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**The Implementation of Translanguaging as
a Practical Pedagogy to Elevate Learners'
Cognitive Competencies
Case Study: Third Year Pupils of Tridi Ali Middle
School, El Tarf.**

Dissertation Submitted to the Department of English as a Partial Fulfillment for the Requirement
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Statement of Original Authorship

We hereby declare that this research study entitled “*The Implementation of Translanguaging as a Practical Pedagogy to Elevate Learners' Cognitive Competencies,*” supervised by Ms. SELMA NADJI in the academic year (2020-2021), and submitted to the department of English at Chadli Bendjedid University, El-Tarf, in partial fulfilment of the requirements for the Master degree, has not been partially or fully published previously. The researcher is aware of the university’s policy towards plagiarism that is why the work is so original, and every information taken from other researchers is cited clearly.

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Dedications

*“Let us be grateful to the people who make us happy; they are the charming gardeners who
make our souls blossom.” —Marcel Proust*

I dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration,
wisdom, knowledge and understanding.

He has been the source of my strength throughout this process and on His wings only have I
soared.

This research is dedicated to my dear father *Madjid*, who has been nicely my supporter until
my research was fully finished, and my beloved mother *Fatima* who, for months past, has
encouraged me attentively with her fullest and truest attention to accomplish my work with
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Abstract

In the field of bilingual education, there has been a -shift toward mixing two languages in the classroom. Translanguaging is a pedagogy of learning via producing an output different from the language of instruction. This descriptive research with its qualitative and quantitative framework aims to quantify the benefits of this new pedagogy in elevating learners' cognitive competencies and to probe teachers' perception regarding its adoption. The research was conducted at Tridi Ali Middle School, El-Tarf, as it dealt with one group of 25 third-year pupils. To achieve the stated aims, triangulation method was incorporated; a questionnaire was administered to the pupils in order to gauge their foreign language classroom anxiety level, motivation, and communicative competence: before the implementation of the translanguaging pedagogy. Additionally, they received a classroom activity, where the new pedagogy was integrated to observe improvements among their aforementioned cognitive skills, also a recorded interview with the teacher to probe her perception towards the integration of translanguaging – and pupils' cognitive competencies. Results indicated that pupils' FLCA witnessed a noticeable decrease. In addition to their cognitive skills improvement, teachers and students had positive perceptions about translanguaging, indicating that they are more likely to adopt it in teaching and learning settings.

Keywords : Translanguaging, Cognitive Competencies, Perceptions, Foreign Language Classroom Anxiety.

المخلص

في مجال التعليم الثاني اللغة، حدث تحول نحو مزج لغتين في الفصل الدراسي. التّحوّل اللغوي هو أسلوب للتعليم عن طريق إنتاج مخرجات مخرجة عن لغة التعليم. وهدف هذا البحث الوصفي بإطاره النوعي والكمي إلى تحديد مقدار فوائده هذه التّربية الجديدة في رفع الكفاءات المعرفية لدى المتعلمين، واستقصاء نظرة المعلمين إلى تبنّيها. أجري البحث في مدرسة تربيدي علي الكميلة، الطارف، حيث تناول البحث مجموعة من 25 تلميذا في السنة الثالثة. ولتحقيق الأهداف المذكورة، تمّ إجماع المنهجية التالية: حيث ؛ تمّ تقديم استبيان للتلاميذ من أجل قياس مستوى التّوثر خلال فصولهم الدراسية باللغة الأجنبية، التحفيز، والكفاءة التواصلية: قبل تطبيق التجربة التّحوّل اللغوي. وبالضمانة إلى ذلك، تلقوا نشاطا تطبيقيا خلال الحصة، حيث أدمجت تربية التّحوّل اللغوي الجديدة لمراقبة التطورات في مهاراتهم الإدراكية المذكورة سابقا، كما أجريت مقابلة مسجلة مع المعلمة لمعرفة تصوراتها حول دمج اللغات والكفاءات الإدراكية للتلاميذ. وأشارت النتائج إلى أن توتر الطلبة خلال حصص اللغة الأجنبية شهد انخفاضا ملحوظا. وبالضمانة إلى تحسّن مهاراتهم الإدراكية، كان لدى المدرسين والطلاب تصورات إيجابية حول تربية التّحوّل اللغوي، مما يشير إلى أنهم أكثر حماسا إلى اعتمادها في بيئات التدريس والتعليم.

الكلمات المفتاحية : التّحوّل اللغوي، المهارات الإدراكية، التّصورات، التّوثر خلال حصص اللغة الأجنبية.

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Key to Abbreviations and Acronyms

- EFL** English as a foreign language
- FLCA** Foreign language classroom anxiety
- SCT** Sociocultural Theory
- L2MSS** The L2 motivational self system
- ESL** English as a second language
- MOI** Medium of instruction
- L1** First language
- L2** Second language



CHAPTER ONE

INTRODUCTION TO THE STUDY

Introduction

This research is conducted to probe the positive impact of implementing translanguaging as a practical pedagogy in EFL classrooms to elevate learners' cognitive abilities. This chapter is an introductory section to the research. It starts by providing background information and going through the problem statement. In addition, the chapter presents the aims of the study, research questions, hypotheses, and the significance of the study that the research is based on in more detail. It also goes into the research methodology that was used and the reason behind selecting that method. Finally, it concludes with a brief caption about the overall organization of the study.

Background information

Li Wei and Peter Martin co-edited a special issue of the International Journal of Bilingual Education and Bilingualism (Volume 12, Number 2) in March 2009 titled "Conflicts and Tensions in Classroom Code switching." The aim of the 2009 Li and Martin volume was to put together a variety of studies on the contradictions and tensions between language policy and classroom code switching activities from various perspectives. This was significant because, while bilingual language users routinely switched between languages in daily social interactions, code switching was considered improper or unacceptable in educational settings, especially in the classroom, as a deficiency or dysfunctional mode of interaction, and was often prohibited by policy. Indeed, the studies in that special issue revealed contradictions and tensions between classroom code switching and language policies enforced from above, which were "imbued with and conditioned by pervasive and enduring monolingual ideologies". Teachers who allowed their students to use their mother tongues other than the language of education at school were accused of sabotaging the learning of

their students. Despite all of the efforts by researchers and practitioners to encourage the advantages of multilingualism, tensions and contradictions between the daily flexible multilingual activities of individuals, including teachers and pupils, and societal-imposed policies of language-of-instruction in schools still exist in most parts of the world. As a result, more classroom-focused work is needed.

Translanguaging is a modern concept that readers noted. People were perplexed by the importance of using this word instead of code switching. Baker (2001) coined the phrase by adding *trans* to *language*, an assumption that had been floating around for a while and was linked to a different group of researchers interested in sociocultural theories of second language acquisition (Lev Vygotsky's theory of cognitive development in second languages (1934)).

The current research attempts to shed light on how the cognitive competencies of third year graders at Tridi Ali middle school in El-Tarf can be elevated through the implementation of a translanguaging pedagogy.

