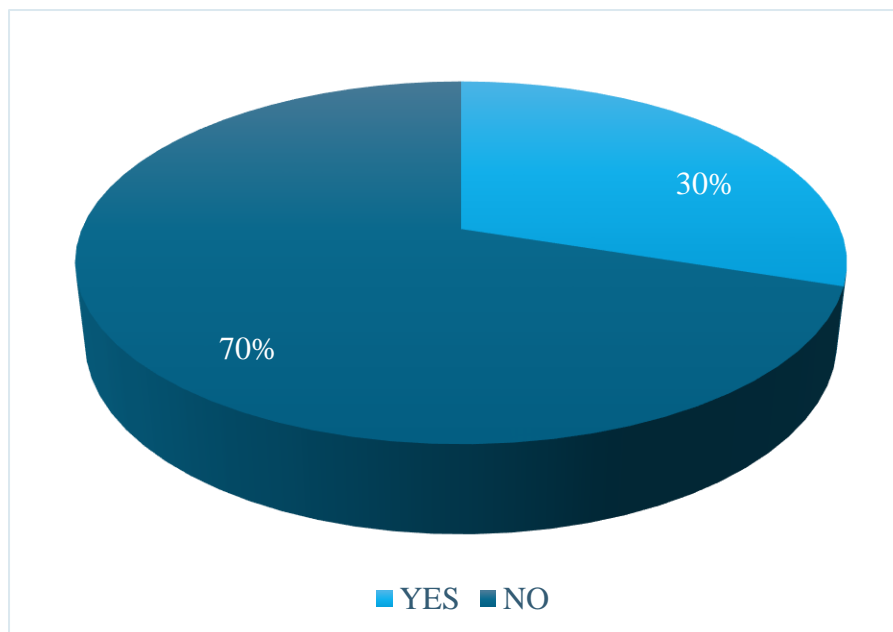


Figure 10. Using Multiple Languages in a Writing Assignment

Figure 10 reveals that only 30 % of the respondents have used multiple languages in the whole writing process from the drafting stage to the final product. The rest voted with no which means that 70 % of them have never used any other languages in a writing assignment.

- **If yes, how was your experience like?**

Students who used multiple languages in a writing assignment were given a chance to share their experience. Some participants believe that it was a good and a satisfying experience to combine all of their languages in the entire writing process. Others stated that the cause behind using various languages in writing is the lack of linguistic competence and that experience was helpful to find the exact vocabulary and the precise ideas.

However, the remaining participants were asked to justify their choice (NO). 20% of them did not share their responses while the rest responded like this, “it is informal” and “the instruction forbids using multiple languages”. Whereas, others stated that they have a good level and they only think in English inside the classroom while the results revealed that they only use English to develop their skills and boost their vocabulary.

Q10: In brief, tell us about what you do to improve your reading skills.

Question 10 was put to figure out whether or not students have ever used translanguaging as a strategy to improve their reading skill. Therefore, the results of this question held various responses, some of the students stated that they highlight new words and expressions while reading books, novels or articles, others use the strategy of reading out loud and write down the difficult vocabulary with examples in order to memorize them. Other participants mentioned that they listen to audio books then repeat and record themselves so to self-evaluate their performance. Few of them declared that they chat with native speakers while 20% of the participants did not provide answers to this question.

Q11. Do you think that using your whole linguistic repertoire would help you to read better?

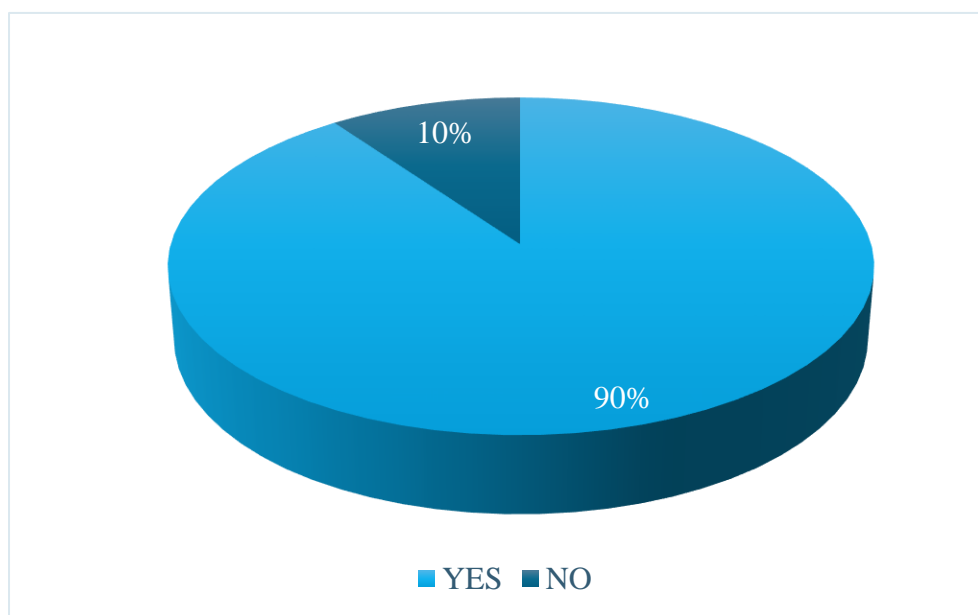


Figure 11. Using Entire Linguistic Repertoire for Better Reading.

Figure 11 indicates that a large number of the participants (90%) claimed that using their entire linguistic repertoire can help them read better, and the rest 10% do not think that using their whole linguistics repertoire would help them develop their reading skill.

Q 12. Do you prefer receiving teachers' feedback in different languages?

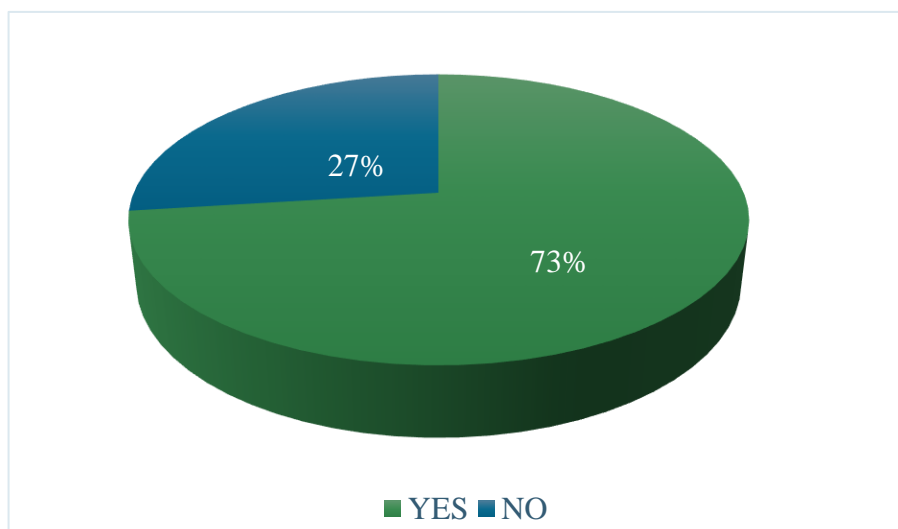


Figure 12. Students' Viewpoints About Teachers' Feedback.