Statement of the problem

The relationship between schools and the community is strong . Schools represent societal characteristics in a variety of ways. For example, in many countries today, the diversity of students' home languages represents the diversity of society. Simultaneously, schools implement and grow programs aimed at influencing the characteristics of the environment in which they are situated. In several cases, the program contains multiple languages, both local and foreign, and the school strives to achieve proficiency in multiple languages. In these cases, pedagogies that encourage language flexibility and, as a result, resources across languages are used (May, 2013; Cenoz & Gorter, 2015). In the classroom, the instructor plans pedagogical translanguaging so that multilingual students can appreciate

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their entire linguistic repertoire (Cenoz, 2017; Cenoz & Gorter, this issue). Bialystock (2015) has stated that translanguaging pedagogy seeks to improve multilingualism and multiliteracy by softening language barriers. Even when concentrating solely on activities designed and prepared by the instructor, she adds that. Translation practices can take a variety of forms. a particular multilingual background, language teachers and content teachers create translanguaging strategies. The description and overview of how teachers think about and use translanguaging can help not only to learn these skills, but also to improve them. When it involves teaching emergent bilingual students or students who are typically called English learners. It's important to locate bilingualism in the middle of the curriculum. Most language classrooms mistakenly normalize a monoglossic ideology that views language as "an autonomous whole" This attitude mistakes bilinguals as double monolinguals, resulting in linguistically segregated classrooms. The problem with this rigid approach is that there is no evidence that the brain separates languages. There is no mandarin part of the brain, nor an English one.

According to Garcia (2015), research shows that for bilinguals, "both languages are always active to some degree." A better approach to language teaching is to cater to the students' full language repertoire, or all the languages they know. Imagine a student who is a native Arabic speaker, but can only use English within the classroom. Because he is unable to use his first language as a foundation for learning, he is forced to use only a small percentage of his language repertoire, which hinders his ability to develop conceptual knowledge. And it also ignores the cultural identity and financial knowledge that the student brings to the classroom. To enact a curriculum that caters to the talents and skills of emergent bilinguals. Teachers must adopt a translanguaging stance. Language is important because language is the product of democratic action. With their constant language, these students are changing the English language right in front of the teachers. This is precisely what emergent bilinguals do

in today's classrooms. Students should be encouraged to engage in language action, to be experimental, and to combine languages.

Because there are currently no studies on this topic, the current research seeks to fill that gap. To learn some basic facts about **translanguaging** implementation and to lay a foundation for pedagogy in ESL schools with this initiative. And examine the awareness of **translanguaging** in one particular ESL context. whether these practices pique the interest of teachers and students. Despite the fact that this study is looking at **translanguaging** in a new way, it only looks at a small portion of the population. As a logical consequence, it should not be used to estimate the number of ESL students in a given geographic region. In addition to making broad generalizations about all classrooms in this context. The findings will be used to provide the first look at translanguaging in a novel and understudied context. Demonstrating that translanguaging pedagogies may aid in this transition by triggering the interdependency of a student's various linguistic tools, improving cognitive abilities, and allowing students to flexibly negotiate meaning and gain deeper metalinguistic knowledge.

Aims of the Study

The overriding aim of this study is to examine translanguaging and the effectiveness of its use in elevating third year middle schools pupils' cognitive competencies(*motivation, communication*) at Tridi Ali middle school- EL Tarf. Additionally, it will focus on how translanguaging is seen by teachers in practice and their attitudes towards implementing it .

The following are the research aims for the present study:

- i.** To explore the translanguaging strategies that might help bilingual students cope with studying in a language in which they are not proficient.

- ii. To examine the teachers' attitudes towards the use of Translanguaging pedagogy in EFL classrooms.
- iii. To determine the positive impact of implementing translanguaging to improve students' cognitive competencies (*communication and motivation*).

Significance of the study

While there have been several concurrent studies on translanguaging, was believed that none have focused on translanguaging pedagogy and its implementation in Algerian middle schools. Furthermore, no research has been conducted on the use of translanguaging as a coping learning strategy for third-year bilingual middle school pupils, particularly among different bilingual learners in the classroom. It is highly noted that the findings of this study will be relevant to middle school pupils' epistemological concerns. This would have a positive effect on bilingual pupils' academic achievements during their first year. Rather than prolonging the language difficulties that learners face at university and high school, the research offers practical learning strategies. And expects that some of the results will be reviewed by the Algerian language policymakers in the educational system, and that some parts of the research will be added to it. Furthermore, the study will pave the way for future research and discourse on translanguaging in Algerian educational systems, additive bilingualism, and English academic literacy.

Research Questions

The research questions were stated in light of the issues raised so far and the aims of the study. The main research question intended for this study is: How effective translanguaging pedagogy is at elevating pupils' cognitive competencies among third year pupils at Tridi Ali middle school-El-Tarf.

The following sub-questions are intended to reinforce the core issues that surround the central research issue, by highlighting the corresponding component pieces.

- i. What type of challenge(s) do third year middle school pupils face while learning through the medium of English ?
- ii. What type of translanguaging strategies can be used by third year graders during their group work collaboration ?

Research Hypotheses

On the basis of the aforementioned questions, the following hypotheses are formulated:

- i. The incorporation of the translanguaging pedagogy affords Pedagogical benefits for students' cognitive competencies.
- ii. We assume that the implementation of translanguaging techniques would decrease the pupils FLCA.

Research Method

Research design

For the purpose of collecting sample data to test the aforementioned hypotheses, the study has been conducted through a descriptive approach. Within this research paradigm both quantitative and qualitative methods to data collection and analysis are adopted.. First, a one session will be given to 25 third-year EFL pupils at Tridi Ali middle school to assess where they stand in terms of cognitive skills(motivation, communication). Secondly, the participants received another session that included the delivery of translanguaging techniques and lectures. However, classroom activities, reviews, etc are given. After that, a questionnaire

was handed to the pupils plus an interview with the teacher , thus reaching the essence of the study.

Participants

The use of translanguaging pedagogy is hypothesized to boost students' cognitive abilities and decrease their FLCA in this study. In order to achieve the goal effectively, the researcher collaborated with only one group of 25 students. The study's participants were chosen at random from third-year students at Tridi Ali middle school in El-Tarf. Furthermore, it occurred in the second semester of the academic year (2020-2021). Since they have been studying a foreign language for about three years, the participants have roughly the same background knowledge in English.

Data Gathering Tool

A collection of instruments were carefully chosen to notch delicate and reliable results, ensuring that the experiment is carried out under the correct conditions and that the data obtained is as accurate as possible. To collect data and assess the learners' cognitive abilities, we spent two sessions where the translanguaging pedagogy was implemented knowing that the term was new to the pupils, followed by a questionnaire handed to the students. Finally an interview with the teacher that was recorded to gain more insights into her perceptions about translanguaging (*its implementation*) and students cognitive competencies.

Structure of the Dissertation

There are five chapters in this dissertation. The first chapter is an introductory chapter to the research problem which highlights the research questions align with the research hypotheses, the purpose of the study, and the method used along with the research design.

The second chapter deals with the review of literature related to the key elements of the topic concerning the translanguaging pedagogy and students' cognitive competencies. This chapter is mainly concerned with giving a better understanding of the accumulated works concerning the key elements of the topic.

In chapter three, the research design through which this study was carried out is thoroughly outlined. The research design, participants, research tools, and procedures were all described. Moreover, the fourth chapter poses the acquired data by means of quantitative and qualitative approaches in which the gathered data are examined to disclose either the given hypotheses are achieved or not.

Finally, the researcher gives a detailed analysis of the final results. Also, it will include some of the pedagogical implications align with the limitations, and the proposed suggestions for Ministry, EFL teachers, and for further research studies.

Conclusion

In this chapter, an overview of the background information has been provided. Following that, the statement of the problem, the research aims, the significance of the study, the research hypotheses, and the research questions have been represented along with the research method and the structure of the dissertation. The next chapter provides a detailed review of literature on the concept of translanguaging, FLCA, and L2MSS.

CHAPTER TWO

THE LITERATURE REVIEW

Theoretical Framework

The current study's theoretical assumption is based on the work of Sociocultural Theory (SCT), which highlights the importance of involvement in social interactions in the development of human cognition (Donato & McCormick, 1994). The SCT was developed by Lev Semyonovich, a Soviet psychologist.

As a reaction to behaviorism, Vygotsky developed his theory in the early 20th (Vygotsky, 1962); this theory adopted the view that individuals must construct information through interpersonal communication until it can be internalized (Vygotsky, 1978). They tend to gain understanding by communicating with others and the world around them, and they do so by using higher-order thinking skills (Johnson, 2009). According to Vygotsky (1978), we need to learn physical resources that expand our physical abilities as well as mental tools that allow us to make sense in order to communicate with the world.

Mediation is one of the main principles of SCT. Mediation refers to the use of higher-level cultural tools (e.g., language, logic, reasoning) to create an indirect relationship with the outside world as a general concept (Lantolf & Thorne, 2007). This means that people use resources to act as mediators between their environment and themselves, allowing them to change and learn from it based on their needs. . In this context, cognitive development is not the process of inherent capacities being revealed, but rather the alteration of those capacities as they come into contact with socioculturally built mediational instruments (Lantolf & Pavlenko, 1995).

Lantolf and Thorne (2007) used the following example to explain the principles of meditation and tool:

“ If we want to dig a hole in the ground in order to plant a tree, it is possible, following the behaviour of other species, to simply use our hands. However, modern humans rarely engage in such nonmediated activity; instead, we mediate the digging process through the use of a shovel, which allows us to make more efficient use of our physical energy and to dig a more precise hole.” (p. 199)

Introduction

Today, more of the world’s population is bilingual or multilingual than monolingual. In addition to facilitating cross-cultural communication, this trend also positively affects cognitive abilities. Translanguaging is becoming a hot topic in education, especially in schools, where linguistically diverse classes are the norm. However, the topic also generates confusion and concern for many educators, due to the fluid nature of the definition and conflicting/concurrent definitions such as code-switching, code meshing, interlingual teaching and so on

This chapter presents students’ learning strategies and its role in teaching and learning. Additionally, we discuss the differences between multilingualism and bilingualism along with translanguaging origins and Development. Furthermore, the chapter indicates an overview on motivation and its educational values. Moreover, it covers the foreign language classroom anxiety Finally, this chapter points out the pedagogical benefits of translanguaging in elevating students’ cognitive abilities.

Students’ learning strategies

Students who face difficulties in their academic activities should not be idle; instead, they should make an effort to find a solution. The majority of the time, students use techniques to deal with a particular language ability (Bidabadi & Yamat, 2011). Students use a variety of learning methods and activities to input and output academic material that

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will be used for academic evaluation for a set period of time (Donche, Maeyer, Coertjens, Daal, & Petegem, 2013). As a result, learning methods may be thought of as instruments that students use to gain academic knowledge and complete learning tasks. Ehrman, Leaver, and Oxford (2003: p.315) believe that a learning strategy is good or bad depending on its outcome in the case of second language learning. In reality, when a strategy is used and results in good learning, the strategy is said to be efficient. On the other hand if the outcome is the reverse, the strategy will not be used again. They go on to say that learning strategies are useful in three situations: (a) they contribute well to the L2 task at hand, (b) they match the student's learning style preferences to some extent, and (c) the student employs the strategy effectively and connects it with other related strategies (Ehrman et al., 2003: p.315). Based on these three contexts, the current study will establish whether a practical pedagogy like translanguaging could be essentially used and its possible contribution to the evaluation of bilingual students' cognitive competencies (*motivation and communication*). When students are learning a difficult language in a classroom setting, they use what is known as language learning strategies. Language classrooms, according to Hismanoglu (2000), are a problem-solving environment in which language learners often struggle with the input and output process of academic instructions provided by their instructors. As a result, they devise a plan to deal with such a situation. Translanguaging is one of the language learning strategies used by students. Translanguaging techniques are a form of metacognitive learning technique. In light of this, translanguaging is instead of the future examined in this current study. Students' use of learning strategies varies in real-world educational settings, depending on students' objective, background, and personal interests (personal factors) In addition, depending on the difficulty of the task, students may use one or more methods. Furthermore, academic motivation is a significant aspect that students recognize when developing effective learning strategies. For example, first-

year undergraduates may enroll in a bachelor's program at a university because of a personal interest, but as the semester progresses, they may encounter learning difficulties due to a lack of certain regulatory skills or, as in this study, low language proficiency in the medium of instruction (ibid, 2013: p.248). Douche et al. (2013) conclude that differences in student motivation are linked to their learning activities after conducting a study on differential use of learning strategies in first-year higher education in Belgium. This situation is similar to the Algerian educational atmosphere, where scholars have found that the use of different range of materials while learning enhance learners motivation , besides other qualities.

Academic Collaboration

In general, the concept of collaboration in educational institutions refers to students helping one another and finding it more trustworthy to act as peers rather than teachers dictating what should be given priority (Oblinger, Oblinger, & Lippincott, 2005). Students who engage in academic cooperation tend to be "active agents of learning, not passive recipients of teaching," despite the fact that the teacher is at the center of the process (Gardner, 2001: 69). This demonstrates the importance of academic cooperation as a learning environment for students. This learning space has provided students with a way out of their different learning difficulties in relation to the current research. It has helped students with poor language to speak and participate in different classrooms , in addition to eliminating fear of criticism and negative judgments. Its removal has evolved the communication abilities among learners.

According to Coleman and Ward (1999), there are certain significant criteria that are necessary for effective information sharing and fruitful academic collaboration. These include student group confidence, the ability to communicate effectively, and having enough space to share information. There should be a common set of situations and a common language. It's

fair to assume that if there's no common ground of conversation, there would be nothing to talk about.

On the other hand, a non-effective collaboration can result if there is no common ground in the communication process (i.e. home language) and if collaborating participants do not work at the same level. Banda (2007) looked into the importance of academic cooperation among bilingual university students, with an emphasis on their language proficiency in the Medium of Instruction (MOI). He concludes that academic cooperation is pointless if none of the bilinguals in the collaborating community are fluent in the MOI language.