Figure 12 indicates that 73% of the participants prefer to receive feedback from teachers in different languages other than English. Whereas, 27% of them prefer to get teachers' feedback in English only. Accordingly, this preference reflects the significance of providing multilingual feedback in enriching communication and fostering inclusivity, understanding, and engagement in the feedback process.

Q13. Do you think that teachers should promote translanguaging inside the classroom?

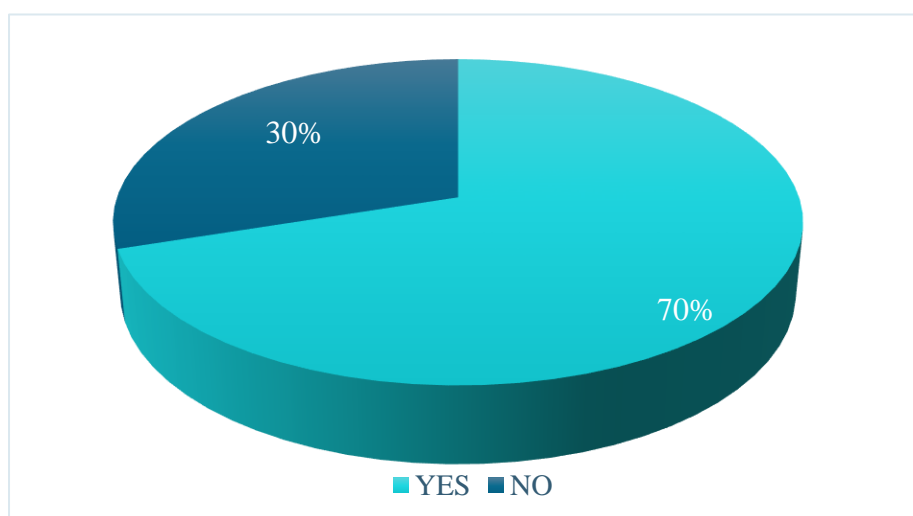


Figure 13. Students' Perceptions towards Teachers' Use of Translanguaging.

Figure 13 shows that 70% of the students think that teachers should promote translanguaging in the classroom, whereas the other 30% answered negatively and that can be related to the concerns they hold about language proficiency, lack of exposure or misconceptions about translanguaging practices. Understanding these reasons allows educators to provide clear explanations concerning the significance of translanguaging.

Justify your choice.

Bearing in mind that 23% of the participants did not justify their answers; part of the remaining students stated that translanguaging can help them to understand better and express their ideas in an accurate way. Some of them revealed that they support this strategy because it appreciates bilinguals, promotes the combination of languages, and makes them learn different languages simultaneously.

The remaining students do not however agree on teachers' promotion of translanguaging in the classroom. One of them justified their choice by stating: "teachers should stick to the language he/she is teaching". This category of participants thinks that translanguaging is not helpful for English learning and by integrating it in their classes students will focus on their mother tongue and will not eventually develop the target language (English). Additionally, a part of them believes that including this strategy in the classroom can cause interlanguage errors.

Q14. Do you think translanguaging will help you improve your academic literacy?

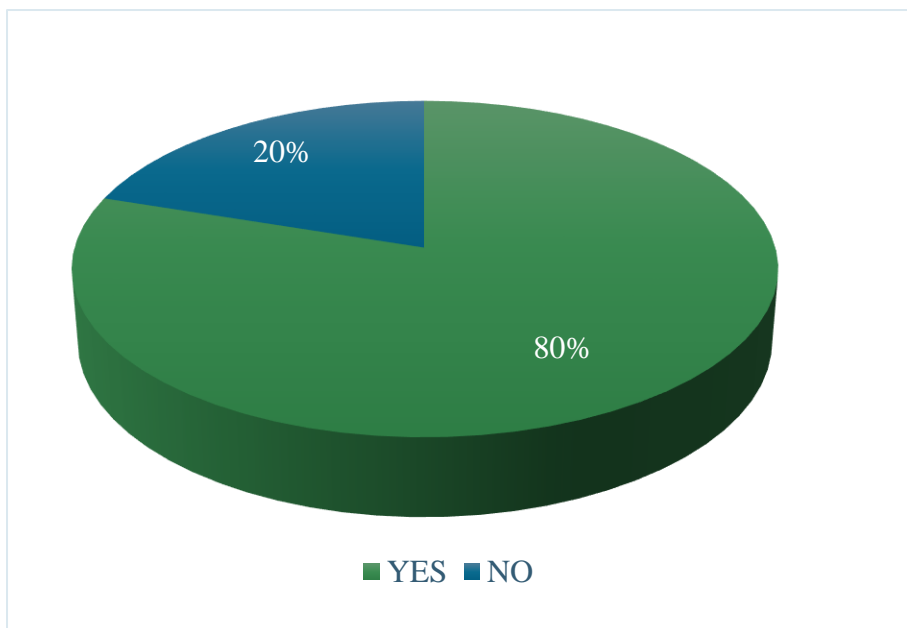


Figure 14. Translanguaging to Improve Academic Literacy

Figure 14 indicates that the vast majority of the participants (80%) think that translanguaging will help them improve their academic literacy. However, the remaining 20% do not agree upon its significance in developing their academic literacy.

Justify Please.

This question was introduced to participants to know more about their perspectives towards using translanguaging in academic literacy. Taking into account that 50% of them did not justify their answer, some students claimed that translanguaging is beneficial for their academic literacy as it presents them to new vocabulary and new ideas as well. They also think that using translanguaging would help them express their thoughts freely. Another group of students, contrarily, does not think that translanguaging strategy can help them to promote their academic literacy. In fact, one participant reported that only the exposure to English will help them improve their academic literacy while other students believed that translanguaging can affect their accuracy. Whilst, this is not exactly the case with translanguaging, since it aims to

leverage students' existing linguistic knowledge, foster a deeper comprehension, and simultaneously enhance both academic literacy and accuracy in language use.

2.5.2. Analysis of the Teachers' Interview

The researchers selected the interview as another research tool for data collection. It was conducted with Ten EFL teachers at Chadli Bendjedid University. It lasted for about 5 to 7 minutes for each teacher and the interviews were recorded via a mobile phone. The closed-ended questions of the interview focused on the background information of the teachers and their opinions about translanguaging and the open-ended questions focused on the teachers' and students' practices in the classroom in addition to the teachers' attitudes towards implementing translanguaging in the English department.

Section One: Background Information of the Participants

Q1: For how long have you been teaching English at the department?