Eventually and based on the conclusions of Banda we are inclined to deduce that there ought to be a central point where group members meet. Aside from finding common ground, there are other factors that lead to academic collaboration's effectiveness and success. The availability of tutors and teachers, as well as the students' willingness to use their native language and the language of MOI, are all supporting factors. There are bilingual students who are more fluent in both languages than the others. in the context of classroom translanguaging. The course material that is difficult for the low proficient bilingual student is best understood by the other students in the group during academic collaboration.

Bilingualism and Multilingualism

Suggesting a clear-cut definition for bilingualism and multilingualism is not an easy task. Various scholars (Charlotte Kemp, Richard Nordquis, and Jasone Cenoz) describe them in terms of meaning (e.g., the number of languages spoken in a community or among the nations), some others identify them based on the degree of speakers' fluency in languages. While prefixes like bi- and multi- may be confusing when used with these words, it is clear that the development, processing, and comprehension of at least two languages are the key points of discussion.

However, the context of multilingualism, in which more than two languages are spoken, is the most significant distinction between these two words. People in these societies can speak multiple languages, as in Algeria (e.g., arabic , french , Kabyle, and English,), or in some parts of Turkey (e.g., Turkish, Kurdish, and Arabic). Clearly, the prefix multi- seems to be a better fit for defining linguistic activities in such situations. Most writers, on the other hand, tend to use the word bilingualism as a catch-all term that encompasses both bilingualism and multilingualism (Baker, 2001; Garcia, 2009a; Garcia & Wei, 2019).

Bilingualism can be described as the ability to communicate in more than one language in its broadest sense. Baker (2001) compares bilingualism to a bicycle with two wheels and binoculars with two eyes, stressing the dual nature of the languages. Earlier accounts of bilingualism stem from Bloomfield's work, which saw bilingualism as having native-like proficiency in two languages (Garcia, 2009a). Later authors, on the other hand, were less stringent in their attempts to describe bilingualism than Bloomfield. For example, Haugen was satisfied with a minimum proficiency level in order to call someone a bilingual. Weinreich, on the other hand, considered bilingualism to be built on the alternation of two languages (Garcia, 2009a). Despite these divergent viewpoints, it is clear that individuals use at least two languages to carry out their communicative actions to a certain degree of proficiency.

Bilinguals were classified using six dimensions by Valdés and Figueroa (as cited in Baker, 2001): (1) age, (2) capacity, (3) balance of two languages, (4) progress, (5) context, and (6) circumstantial and elective bilingualism. These dimensions aid in gaining a better understanding of what bilingualism is and who bilingual people are. Nonetheless, these aspects are framed by two dominant perspectives on bilingualism: monolingual and heterolingual perspectives.

English Learners as Emergent Bilinguals

Learning a language is not a static or linear process; rather, it is a long term process. It can't be imagined as something that begins at the bottom and gradually rises to the top. As a result, the dynamic nature of language learning should be reflected in its definition. In this respect, English language learners deserve to be defined on their own merits. Traditionally, English language learners have been classified as either learning English as a foreign language (EFL) or learning English as a second language (ESL). The word EFL refers to students learning English as a foreign language in a country where English is neither an official nor a second language. The word ESL, on the other hand, is used when a learner is in an English-speaking setting where English is the medium of instruction, such as the Philippines or India, where English is used as a lingua franca due to the large number of local languages spoken (Marckwardt, 1963). To begin with, labeling learners as second language learners, according to García (2009a), robs “bilingualism of its possibility to be considered the norm for large sections of the world's population” (n. p.). That is, labeling bilinguals as second language learners reflects a monoglossic linguistic philosophy that ignores “the importance of translanguaging in the development of students' bilingualism” (García & Wei, 2014, p. 65). Another fallacy about the word is that it refers to an ordinal number that specifies how many languages a person speaks. According to this definition, English is the learner's second language; however, in some cases, the person's linguistic repertoire may include elements from other languages as well. The second implies the established role of English through colonization, so the definition can also be linked to colonial linguistic inheritance. From the early days of colonialism in India, for example, the English language was seen as a significant step toward the country's "modernization," and its promotion was linked to political, economic, and social pressures (Phillipson, 1992).

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According to Garcia (2009b), calling language learners as emergent bilinguals has both positive and negative connotations, and it emphasizes the “potential in developing their bilingualism” (p. 322). Emergent bilinguals, according to Garcia et al. (2017), are learners who are “at the early stages of bilingual development” (p. 2). As opposed to the word experienced bilinguals, whose linguistic skills involve “using two or more languages with relative ease” (Garcia et al., 2017, p. 2), this meaning is more suitable for the intrinsic developmental nature of language learning and can be better conceptualized.

The word also places the learner on a bilingual continuum, allowing for the avoidance of artificial categorizations like second language learners (Garcia, 2009b). According to Garcia (2009b), grounding the term in the philosophy of bilingualism benefits a wide range of people, from learners to communities as a whole, since seeing people through a heteroglossic lens allows for a more egalitarian educational system and a greater understanding of people's linguistic resources.

Individuals use language as a mediational method to make sense of their worlds, according to the SCT, which argues that learning and the context in which it occurs are inseparable notions (Nieto, 2006). (Vygotsky, 1978). Emergent bilinguals, from this viewpoint, need to communicate with others in order to create knowledge, and this interaction typically takes place in a classroom setting by translanguaging. The emergent aspect of learning a language or being bilingual/multilingual, as well as the positive growth of skills, have a lot in common in that they all improve as a logical result. The word emergent bilinguals is used in this study to describe someone studying a language other than their local one , regardless of the number of languages they know or are learning or their proficiency levels.

Translanguaging

Its Origins and Development

Cen Williams, a Welsh educator, coined the term translanguaging as *trawsieithu* in the Welsh language to describe the pedagogical practice he employed in Welsh-English bilingual classrooms. Colin Baker then translated the word into English and introduced it to the rest of the world (Baker, 2001). he described translanguaging as “The process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages,” (p. 288).

Translanguaging consisted primarily of switching "the language mode of input and output in bilingual classrooms" on a deliberate and systematic basis (Lewis, Jones, & Baker, 2012, p. 643). The learners were given input in one language (for example, English) and produced in another language (for example, Welsh) to aid their comprehension of the material (Williams, 1996).

Lewis, Jones, and Baker (2012) elaborate on Williams' (1996) pedagogical practices, referring to his classroom activities that include systematic change of input and output languages, and suggest that in translanguaging, "both languages are used in a dynamic and functionally integrated manner" (p. 655). The organizing and mediating attribution of translanguaging, as well as its impact on learning, is emphasized in their definition of translanguaging. Baker (2001) proposes four benefits of translanguaging in this regard. These include improving content comprehension, enhancing language skills in the weaker language, promoting home-school collaboration, and simultaneously developing individuals' second language abilities and content awareness. García and Wei (2014), on the other hand, criticize Lewis et al. (2012) and Baker (2001) meanings since they apply to two languages. García and Wei (2014) criticize García and Baker (2012) and Baker (2001) for referring to two

languages. Translanguaging, according to Garca and Wei (2014), “exceeds the idea of two languages of additive bilingualism or interdependence” (p. 20).

Learning a second language is not harmful to a person's first language, according to the additive view of bilingualism (Landry & Allard, 1993). That is, there would be no linguistic deficit of one's native language as a result of learning a second language. On the contrary, it can be beneficial to the person's cognitive and linguistic growth. Linguistic Interdependence, on the other hand, asserts that a person's L1 and L2 are built on a common foundation known as Common Underlying Proficiency (CUP) (Cummins, 1979).

Canagarajah (2011a), on the other hand, emphasizes the speakers' integrative linguistic repertoire, defining translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated device" (p. 401). According to Canagarajah's definition, speakers have a unified linguistic system stored in their minds that they use to communicate effectively. While Garca and Wei (2014) find this concept plausible to some degree, they argue that Canagarajah's (2011a) definition views translanguaging as a part of bilingual speakers' multicompetence (see Cook, 2008). What Garcia and Wei object to in this concept is the idea that bilingual speakers' multicompetence includes translanguaging, arguing that "multicompetence regards a multilingual individual's languages as an interconnected whole – an eco-system of mutual interdependence" (p. 21). That is, the speaker's mind does not contain a single coherent body of linguistic systems; rather, there are two systems from which one's "sentences" originate (Cook, 2008, p. 16).

As a result, Garca and Wei (2014) argue that bilinguals use complex and interrelated discursive mechanisms that do not arise in a linear manner or operate independently, once again questioning the additive approach to bilingualism. As a result, Garca (2009a) proposes a

new framework of bilingualism that includes translanguaging to account for the unity of the bilinguals' linguistic structure.

She explains her model of dynamic bilingualism as follows:

A dynamic theoretical framework of bilingualism allows the simultaneous coexistence of different languages in communication, accepts translanguaging, and supports the development of multiple linguistic identities to keep a linguistic ecology for efficiency, equity, and integration, and responding to both local and global contexts. (p. 119)

García rejects the additive and subtractive views of bilingualism in her dynamic theoretical framework of bilingualism. Dynamic bilingualism, she suggests, adopting a heteroglossic language philosophy that encourages multilingual speakers to use flexible language practices. She also argues that translanguaging activities promote dynamic bilingualism by allowing speakers to access a unified body of a linguistic repertoire.

Psycholinguistic and pedagogical view on translanguaging

Wei (2011) takes a psycholinguistic approach to translanguaging and coined translanguaging space, where translanguaging occurs and is generated by itself. According to Wei (2011), translanguaging space encompasses different aspects of bilingual speakers' personal histories, experiences, attitudes, beliefs, and ideologies. To put it another way, bilingual speakers use their whole linguistic vocabulary to make sense of various linguistic systems and structures. As a result, they create an amorphous medium in which they "generate new identities, beliefs, and behaviours" (Wei, 2011, p. 1223). According to Wei (2011), translanguaging space requires the speakers' creativity and criticality, which allows them to interact strategically. Translanguaging space is linked to strategic competence, which is one of the components of communicative competence. Strategic competence, according to Canale and Swain (1980), is described as "verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance

variables or to insufficient competence” (p. 80). In this way, translanguaging space gives speakers a socially constructed context in which they can use their entire linguistic repertoire to avoid communication breakdowns. Translanguaging, in other words, helps speakers to “better capture the sociolinguistic realities of life” (García & Wei, 2014, p. 29).

While debates on what translanguaging is and how it should be theorized vary slightly, translanguaging can be viewed from two basic viewpoints as an evolving theory: sociolinguistic and pedagogical. While the sociolinguistic perspective of translanguaging depicts bilinguals' fluid linguistic activities, the pedagogical perspective focuses on the methods used by teachers to help students gain a better understanding of the topic (Flores & Schissel, 2014). Translanguaging is a standard in bilingual settings (Garca & Kleifgen, 2018), rather than a sign of linguistic incompetence. Linked to the current study, its believed that the new pedagogy can be adopted by tutors and teachers to enhance the different types of cognitive abilities among learners considering translanguaging as a norm.

Code-Switching / Code-Mixing and Translanguaging

Translanguaging is often contrasted with another linguistic phenomenon known as code-switching. In general, code-switching refers to the use of elements from two different languages. Cook (2001) sees code-switching as a special way of using L2 that happens when “L1 and L2 are used simultaneously in the bilingual mode of language” (p. 408). In contrast, according to Grosjean (2010), code-switching enables bilinguals to express themselves more clearly rather than attempting to find an equivalent expression in the other language. According to Gumperz (1977), code-switching cannot be explained by the conversation's intelligibility or lucidity since in most situations where codeswitching occurs, speakers can nearly as well repeat the code-switched message with another code.

Code-switching can also be thought of as a catch-all term for two linguistic phenomena: code-switching and code-mixing (Bokamba, 1988). While some scholars (Muysken, 2000) tend to use these words interchangeably, others point out the distinctions (Sridhar & Sridhar, 1980). Muysken (2000) does not differentiate between these terms, instead proposing that codeswitching and mixing are the appearances of lexical and grammatical features from two languages in a single sentence. He takes a more holistic approach to modifying or combining the codes by taking this stance. Sridhar and Sridhar (1980), on the other hand, define code-switching as the embedding or mixing of terms, phrases, and sentences, while code-mixing refers to the embedding or mixing of smaller linguistic units such as affixes, words, or phrases. The distinction between code-switching and code-mixing, according to Bokamba (1988), is both convenient and important since their linguistic and psycholinguistic assumptions are different. More precisely, the two phenomena vary from one another in terms of how bilingual speakers employ them, but they also refer to language alternation that results in mixed types of language (Crystal, 2008).

According to García (2009a), translanguaging theory embraces codeswitching (code-mixing, too); however, it goes beyond it. Although code-switching and translanguaging have common or similar aspects, García and Wei (2014) elaborate their difference in the following terms:

Translanguaging differs from the notion of code-switching in that it refers not simply to a shift or a shuttle between two languages, but to the speakers' construction and use of 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)

However, in its traditional definition, code-switching is understood as the process of switching back and forth between two languages, and it “still constitutes a theoretical

endorsement of the concept that what the bilingual manipulates, however masterfully, are two different linguistic systems” (Otheguy, Garca, & Reid, 2015, p. 282).

As a result, unlike translanguaging, code-switching entails a fractal perception of bilingualism and/or multilingualism. In this context, code-switching is viewed as a legacy of monolingual philosophy, which posits the distinction of modes (or codes). Translanguaging, on the other hand, does not imply switching between two different linguistic systems. As a result, when bilinguals codeswitch, they use their merged body of linguistic repertoire rather than flipping back and forth between language codes, according to the translanguaging theory.

Shared results on translanguaging studies

As previously mentioned, translanguaging has its origins in the 1990s, when Cen Williams coined the term *trawsieithu* to describe a pedagogical practice he used in Welsh-English bilingual classes in Wales. Since Colin Baker's book *Foundations of Bilingual Education* (2001) popularized the concept, *Education and bilingualism* also caused a rise in scientific interest. Canagarajah (2009), for example, conducted a classroom ethnography on the growth of teacher identities and literacy knowledge as part of a qualitative case study. Canagarajah stated his interpretations of translanguaging in one Saudi Arabian student's (Buthaina) writing assignments in this review. she used three languages in her writing assignments, according to the study's findings: her native Arabic, English, and French. Canagarajah categorizes the student's codemeshing (also known as translanguaging in Canagarajah, 2011b) as reconceptualization and interactional techniques, and suggests that she translanguaged because traditional educational institutions failed her. Furthermore, Buthainah used translanguage in her assignments to allow readers to co-construct context, according to the research. Translanguaging, according to the findings, is not a symptom of linguistic impairment, but rather a deliberate practice carried out to express meaning.