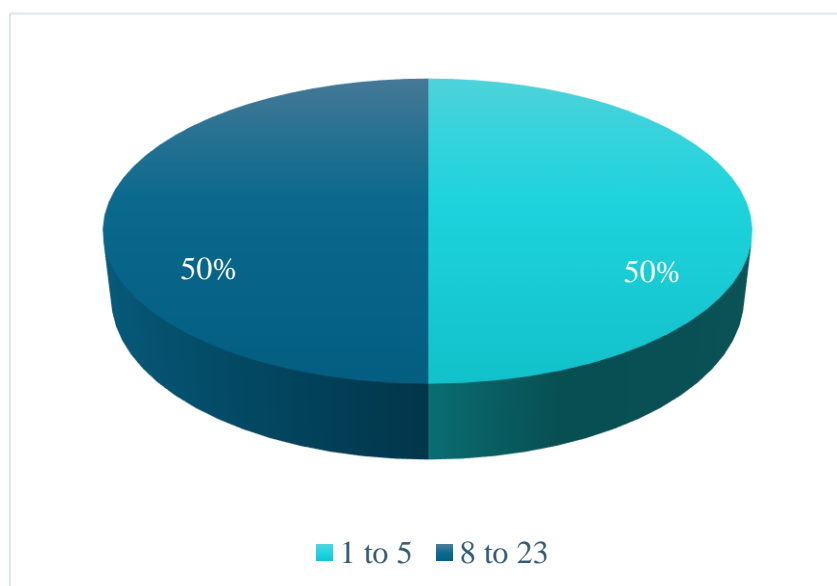


Figure 15. Years of English Teaching

The purpose behind this question was to know the years of teaching at the university and to differentiate between experienced teachers and novice teachers as well as finding out the discrepancies between their beliefs as far as translanguaging is concerned. As a result, it was found that half of the interviewees (50%) taught English from 1 year to 5 years while the other half taught English from 8 years to 23 years.

I. Section Two: Teachers' Perceptions of "translanguaging" and their Practices in the Classroom.

Q2: Are you familiar with the term translanguaging?

The majority of teachers stated that they are familiar with the term translanguaging. While some of them reported that they have never heard about this term before. Therefore, and through this question, it is aimed that teachers reconsider translanguaging as a strategy that may aid learners in upgrading their knowledge in the target language.

2a- If yes, how can you define it?

The great majority of the participant teachers answered this question by defining translanguaging as: "using multiple languages simultaneously by multilinguals to make sense of their interaction". Some teachers said that it means teaching through two or three languages in some courses. However, the rest confused translanguaging with code switching and translation.

Q3: As an EFL teacher, have you ever used more than one language in your teaching practices?

Most of the participant teachers stated that they often use more than one language in their teaching including Arabic and French. Some of them revealed that they use it in specific

cases for particular modules just to simplify the input. Some of them added that the simultaneous use of different languages in their classes happens spontaneously and occasionally only specific purposes and is never planned. However, a minority of them reported that they stick only to English in their teaching practices.

3a- If yes, can you provide instances of that use?

The answers given to this question revealed that the respondents who answered the previous question positively use multiple languages along with English to facilitate knowledge imparting, to simplify difficult vocabulary or complicated concepts and in other situations to gain time. Some participants, moreover, stated that they utilize translanguaging in some specific courses such as culture and linguistics to make it easier for the students since they include difficult concepts and technical terms especially in linguistics.

Some teachers also revealed that they use different languages only with younger learners to motivate them since they are not yet comfortable with the target language.

3b- If no, why?

The teachers who answered with no to question (Q2) held the idea that teaching a foreign language can only be done properly through that foreign language to avoid interference of the native language or the other languages used with the target language.

II. Section Three: Students Practices of Translanguaging.

Q4: Do you think students use other languages along with English to make meaning in the classroom?

Most of the interviewed teachers declared that students use other languages (Arabic, French) in the classroom especially Arabic to make meaning and to express themselves. However, few participants said that students use only English in the classroom.

4a- If yes, how often do they do?

Students usually use other languages along with English especially Arabic, yet not all of them do. Therefore, we notice that even though EFL teachers try to limit their students to only using English, they still use other languages.

4b-What do you think the purpose is?

Some teachers (60%) mentioned that their students frequently use other languages to support their understanding. Moreover, they stated that students' repertoire in English does not always serve them as it is still limited, and as English is not their native languages, so unsurprisingly they use other languages like Arabic and French.

The rest of the participants mentioned that students use other languages besides English for sharing knowledge and for facilitating communication and because they are multilinguals, it would be unavoidable for them to think in other languages.

Q5: Do you think allowing students to use translanguaging strategically can develop their academic literacy?

Half of the teachers believe that allowing students to use translanguaging strategically can develop their academic literacy. Whereas, the other half disagreed.

5a-If yes, how?

Teachers who answered positively on allowing students to use translanguaging justified their choice by claiming that translanguaging can be helpful in some situations while teaching specific modules that include technical terms. Therefore, in order to increase their

chances of comprehension, it would be easier to students to guess the meaning of those terms relying on other languages.

5b- If no, why?

The teachers, who answered with no, believe that translanguaging may create lazy students who only rely on their mother tongue and on their second language, the fact that hinders their development in English. Others stated that students should practice and think only in English to develop their academic literacy in the target language because using other languages may create issues like false friends and interference.

III. Section Four: Implications of Translanguaging.

Q6: EFL students in Algeria are native speakers of Arabic and many of them are fluent in other languages. What do you think about preventing them from using their whole linguistic background and limiting them to only a small area of their linguistic resources?

Some teachers stated that it is impossible to prevent them from thinking in their mother tongue or other languages they know and no one can control their linguistic resources. They declared that translanguaging might be integrated in some modules like interculturality, yet not all the time and most of the students follow monolingual instructions in English. Another teacher stated that she is teaching English as a subject matter and she should stick only to English. Some other teachers pointed that this is the right way of developing the target language, so students will have a chance of expressing themselves in English only. The rest of the teachers said that limiting them to use English only may affect their motivation.

Q7. Do you promote implementing Translanguaging as a teaching pedagogy at the department? Please say why?

Half of the teachers (5 out of 10) affirmed that they can implement translanguaging as a teaching pedagogy at the English department; yet it depends on the module being taught or the instructional purpose. In addition, it is important to put the students' level and characteristics of the classroom into consideration, whether it can benefit them or not. Although, few teachers thought that implementing translanguaging can help multilingual students to improve their literacy by giving them strategic instruction and planned strategies; they also added, "we should not exclude them from using other languages, on the contrary we should promote it in particular contexts because they are a part of their linguistic identity".

However, the other half of the participants did not agree on implementing translanguaging, as they believed that in EFL teaching there are a plenty of approaches and methods to develop English and to push students to be fluent and express themselves in the target language.

2.6. Discussion of the Results

2.6.1 Discussion of the Students' Questionnaire

From the obtained results from **Q1**, the researchers found that most of the students are familiar with the English language, since they studied it for over 11 years. Also, from the results presented in *figure 01* (Q2) we understand that over half of the population have a good proficiency level in English which indicates that they are not emergent bilinguals and in this case students can adopt an independent version of translanguaging. The results obtained from question 3 revealed that a large group of students (83%) have used other languages, such as Arabic, French and Italian along with English in the classroom. However, the answers given to question 4 have shown that students find themselves more capable to express their ideas in the classroom through English, this can be linked to the ideas of sticking to only using English that have been attached to them since the beginning of learning a new language, or to the classroom

environment that may make them feel inferior or lazy when using another language besides English.