García and Velasco (2014) examined five pieces of written text created by young bilinguals who translanguaged during the preparation, drafting, and development stages of their writing in their research on translanguaging and bilingual learners' writing. One of the children, for example, was asked to write in Korean, but he chose to use the entire semiotic repertoire available to him. To get to the letter, he both drew an image of himself and wrote English words. This indicates that he used translanguaging as a scaffolding activity to assist him in beginning to write. As he wrote about his dog being run over by a car in Spanish, another child from the same study used glosses – brief notations in a letter. To be willing to use guts the next day while English was being used, he wrote it under the Spanish term *tripas* (guts in Spanish).

On the other side, Mwindi and Van der Walt (2015) examined the impact of translanguaging on English vocabulary learning in a Namibian rural primary school. The research was conducted at a school in a multilingual area where more than two local languages are spoken. The inhabitants of this area use English for educational purposes since it is the medium of instruction in Namibian schools; however, they prefer the local languages for communication. Rumanyo is the lingua franca in their culture, as it is the most widely spoken of the local languages. The researchers decided to conduct the study because they believed that such a setting would provide opportunities for translanguaging practices, especially for the learners' vocabulary growth. Eight seventh-grade students and seven teachers participated in the report. The researchers began by interviewing and observing the participating teachers' classes. As a result of the observations and interviews,

It was discovered that the teachers used code-switching often, but in an unplanned manner. On the other hand, the students were given Rumania texts and asked to translate them into English. For the same reason, they were also given English texts. The students performed better when they were asked to read the text in English and interpret it in Rumanyo, according

to the results of the interpretations. The researchers used pictures with bilingual labels containing words in both English and Rumanyo for the vocabulary tests. Following the practice, it was observed that using bilingual flashcards enhanced students' vocabulary. As a result, the researchers came to the conclusion that using students' native languages as a resource for developing English vocabulary would be a good idea.

Another study was conducted where , ortolés and Mart (2017) investigated the translanguaging practices in early language learning in preschool education in Castelló, Spain, in their qualitative research. A total of 25 children, ranging in age from four to five, were included in the study. The children's first and second languages were Spanish and Catalan, respectively. Furthermore, because of the region's large immigrant population, some children's first languages were Romanian or Arabic. In this situation, English was taught as a third language, and none of the children had previously been exposed to it until beginning to learn it in their second year of preschool. The data was gathered through a series of classroom observations and recordings that took place in November, February, and May. They processed the information and coded the preschoolers' translanguaging habits. Translanguaging practices were used to mediate interpretation, co-construct context, include and exclude others, and demonstrate information, according to the findings. For example, in one of the cases, a child communicated with another child in Catalan to clarify his understanding of the teacher's warning to be quiet. Another example shows a child using Spanish to illustrate that he understood that the English word "black" refers to a color. The kids also used translanguage to convey their desire to participate in the activity while excluding some of the other kids in the room. As a result, it was discovered that these very young learners made sense of their multilingual environment using their entire linguistic repertoire.

Duarte (2019) conducted a study based on videographic data collected in 59 10th grade classes in Hamburg secondary schools. As a whole teaching unit, the researcher

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videotaped different subject matter classes such as mathematics and social sciences. 84.5 percent of the participants stated that they were born in Germany, and 74.5 percent stated that they were immigrants. In terms of languages, 63.8 percent of the participants spoke more than one language at home in addition to German. Turkish, Russian, Bosnian, Dari, Twi, and English were among the languages spoken. The researcher coded peer to peer conversation of the participants using sociocultural discourse analysis and investigated how they participated in collective talk and co-construction of information to scaffold each other. The participants translanguaged to gain information, make sense of the task, negotiate significance, paraphrase the task, and so on, according to the findings. In this regard, the findings revealed that translanguaging is essential in bilingual and/or multilingual classes because it promotes collaborative conversation and allows for meaning co-construction.

Another recent study by Escobar (2019) found that when learners are given the chance, they prefer to translanguange for a variety of reasons, which has an important and positive effect on their oral communication skills. Escobar chose 19 senior EFL students between the ages of 21 and 23 for the study. The researcher first introduced the students to the idea of translanguaging and instructed them in becoming familiar with it. The researcher then showed the participants photos of different street graffiti from around Costa Rica and had them discuss the photos in groups of three using their entire linguistic vocabulary after putting a voice recorder in the center of each group as a planned activity. Following the activity, the researcher conducted an interview with some of the participants to learn more about their translanguaging activities. The study of the 2,5 hours of data revealed that the participants' translanguaging was not due to a lack of English proficiency. Instead, they translanguaged to refer to the key content in order to remain focused on the particular topic. They also translanguaged when they needed to express themselves in Spanish. This also allowed them to stay on task because they didn't lose track of the topic while attempting to translate the words

or phrases into English. The interviews provided valuable insight into the affective factors that influence translanguaging practices. The participants, for example, stated that they felt more at ease when translanguaging because they were no longer afraid of making mistakes. Furthermore, they claimed that translanguaging came naturally to them because they feel obliged to obey the English-only policy in a bilingual society.

Nagy (2018) also investigated the function of translanguaging in foreign language teaching in Hungary. The study's qualitative data came from a language challenge in which 15 first-year English learners took part. The mission, which was divided into two sections, allowed students to read an English text with jumbled paragraphs and place them in the correct order. The participants were then asked to respond in Hungarian to some dichotomous statements that had been presented to them during the activity. Following the reading portion, the researcher asked the participants to analyze the reading text's theme without including any language guidance.. During the activity, the researcher observed the students and concluded that they engaged in direct translation, code-switching, and code-mixing. The researcher also assessed the participants' comments regarding translanguaging, noting that some of them believed it was unacceptable to use Hungarian in English classes. According to the findings, participants' ideal L2 self may have led them to believe that there was no space for other languages while studying English.

Makalela performed another research on pre-service teachers' use of translanguaging techniques (2015). The research included 60 second-year pre-service teachers who were native speakers of a variety of Nguni languages (a group of Bantu languages spoken by the people in the South of Africa). These pre-service teachers enrolled in a Sepedi language course that lasted 23 weeks and included basic communication skills as a second language. Half of the participants were assigned to a monolingual control group, while the other half were able to use translanguaging techniques to switch between the school's known languages

(i.e. English, isiZulu, isiXhosa, isiNdebele, and SiSwati). In terms of vocabulary and reading development, the translanguaging group outperformed the monolingual group. Translanguaging strategies, on the other hand, provided learners with a sense of plural selves and a positive experience, according to the qualitative data analysis. When participants were given the opportunity to translanguage, they said they gained a better understanding of the subject matter. Another recurring theme was the translanguaging strategies' promotion of multilingual teacher identity. Pre-service teachers believed they would be able to allow and promote translanguaging practices in their own classes in the future.

The final experiment took place in a Hong Kong CLIL biology class (Wu & Lin, 2019). The data was collected through observations, post-lesson interviews, and a survey of 18 biology major students in grade 10 and an experienced science instructor. The data analysis showed that both the teacher and the students use translanguaging to help them remember lexical collocations. The research also looked at the teacher's trans-semiotizing methods, which included drawing diagrams on the blackboard and using body language. All of these findings and interviews revealed that translanguaging activities benefited students by allowing them to co-create information and mediate their language and material knowledge comprehension.

Translanguaging in the Language Classroom

While translanguaging is common in bilingual settings, its application as a valid pedagogical method in English language classrooms has yet to be clarified and classified (Canagarajah, 2011a; Garca & Wei, 2014). To this end, teachers must have adequate knowledge of their students' meaning-making processes in order to use their linguistic activities to help them achieve linguistic goals. However, some misconceptions about

translanguaging must be clarified before pedagogical practices in translanguaging can be demonstrated.

First and foremost, it must be known that translanguaging activities do not necessitate bilingual teachers (Garca & Kleifgen, 2018). Although it is beneficial for teachers to have some knowledge of their students' native languages, there are still many ways for them to allow their students to use their entire linguistic repertoires without understanding their native languages. One of the choices available to monolingual teachers is to become co-learners who learn from their students by translanguaging. They may, for example, ask students to translate expressions or phrases from their native languages into English. In order to interact with their pupils, they should also learn some basic vocabulary (Garca & Wei, 2014). Another prerequisite is to provide a translanguaging space where students can engage in multilingual interactions (Wei, 2011). Teachers should allow learners to translanguage in order to create a translanguaging space where they can extend their bilingual ZPD (zone for proximal development) through social interaction with their peers.

The creation of translanguaging activities becomes more feasible as teachers become more aware of the requirements they should accept for translanguaging. The following are some possible guidelines (García et al., 2017; García & Kleifgen, 2018; Garcia & Wei, 2014):

- Providing students with the opportunity to listen to information materials in their native Language.
- Working with students to compare and contrast syntactic and morphological features of languages (affix classification, syntactic order, etc.).
- Assigning reading assignments to two students based on their abilities (one higher level one lower-level student)
- Increasing the availability of bilingual books, dictionaries, and magazines.
- Encouraging students to do study in their native languages.

- Starting with brainstorming in the students' native languages.
- Allowing students to use bilingual dictionaries and online translators when writing.
- Allowing students to use their native languages for annotations.
- Students are encouraged to keep a bilingual vocabulary log.
- Assigning assignments to students that enable them to work in a bilingual setting.
- Assisting students in recognizing cognates (both false and true ones)

Motivation in Foreign Language Learning

Motivation is a significant determinant of language learning success, and it has also been studied in second and foreign language contexts. Many scholars have been drawn to the study of motivation in language learning, which was started by two Canadian psychologists, Robert Gardner and Wallace Lambert. As a result, in the subject of sociolinguistics, a variety of language learner incentive models have evolved and been studied. However, the current research will concentrate on two of these models: socio-educational and educational. Gardner's model from 1972 and Dörnyei's L2MSS (2005, 2009).

Socio-educational Model of Gardner

Motivation has been an important component of language learning research since the late 1950s. For decades, Gardner and Lambert's socioeducational theory of motivation (1972) has been the most influential and dominating theory. Language learners' attitudes toward the target language, as well as the socio-cultural theory in which it is spoken, are factors of successful language learning, according to the socio-educational theory of motivation. To put it another way, good language learning is based on the learner's interest in the target language's culture and society (Gardner, 2001). Gardner and Lambert (1972) developed the integrative motive idea, which consists of three elements: *integrativeness*, *attitudes toward the*

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learning situation, and motivation. Gardner (1985, p. 54) defines integrativeness as a "class of reasons that suggest that the person is learning a second language in order to learn about, communicate with, or become closer to the second language culture.". That is, individuals who are more likely to blend into the target culture have a higher motivation to learn the language than those who are not (Masgoret & Gardner, 2003). The individual's reaction to "everything associated with the immediate setting in which the language is taught" is related to attitudes toward the learning setting (p. 127). This can include the school setting, teachers, textbooks, and other educational materials. Finally, the term "motivation" refers to the sum of these three elements (Gardner, 2000).

Gardner and his colleagues did a lot of their research in Canada, either with French-speaking and English-learning people or with English-speaking and French-learning people. When viewed in this light, their work may be said to be limited to a specific context; as a result, it may be difficult to make the same statements about other languages or language learning contexts. For example, a native Turkish speaker living and learning English in Turkey may never have the opportunity to interact with the L2 community in the same way that a Canadian can. Gardner's definition of integrativeness has been deemed incompatible with today's environment, where "more than half of the population is not only bilingual or multilingual but also a member of multiple racial, social, and cultural groups, and where pluralism (rather than integration) is the standard" (Ushioda, 2011, p. 200). The concept of integrativeness in terms of coming into contact with native English speakers is meaningless in such a diversified environment, because learners may never leave their learning contexts to integrate with the target population (Dörnyei, 2005, 2009). Thus, claiming that the concept of integrativeness is not globally applicable, as the Canadian context substantially differs from the rest of the world where English is learned as an academic subject with no direct contact with English speakers.

Second Language Motivational Self System

According to Dörnyei (2005), three fundamental perceptions have prompted him to propose a new conceptualization of Second Language (SL/ L2) motivation based on the theory of self and identity. His first impression of studying a foreign language is that it is not simply a matter of learning a new code, as it is for other academic subjects. Learning a foreign language, on the other hand, is intimately linked to one's personality and cognition, and hence should be approached holistically. Dörnyei develops a more humanistic understanding of SL motivation with this proposition, which focuses on an individual's inner feelings and self-image. Robert Gardner's definition of integrativeness is the second insight that led Dörnyei to reformulate SL motivation. According to Dörnyei (2005, 2009), the definition of integrativeness, which is focused on an individual's integration with the target language population, does not apply to all language learning circumstances. According to Dörnyei, the idea of integrativeness is context-dependent, and a language learner who does not live in the country where the target language is spoken can never have real interaction with SL speakers. Finally, Dörnyei (2002) bases his latest SL motivation conceptualization on an observational longitudinal analysis he conducted with Kata Csizér. The findings of the empirical analysis showed that the latent variables of integrativeness, instrumentality, attitudes toward the SL group, and learning behavioral measures had a clear relationship. As a result of this continuity, the new conceptualization of L2 motivation as L2MSS(Second language motivational self system) was born.