The answers shown in *figure 05* prove that most of the population (97%) usually use other languages while discussing a topic with their mates before writing (pre-writing stage). According to them, they use multiple languages before writing to express their knowledge, to share meaning and to enrich their written product with new thoughts through the support of multiple languages. Thus, reaching Baker's definition (2011) that translanguageing is "the process of making meaning, shaping experience, obtaining understanding and knowledge through the use of two languages" (p.288). However, some of them said that they use multiple languages because they have a lack in their linguistic repertoire especially vocabulary. Therefore, we arrive to the description of translanguageing as a learning opportunity that allows bilingual students to build knowledge and solve linguistic problems (Martin-Beltran, 2014).

Still, others resisted the idea of using multiple languages by arguing that they should only use English to develop it. That is a common misconception adopted from the traditional monolingual ideologies and this study highlights that translanguageing is not about replacing one language with another, but rather about using multiple languages to learn more effectively the target language.

In the light of the results conducted from *figure 06*, we found that the majority of students (77%) are familiar with the term translanguageing. However, many of them confuse the definition of the term translanguageing (*figure07*) with other concepts or linguistic phenomena like translation (30%) and code switching (7%), while only 63% knew the correct meaning of translanguageing. Furthermore, the results shown in *figure 08* was vital to our study, since we found out positive perspectives of students towards using translanguageing in the classroom.

Moreover, a great number of students evaluated their writing level as a good level. Given this, it is more probably that these students will opt for an independent form of translanguaging, utilizing all of their languages equally to enhance their writing skills.

However, further results showed that a large number of the participants tend to only write in English and because they revealed that they have never used translanguaging to promote their reading abilities. Hence, the previous results can be linked to the strong resistance of translanguaging from some students. Whilst, some students said that they do not need the assistance of other languages, and here we can use the argument of Garcia (2009) when she stated that translanguaging is not just a scaffolding, but rather a complex linguistic and sociocultural dynamic process that facilitates communication and learning across languages and cultures.

Other results declared that students believe that using their whole linguistic repertoire can promote their reading and they prefer receiving teachers' feedback in different languages. The fact that is more likely to enhance students' understanding and communication between the teacher and the students. Finally, the participants stated that teachers should promote translanguaging in EFL classrooms at Chadli Bendjedid University, since they believe that translanguaging can improve their academic reading and writing.

2.6.2 Discussion of the Teachers' Interview

As has been shown in the interview's section, the researchers devoted four parts to the teacher's interview. It was found that the majority of the teachers are aware of the term translanguaging and defining it as, the use of multiple languages in teaching and learning. Whereas, few of them gave a wrong definition and confused it with translation and code-switching. That lead us to what Wei (2018) emphasized, that the term translanguaging does not replace code-switching. Besides, translation can be a part of translanguaging but not an

equal meaning to it. Additionally, the majority of the teachers use multiple languages along with English in the classroom (Arabic and French) in certain courses like culture and linguistics to facilitate knowledge and explain complicated terms and concepts. In addition to what was mentioned before, translanguaging involves the use of more than one language in the classroom as a resource to simplify learning, rather than seeing different languages as a hurdle for learning. However, a minority of teachers declared that they believe that teaching foreign languages can solely be done through that foreign language.

In section three the researchers formulated two questions about students practices in the classroom. A great number of the participants stated that their students usually use multiple languages in the classroom (Arabic, French) to express themselves and support their understanding which aligns with Garcia (2019) statement that “translanguaging is not simply about the ability to use more than one language, but rather it is about using all of one’s linguistic and cultural resources to make meaning, communicate and learn.”. Question 5 was designed to fulfill the study aim, which is to explore the perspectives of teachers towards using translanguaging as a strategy to promote academic literacy. Thus, the results showed that half of the teachers believe that allowing students to use translanguaging strategically can develop their academic literacy. Stating that it can be helpful in some cases, so it will be much easier for students to gain meaning if they rely on other languages. However, the other half disagreed because they think that using other languages create lazy students who rely on their native language and hinders the development of the target language. In fact, some researchers argue that translanguaging helps the development of the weaker language because learners develop literacy in their weaker language when they use both their weaker and stronger languages simultaneously (Baker, 2011; Garcia and Li Wei, 2014; Lewis et al, 2012).

Finally, in section four, we involved two questions to see teachers’ attitudes towards implementing translanguaging in the English department at Chadli Bendjedid. From the

answers provided, it was found that a number of teachers are not aware of the limitations put on multilingual students such as strict language separation and limited language resources and they neglected the benefits of exploiting their linguistic background resources to support EFL teaching and learning. Also, divided opinions were found among the teachers at Chadli Bendjedid regarding the use of translanguaging as a strategy in the English department. While some teachers see its potential advantages for fostering academic reading and writing, others argue that alternative approaches and methods are sufficient. Notably, teachers' perceptions have shown no link to the years of experience given in the results of Q1.

While English immersion is important for language acquisition, it is crucial to recognize that students' native languages can serve as a valuable resource to reach specific purposes and support students in understanding complex concepts, promoting deeper learning, and building confidence in their English skills.

Conclusion

This chapter describes in details the methodology employed in this research. It clarified the study design that mentions the various stages of data collection, as well as the overall methodological approach and its applicability to the current study. Involving the main research approach, as well as the data collection and the analysis process from classroom students' questionnaire to teachers' interview. Additionally, the main findings of the students' questionnaire revealed that the majority of the students agree on using translanguaging for their learning and believe that it can help them develop their academic literacy. Moreover, master one students prefer receiving teachers' feedback in multiple languages. In line with these results, the teachers' interview highlighted that 50% of the teachers agreed on implementing translanguaging in the classroom while the other 50% of the teachers did not favor the integration of translanguaging in EFL classrooms at Chadli Bendjedid University.

CHAPTER THREE
Discussion and Recommendations

Introduction

This chapter aims to discuss the research hypotheses using the findings of the collected data presented in chapter two in order to prove or disprove the research hypotheses and to answer the questions of this research. Thus, this chapter presents the pedagogical implications of the study and the limitations of the research. Furthermore, the researchers proposed some recommendations and suggested paths for future researches.

3.1. Discussion of the Research Hypotheses

Hypothesis 1: Master one students have positive perceptions towards promoting translanguaging in academic literacy.

Through exploring the exploitation of translanguaging as a strategy by master one students in both their reading and writing practices, the study was designed to investigate and to know the perspectives of students towards using translanguaging to promote academic literacy in the English Department at Chadli Ben Djedid University. Therefore, it has been hypothesized that students hold positive perspectives towards translanguaging's use inside the language classroom. The gathered findings from questions (Q11, Q13 and Q14) from students' questionnaire demonstrated compatibility with the proposed hypothesis. These findings, in fact, approve the assumption that the majority of master one students have positive perceptions towards using translanguaging for improving academic literacy.

Hypothesis 2: Teachers at Chadli Bendjedid University do not welcome the implementation of translanguaging in EFL classrooms.

It is worth mentioning that the research problem resulted from the disuse of strategic translanguaging by teachers in EFL classrooms at Chadli Bendjedid University, therefore and on this basis, it has been hypothesized that teachers do not encourage the implementation of translanguaging. The data obtained from the teachers' interview shed light on some conditions

relating to the use of the strategy along with EFL learners at the previously mentioned university. To be more exact, the results derived from questions (**Q5, Q6 and Q7**), from the given interview conclude that while one half of the teachers are supportive of translanguaging as a beneficial pedagogical approach, the other half has shown some reluctance as they are concerned about its drawbacks on students. These varying perspectives highlight the need for greater research and discussions on successful language teaching practices, particularly in respect to translanguaging and its effects on academic literacy.

3.2. Recommendations for Integrating Translanguaging Pedagogies

The translanguaging strategy in the classroom setting should be utilized strategically as a purposeful and a planned strategy to promote students' academic literacy. However, translanguaging as a practical and organized strategy in the English department at Chadli Bendjedid University seems to be ignored and even unknown to some teachers. In fact, these results and the teachers' perceptions urge the researchers to present solid and valid practices to implement translanguaging in the classroom and to give more insights of switching the theoretical aspects into practical practices. Therefore, we suggest some strategies, activities and particular instructions to consider when utilizing translanguaging in academic literacy.

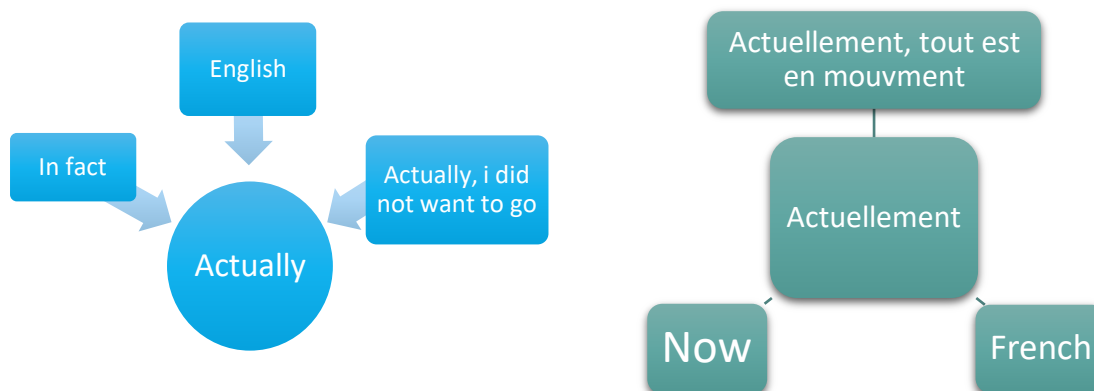
3.2.1 Language Comparison and Contrast

While integrating translanguaging strategy, EFL teachers at Chadli Bendjedid University may reconsider a new instructional framework:

- a. Provide bilingual texts or passages that allow students to draw on their whole linguistic repertoire and reach their linguistic background.
- b. Let them compare and contrast vocabulary, grammar, and sentence structure between their native language and the target language.

- c. Ask students to create bilingual or multilingual vocabulary charts or concept maps to visually represent connections and differences between words or concepts.

Concept Maps of False Friends:



The previous instructions can create a simple activity that may prevent students from misunderstanding and interfering between different languages. Also, they are useful to avoid mixing interpretations of the same words in different languages and can show benefits in teaching linguistic concepts like “false friends”.

3.2.2 Strategies Combined with Translanguaging

Regarding what we discussed back in the literature review chapter, practicing translanguaging is not equal to code-switching nor to code-mixing. Simply put, translanguaging can be blended and combined with both of these linguistic phenomena. Code-switching and code-mixing can be used as a part of translanguaging tasks and the following instructions can be adopted by EFL teachers at Chadli Bendjedid University:

- A. Teachers may encourage students to use code-switching and code-mixing during class discussions or group activities, allowing them to seamlessly switch between

languages to express their thoughts and ideas more effectively, which will create a space for freedom and comfort within the classroom.

- B. Teachers can assign tasks where students need to write or present a topic using a combination of their native language and the target language, highlighting the benefits and effectiveness of using multiple languages to convey meaning.

3.2.3 Culturally Responsive Curriculum

Through developing and implementing a culturally responsive literacy curriculum that recognizes and values students' cultural and linguistic backgrounds, students will feel at ease and draw upon their entire linguistic resources to comprehend and share meaning. Following this, teachers can:

- 1) integrate diverse texts, literature, and authentic materials that reflect students' identities and experiences. By incorporating culturally relevant content, students are more likely to engage in literacy activities and develop a stronger sense of belongingness and ownership in the learning process.
- 2) utilize multilingual materials; they may provide resources in different languages, such as: books, articles, and internet resources.
- 3) use translanguaging interviews, and translanguaging discussions. This allows students to interact in their mother tongue and English simultaneously which promotes their motivation and understanding.

3.2.4. Multilingual Storytelling and Writing

The main objective of multilingual storytelling activities is to engage learners in reading and writing practices that promote using the background languages of the learners along with English through storytelling. Thus, these are instructions that teachers can follow while incorporating translanguaging:

- A. Teachers should provide a relaxed and supportive learning environment in which students are encouraged to write using their first language and other languages they know along with English.
- B. Have students create multilingual storybooks where they write stories using a combination of their background languages and the target language.
- C. Encourage them to include translations or explanations of key words or phrases in footnotes.
- D. Organize storytelling sessions where students share traditional stories or personal narratives in their native language, followed by a discussion or reflection in the target language.

3.2.5. Collaborative Language Learning

Teachers can employ online collaborative tools and platforms. Also, it is more effective when teachers give specific and explicit instruction concerning classroom setting and guide them in the process. Thus, allowing students to interact, communicate, and collaborate using multiple languages. These are some instructions teachers can apply to foster collaborative learning in the classroom:

1. Students are instructed to work together in small groups or in pairs to co-construct written texts using their whole linguistic resources or reading a piece of literature work that includes multiple languages. Translanguaging circle can be very helpful as a pedagogical method that fosters a collaborative learning environment.
2. Students are encouraged to bring their linguistic repertoires into the classroom as a significant resource for learning.
3. Students in a translanguaging circle take turns sharing their views, experiences, and viewpoints on a certain topic.

4. Students can be given the freedom to use whichever language(s) they are most comfortable with, and other students are encouraged to listen and answer in the same or a different language(s). This fosters a dynamic multilingual environment in which students may build on one another's ideas and expertise, and where the use of many languages is viewed as an advantage rather than a hindrance.
5. At the end of each session, Instructors are more likely to provide students feedback on their language use, both in terms of accuracy and appropriacy. Students can benefit from this by improving their language skills and become more strategic in their usage of many languages which can lead to an increase in academic literacy.

3.2.6. Culturally Relevant Literature Circles

Translanguaging integration into instruction across all content areas would recognize various languages and cultures in academia.

1. forming a literature circle where students read and discuss culturally diverse texts in their native languages using English.
2. Each group can consist of students who share the same language background, allowing for more meaningful discussions and deeper connections to the text.
3. After the group discussions, come together as a whole class to share key insights, thoughts and their different perspectives across the different literature circles, promoting a broader understanding and appreciation of diverse cultures and languages.

3.2.7. Material Integration

Literacy education can be scaffolded to help learners use their whole language vocabulary. This can be accomplished by:

- a) The use of authentic materials such as newspapers, magazines, websites, or videos that are in the target language and/or other languages. This can provide

real-life language usage and cultural contexts, promoting meaningful engagement and language acquisition.

- b) Incorporate visual aids, infographics, and graphic organizers that combine images with words or phrases in different languages. Visual representations can help students make connections between languages, enhance comprehension, and stimulate vocabulary acquisition.
- c) Introduce language learning games, puzzles, and interactive activities that encourage students to use multiple languages. These activities can include crossword puzzles, word searches, memory games, role plays, or language-based board games.
- d) Integrate authentic cultural materials such as music, films, documentaries, or artworks that are produced in the target language or students' native languages. These materials expose students to the cultural richness and linguistic diversity associated with different languages.
- e) Utilize online collaborative tools and platforms that allow students to interact, communicate, and collaborate using multiple languages. These tools can include discussion forums, shared documents, virtual whiteboards, or video conferencing platforms.
- f) Encourage students to create their own content, such as bilingual or multilingual stories, poems, dialogues, or presentations. This empowers students to take ownership of their learning and express themselves using their language resources and create a sense of creativity.

All of these materials can be integrated into translanguaging practices to help learners in transferring reading and writing abilities across languages and develop a better grasp of language and literacy. There are also other tools that can be proven to be authentic and useful,

such as the following tool that can be integrated into translanguageing practice to promote reading comprehension:

Table 3. 1

The Gist as a Tool in Translanguageing Practices

Grade levels	Third grade and up
What are they?	<p>The gist is writing a short summary of a portion of a text that was read. This technique requires that students read text actively (Collins, 2012). After reading, students write a note to themselves using either the new or the home language about the most important point of a piece of text.</p> <p>This summary can be in any form: bullets a paragraph.</p>
What purposes do they serve?	<p>The role of this technique is to assist students in deepening their comprehension. All too often students read without annotating what they are reading. As such, they read without taking stock of the crucial points of what they have read, and they do not leave evidence for teachers to understand the course of student thinking (Harvey & Goudvis, 2007).</p> <p>The process of annotating text through the gist supports students to learn, reflect, and remember what they have read. When students are invited to utilize their entire linguistic repertoire, as they utilize the “gist” strategy in their reading of academic texts, their opportunities for understanding deepen (Espinosa & Herrera, forthcoming).</p>

How is it done?	<ul style="list-style-type: none"> • As with all tools, students must have a model of how to employ this strategy and when to use it. Teachers can model how they make a note to themselves about the most important point of the text. • thinking aloud to make their process apparent. Since the focus is on capturing just the “gist,” and not on writing in any particular language. • teacher can also model how can this type of thinking can be done in all languages
Translanguaging integration	The gist can be in any language that the student possesses, regardless of the language that the student is reading in.

Table reproduced from “A Translanguaging Pedagogy for Writing: A CUNY-NYSIEB Guide for Educators” by C. Espinosa, L. Ascenzi-Moreno, and S. Vogel, 2016, New York: CUNY-NYSIEB, (pp.51-52).

3.2.8 Translanguaging Reflection Journals

At the end of each session that includes the use of translanguaging as a planned strategy in the classroom, the teachers can:

- i. Ask students to maintain reflection journals where they write about their experiences with translanguaging in the classroom.
- ii. Encourage them to reflect on the benefits, challenges, and personal growth they have experienced through the use of multiple languages.
- iii. Provide guiding questions or prompts to stimulate deeper thinking and self-analysis in their journal entries, such as "How has translanguaging helped you

better understand complex texts in literacy?" or "In what ways has translanguaging developed your writing skills?"

3.2.9. Suggested Task for Integrating Translanguaging in Literacy

Text 1:

The increasing interconnection of cultures through the interchange of cultural items is one of the most visible effects of cultural globalization. With a single swipe, popular music, clothes, literature, and art may suddenly reach audience in distant areas of the globe. This cross-pollination of cultural expressions results in the production of hybrid forms in which traditional and modern aspects mingle, resulting in the creation of new and intriguing aesthetic landscapes. It is not uncommon to see a Bollywood-inspired dance routine in a Latin American music video, or to locate sushi eateries in the middle of a European metropolis. This type of cultural interchange develops curiosity and extending our awareness of the world and challenging us to broaden our perspectives. However, the cultural impact of globalization is not without obstacles. According to critics, the homogenizing effect of worldwide media and consumerism can destroy local traditions and values, resulting in a loss of cultural authenticity. There are also worries about cultural appropriation, which occurs when components of a culture are removed from context, stripped of their original significance, and commodified for profit.

Text 2:

ظهور العولمة الثقافية بسبب تقدم التكنولوجيا وسهولة السفر والاتصالات العالمية، يشكل تسهيلات في تبادل المعلومات الثقافية بين الثقافات المختلفة. تؤدي هذه العملية إلى اختلاط العناصر الثقافية والتأثير المتبادل بينها، مما يؤدي في النهاية إلى تشكيل ثقافة عالمية مشتركة أو توليد ثقافات متعددة العواصم. تأخذ العولمة الثقافية أشكالاً مختلفة، مثل انتشار الموسيقى والأفلام العالمية والمأكولات والموضة في أنحاء مختلفة من العالم. يصبح الفن والأدب والأفكار الثقافية متاحة بشكل عام للجميع عبر الإنترنت ووسائل الإعلام العالمية، مما يزيد من التفاعل والوعي والتأثير المتبادل بين الثقافات من جهة. ومن جهة أخرى، تثير العولمة تحديات على الثقافة المحلية عامة والعربية خاصة. حيث يرى النقاد أن الدعوة إلى

العولمة إن صدرت من دولة او جماعة محددة تعني نشر نمط يخصص تلك الدولة او الجماعة وتعميمها على العالم كله وبطريقة أخرى قد يعني ذلك تنميط العالم بالنمط الغربي. اما الأثر القوي لوسائل الإعلام المعولمة وثقافة الاستهلاك يمكن أن يؤدي إلى تآكل التقاليد المحلية والقيم، وتشابه الثقافات وتجانسها. كذلك الشركات متعددة الجنسيات التي تهيمن على الأسواق وثقافة الشعب قد تعرض الممارسات واللغات الأصلية للتهميش وإعطاء الأولوية للثقافات الغربية على حساب الثقافات المحلية، مما يهدد التوازن الهش بين التقاليد والتطور. بغض النظر عن إمكانية فقدان الهوية والتفرد الثقافي لبعض الدول او الافراد.

I. Start with a Shared Reading Activity

- a) Divide the students into small groups.
- b) Provide each group with copies of both the Arabic and English texts.
- c) Instruct the groups to read and analyze the texts collectively, starting with reading text1 then moving to the second text.
- d) Have them discuss the main ideas, arguments, and supporting evidence presented in each language.

II. Translanguaging Integration

- a) Encourage students to use both Arabic and English languages during the analysis process, allowing them to switch between the two languages as needed.
- b) Emphasize that translanguaging can enhance understanding and critical thinking by utilizing the strengths of each language.

III. Comparative Analysis Writing

- a) After the group discussions, instruct each student to individually write a comparative analysis of the two texts, using English in their writing.
- b) They may highlight key differences, and any unique perspectives that arise from reading and analyzing the texts in both languages. Reflecting on the impact of the language and cultural perspectives of both texts on understanding and interpreting globalization's effects on cultural identity

IV. Sharing and Discussion

- a) Provide an opportunity for students to share their comparative analyses with the class.
- b) Encourage students to express their thoughts, insights, and challenges faced during the activity.
- c) Facilitate a discussion in which students can explore different perspectives and engage in a critical analysis of the topic using both Arabic and English languages.
- d) Encourage them to reflect on how their understanding and interpretation of the topic may have been influenced by the translanguaging process (before reading text 2 and after).

Note:

This task allows advanced learners to practice reading and analyzing texts in Arabic and English, while also developing their translanguaging skills. In this task the teacher works as a monitor and a guide who promotes critical thinking and encourages students to consider how language choice can shape their understanding of a topic. Additionally, it provides a platform for collaborative learning and the exchange of perspectives and knowledge among students with different language levels and backgrounds.

3.3. Recommendations for Assessing Translanguaging in Literacy

Learners draw on different language resources to comprehend and read a text, or incorporate cultural knowledge into their literacy practices. Utilizing evaluation methods and procedures in classroom would help teachers to gain a more in-depth understanding of translanguaging in literacy. Analyzing written work, conducting interviews, and observing the learners' relationships with others are all examples of this. Hence, assessing translanguaging in literacy requires analyzing the manner in which students use various languages and linguistic

resources to support their literacy practices. Accordingly, the following are some actions that teachers may take to evaluate translanguaging in literacy:

1. The translanguaging pedagogy is a learner-centered teaching and learning method in multilingual classrooms where the teacher acts as a planner and a facilitator. The teacher should strategically predetermine the language(s) of input and output used and the resources that the individual has access to (Canagarajah, 2011; Baker, 2011; Garcia and Li Wei, 2014; Lewis et al, 2012).
2. Providing a variety of text genres and practices including both written and spoken languages which can elevate the efficiency of the assessment.
3. Teachers may observe the individual's literacy practices in various contexts. In academic settings, for example, instructing them to write a multilingual essay or examining their literacy in community contexts by giving them a book that includes both English and Arabic to read. These techniques can evaluate their appropriateness and effectiveness while using more than one language in literacy.
4. Teachers may search for evidence of translanguaging in the learners' literacy practices. This can include situations where the students are involved in an activity in which they read a text in the target language and make a summary in their first language (L1) after a group discussion, investigate a topic in their L1, and report their findings in the target language, or vice versa (Nagy, 2018).

3.3.1. Formative Reading Assessment and Feedback

Instructors can use responsive adaptation to formative reading assessment, which is an oral reading assessment that allows instructors to track their students' development and evaluate their level and rate of oral reading fluency while making a room for translanguaging.

As an example, a teacher may use both English and students' native language in the text he is providing. He can extract past knowledge in English or the students' native language or even both. Then, he starts recording and documenting students while reading it to collect information concerning their level and to get insights into their areas of strengths and weaknesses using observation, or by encouraging students to reflect on their reading. In addition, the teacher can make a checklist or columns to spot standard errors, fluency level and pronunciation. After that, instructors can encourage students to retell the text in both English and in their native tongue.

At the end, based on his assessment, the teacher may provide comments and offers a timely and constructive feedback on their cross-language reading ability and writing skills to help his students develop their translanguaging practices in literacy. This can involve identifying areas where the individual excels in translanguaging and suggesting places where they could improve and do better. Additionally, the teacher should regularly monitor and adjust instructional strategies based on assessment data to ensure effective translanguaging practices and to best support students' academic literacy development and overall academic success.

However, it is critical to mention that measuring translanguaging in literacy is a difficult process that necessitates a thorough grasp of language and literacy development. Furthermore, it is important to approach assessment from a culturally responsive viewpoint that honors and respects the linguistic and cultural diversity of students being assessed. Although, it is important to adapt these recommendations to the specific needs of the students and educational settings; each classroom and group of students will have unique linguistic profiles and learning goals.

3.4. Translanguaging Training Program for Teachers

Before integrating translanguaging strategy at Chadli Benjedid University, policy makers should consider providing professional development opportunities for teachers to

enhance their understanding of translanguaging. Training should focus on encompassing many areas that concern developing teachers' linguistic awareness, cultural sensitivity, and instructional strategies that support translanguaging practices. The following highlighted instructions can be taken into consideration to support the flow of the aforementioned process:

1. Ensure that training in translanguaging pedagogies and methods is included in teacher education programs. Give pre-service teachers the knowledge, abilities, and understanding they need to use translanguaging effectively in their future classrooms. This will enable educators to confidently implement translanguaging approaches in the classroom.
2. Conduct professional development workshops that are primarily focus ed on translanguaging. Topics covered in these workshops may include the theoretical foundations of translanguaging, practical implementation, strategies and assessment.
3. Create a collaborative learning environment for instructors to share their translanguaging experiences, ideas, and concerns. Encourage teachers to form professional learning communities or study groups to provide insights into current research, best practices, and effective teaching approaches linked to translanguaging.
4. Provide hands-on training sessions that allow teachers to have direct experience with translanguaging. Showcase examples, model instructional practices, and include teachers in interactive activities that highlight the benefits and practical applications of translanguaging.
5. Share effective translanguaging implementation case studies and classroom examples. These real-life examples can both inspire and inform teachers about how to use translanguaging into their own classes.

6. Offer teachers a comprehensive set of resources and support materials related to translanguaging. These materials can include lesson plans, activity ideas, assessment tools, and suggested reading.

3.5. Limitations of the Study

The present study has some constraints that may affect the findings' generalizability and validity. Thus, the following potential limitations should be considered:

- **Sample size:** One of the limitations of this study is the small sample size. The study only included a small number of participants which may affect and limit the generalizability of the findings. With a larger sample size, a more diverse range of perspectives and experiences could have been captured, providing a more comprehensive understanding of the topic.
- **The research context:** this research has been conducted in a specific setting, which is Chadli Bendjedid University and that may limit the findings' generalizability to other settings. Different perspectives concerning translanguaging for promoting academic literacy can be found in different educational institutions, different grades, distinct cultural backgrounds, and various linguistic diversity.
- **The methodological limitations:** the research design such as the use of a specific methodology or data collection instruments could be limited. Therefore, without triangulation through other data sources might limit the validity of the findings.
- **Time constraints:** the study was conducted within a specific time frame. A longer duration of data collection could have provided a more comprehensive understanding of the participants' perceptions and behaviors. Additionally, due to limited time, the researchers might not have been able to use other data collection techniques such as classroom observations or experimental design.

At the end, it is important to keep these limitations into account when interpreting the findings of the present research.

3.6. Suggestions for Further Research and Evaluation

Based on the findings of the research and the limitations discussed in the current study, we suggested that:

- Experimental studies should be designed to investigate the long-term effects of translanguaging on academic literacy development and to follow the participants' use of translanguaging in the classroom in order to explore how translanguaging impacts their reading and writing skills, academic achievement, and overall language attitudes. This would provide more direct evidence of the effectiveness of translanguaging in literacy promotion.
- Comparative studies are needed to evaluate the efficacy of translanguaging in comparison with other strategies that promote academic literacy. This could involve monolingual strategies to establish the unique benefits and limitations of translanguaging.

These research suggestions can contribute to a deeper understanding of translanguaging as a strategy for promoting academic literacy among teachers and students and provide insights into its implementation and impacts into diverse educational contexts.

Conclusion

Throughout this chapter we sought to outline the research hypotheses and make some recommendations for implementing translanguaging strategy in academic literacy along with revealing the research limitations and inviting further research to investigate translanguaging thoroughly. It has been argued that solid language learning for EFL students should be based on learners' linguistic background, their whole resources and their prior knowledge, with the

belief that the transformation should begin by reconsidering the monolingual practices and the language separation beliefs followed in the educational realm. Thus, valuing the entire linguistic background of learners and treating them as active participants in the learning process (learner-centered) can create a sense of inclusion, comfort and motivation. As a result, some suggestions and practical strategies for integrating trasnalnguaging in academic literacy have been proposed.



GENERAL CONCLUSION

General Conclusion

The current teaching programs at Chadli Bendjedid University advocates for a shift in the teaching/learning paradigm and moving actions towards more fluid and dynamic instructions regarding the multilingual identity of the Algerian students. Educators need to be more open to challenging the traditional monolingual ideologies and adapting new practices that may foster academic achievements among students. Translanguaging, as a strategy that capitalizes on students' entire linguistic resources, offers promising options to promote academic literacy. Through embracing the linguistic backgrounds that students bring from their society, translanguaging allows for a more inclusive and dynamic approach to literacy teaching.

This study was carried out to explore how students and teachers perceive translanguaging as a strategy that can promote academic literacy. In line with this, the researchers attempted to check the reliability of the main research hypotheses which claimed that master one EFL students have a positive perception towards utilizing the strategy while teachers do not support the implementation of translanguaging in EFL classes.

Thus, to achieve the research goals and validate the hypotheses of this study, a questionnaire and an interview were involved in collecting relevant data on the subject to explore the perspectives and behaviors of the students and teachers towards the given topic. The results of the students' questionnaire showed that students recognize the value of translanguaging and hold positive perceptions towards utilizing it for improving their academic literacy. These results confirmed the first hypothesis of the research. However, the teachers' interviews revealed mixed opinions about the implementation of translanguaging ranging between support and resistance.

Therefore, some recommendations were suggested to teachers and policy makers with the purpose to engage translanguaging strategy into practice and to reconsider the multilingual

teaching practices that meets both the learners' levels and needs. Via this shift, one can create supportive environment that celebrates diversity in the classroom and empowers learners to become confident and successful. Hence, the effective implementation of translanguaging strategies at Chadli Bendjedid University requires the necessary training of teachers and the needed multilingual materials.

Even though, this study has provided valuable insights into the perceptions of both students and teachers concerning the use of translanguaging in academic literacy. It is important to acknowledge the limitations of this research, which include the small sample size of this study and the research specific setting, which may affect the generalizability to other settings. In addition, the researchers wished to use triangulation, if only the time allowed. Highlighting the fact that classroom observation or experimental designs would strengthen the research outcomes. Despite these limitations, this study offers several suggestions for future researches. Experimental studies could be designed to explore the long-term effects of translanguaging on academic literacy, also comparative studies would provide a better understanding of its effectiveness compared to other strategies. Overall, this study contributes to the existing knowledge on translanguaging in academic literacy and by understanding the identified limitations, more comprehensive researches can be conducted.

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APPENDIX A

Students' Questionnaire:

This questionnaire is designed to understand how students perceive translanguaging as strategy in academic literacy in Chadli Ben Djedid University. Any information provided will be kept confidential, and identifications will remain anonymous.

1- For how many years have you been studying English?

.....
.....

2- How can you rate your proficiency level in English Literacy?

- Excellent
- Good
- Average
- Poor

3- Have you ever used any language(s) other than English in the classroom?

- Yes
- No

If yes, what are these languages?

.....
.....

If no, why?

.....
.....

4- In what language(s) do you see yourself more capable to express your thoughts freely in the classroom?

.....

.....
5-Do you usually use multiple languages while discussing a topic with your mates before writing?

Yes

No

Please Justify.

.....
.....

6- Are you familiar with the term “translanguaging”?

Yes

No

6a- According to you, what may translanguaging mean?

1. The multilingual practice of using multiple languages to make meaning
2. Shifting from one linguistic code (a language or dialect) to another
3. The process of converting the meaning from one language to another

7- To what extent do you agree with using translanguaging in the classroom?

Strongly Agree

Agree

Somehow agree

Disagree

8- As far as the writing skill is concerned, how would you evaluate your writing abilities?

Excellent

Good

Average

Bad

9- Have you ever used multiple languages in a written assignment?

Yes

No

If yes, how was your experience like?

.....
.....

If no, why?

.....
.....

10- In brief, tell us about what you do to improve your reading skills.

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

11- Do you think that using your whole linguistic repertoire would help you to read better?

Yes

No

12- Do you prefer receiving teachers' feedback in different languages?

Yes

No

13- Do you think that teachers should promote translanguaging inside the classroom?

Yes

No

Justify Your Choice.

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

14- Do you think translanguaging will help you improve your academic literacy?

Yes

No

Justify Please.

.....

.....

.....

Thank you for participating in this questionnaire.

APPENDIX B

Teachers' Interview

Section one: Background Information

1- For how long have you been teaching English at the department?

I. Section Two: Teachers' Perceptions of "translanguaging" and their Practices in the Classroom.

2- Are you familiar with the term Translanguaging?

2a- If yes, how can you define it?

3- As an EFL teacher, have you ever used more than one language in your teaching practices?

3a- If yes, can you provide instances of that use?

3b- If no, why?

II. Section three: Students Practices of Translanguaging.

4- Do you think students use other languages along with English to make meaning in the classroom?

4a- If yes, how often do they do?

4b- what do you think the purpose is?

5- Do you think allowing students to use translanguaging strategically can develop their academic literacy?

5a- If yes, how?

5b- If no, why?

III. Section Four: Implications of Translanguaging.

6- EFL students in Algeria are native speakers of Arabic and many of them are fluent in other languages. What do you think about preventing them from using their whole linguistic background and limiting them to only a small area of their linguistic resources?

7- Do you promote implementing Translanguaging as a teaching pedagogy at the department? Please say why?