To understand individual variations in language learning motivation, Dörnyei (2005) proposed the L2 motivational self system. The central tenet of L2MSS is that when people's real and ideal or ought selves differ, the difference serves as a motivator for them to "enter a state where their self-concept suits their personally applicable self-guides" (Dörnyei, 2005, p. 100). Higgin's self-discrepancy theory, which consists of three basic principles of self: actual

self, ideal self, and ought self, was used by Dörnyei (2005) to describe the motivational self-guides of his model. According to Higgins (1987), these selves are as follows:

There are three basic domains of the self: (a) the actual self, which is your representation of the attributes that someone (yourself or another) believes you actually possess; (b) the ideal self, which is your representation of the attributes that someone (yourself or another) would like you, ideally, to possess (i.e., a representation of someone's hopes, aspirations, or wishes for you); and (c) the ought self, which is your representation of the attributes that someone (yourself or another) believes you should or ought to possess (i.e., a representation of someone's sense of your duty, obligations, or responsibilities). (pp. 320-321)

From the perspective of language learning motivation, Dörnyei (2009) used the ideal self and ought self and reconceptualized them as the ideal L2 self and ought-to L2 self. He also added a new component, which he called the L2 learning experience. The ideal L2 self is the state of mind that a language learner aspires to achieve. That is, it represents one's own needs and aspirations in terms of learning a foreign language. According to this part, the person is driven to learn a language in order to narrow the gap between his or her actual and ideal selves. For example, a language learner may be driven to achieve his or her ideal L2 self because he or she believes that learning a foreign language will enable him or her to effectively carry on an English conversation.

The ought-to L2 self, on the other hand, is a set of the individual's expectations from others. This term also includes the prevention of negative consequences. The ought-to L2 self is linked to the individual's duties and responsibilities as a language learner. In this sense, a learner will believe that learning a foreign language is something that others want him or her to do.

Finally, the L2 learning experience is linked to an individual's immediate learning environment, which may include factors such as the teacher, curriculum, textbook, or

classmates. This dimension is defined by Dörnyei (2005) as the representation of “situation-specific” motives (p. 106). Although the paradigms of ideal L2 self and ought-to L2 self arose from the principle of self-image, L2 learning experience is a broad term that encompasses a variety of factors that influence the quality of learner involvement in language learning (Dörnyei, 2019). The L2MSS has sparked a lot of interest since its launch, with “literally hundreds of studies appearing worldwide” (Dörnyei & Ryan, 2015, p. 91).

Islam, Lamb, and Chambers (2013) conducted a correlational analysis to confirm the validity and applicability of L2MSS in the Pakistani context. The information for the study was collected from 1000 university students from different departments. The responses of 975 participants to a 71-item 6-point Likert scale questionnaire were evaluated in the proper sample. The data was analyzed using correlational and regression methods in the study's research section. L2MSS is accurate and important in the Pakistani sense, according to the results of the correlation and regression analyses. Learning experience and Ideal L2 self, in particular, were discovered to be the most powerful predictors of learning.

These studies demonstrated the validity of L2MSS's three latent dimensions in a variety of settings. According to these findings, L2MSS is not a context-specific paradigm, despite what the definition of integrativeness suggests. Instead, it can be applied to a variety of situations that are vastly different from one another. The ideal L2 self is the most influential dimension of the model, according to the studies, and it could replace the principle of integrativeness because it refers to a wider spectrum of contexts and motives.

Anxiety

Anxiety is a natural response of our bodies to stress, and it is a part of everyday life for most people. People can suffer from anxiety, including apprehension and/or fear, regardless of their situation. Anxiety is described by Spielberger (1983) as “the subjective feeling of

tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 1). In this way, anxiety is a highly personal experience that varies from person to person. For example, although some people are uncomfortable in some circumstances, others may not find them as stressful and continue to function normally.

Foreign Language Anxiety

Because of the agitation and/or depression associated with fear of failure, communication apprehension, peer pressure, and test anxiety, learning environments may be particularly anxiety-inducing.

Many people can view foreign language learning as an anxious phase, similar to the anxious atmosphere of science or mathematics classes (Horwitz et al., 1986). When language learners are anxious, they are more likely to make mistakes and forget things they should remember. Foreign language learning anxiety, according to MacIntyre and Gardner (1994), is "the sensation of stress and fear directly correlated with second language situations, such as speaking, listening, and learning" (p. 284).

MacIntyre and Gardner (1994) provide a broader viewpoint on foreign language anxiety with this term, which does not define the foreign or second language contexts. Horwitz et al. (1986) propose a more precise definition of the word, referring to the anxiety that students experience in foreign language classes as a result of variables such as classmates, assessments, and teachers. According to their definition, the foreign language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). The second definition is used in this study since MacIntyre and Gardner's definition is more applicable in ESL(English as a second language) contexts and is too broad in terms of the concept of context. A concept by Horwitz et al. (1986) on the other hand, is much more

concerned with the impact of foreign language classrooms and variables on individuals' anxiety levels. Furthermore, since the current research is being conducted in a country where English is taught as a foreign language rather than a second language, a concept that addresses this fact would be much more fitting.

Horwitz et al. (1986) defined anxiety as a result of their research focusing on anxiety caused by factors changing around learning a foreign language. They conducted a study with thirty foreign language learners who joined the Support Group for Foreign Language Learning at the University of Texas, claiming that FLA should be separated from general anxiety. The researchers first organized group sessions to trigger anxiety-related symptoms such as tenseness, shaking, sweating, palpitations, and sleep disturbances. Participants also mentioned that they had to wait outside the door of their foreign language class for some time in order to summon enough courage to enter, and that they blotted out anything relevant to the class before the exams (Horwitz et al., 1986). The researchers created a 33-item Foreign Language Classroom Anxiety Scale (FLCAS) as a result of these meetings. There were three components to the scale, all of which were known as performance anxieties. These were *Test-Anxiety*, *Fear of Negative Evaluation*, and *Communication*.

Components of FLCA

Communication apprehension is the first component of FLCA, which is described as "a form of shyness characterized by fear of or anxiety about interacting with people" (Horwitz et al., 1986, p. 127). The construct of communication apprehension is an important part of FLCA since it is directly related to human contact and the communicative nature of language. Speaking in front of people or listening to a spoken interaction, according to Horwitz et al. (1986), may trigger communication apprehension, which would most likely pervade foreign language learning.

The second aspect is *test-anxiety*, which occurs when a person is subjected to some kind of assessment, whether written or oral. The fear of failure, according to Horwitz et al. (1986), is the source of test anxiety. Since they are afraid of failing, the students are more likely to struggle and make mistakes. Anything less than a flawless test score would not be suitable for test-anxious students in this regard.

Fear of negative assessment is the FLCA's final part. It's about how one feels about other people's opinions of oneself. Fear of negative assessment is not limited to structured test-taking scenarios, despite the fact that it is often confused with test-anxiety. Instead, it is seen in social situations where the person is not formally tested (Horwitz et al., 1986).

Sources of FLCA

FLCA can be caused by a variety of circumstances. According to Gregersen and MacIntyre (2014), the FLCA could be caused by the learner, the teacher, or their interaction. Learner-induced anxiety is linked to a worry of negative evaluation as a result of the learner's overly worried behavior (Gregersen & Horwitz, 2002). That is, some learners may be concerned about what others think of them in terms of their language skills, and as a result, they are more anxious.

Instructors, according to Young (1991), can also be a source of anxiety in a foreign language class. Instructors who are constantly correcting their students, who refuse to allow groupwork because they fear losing control of the class, and who dominate the classroom and do the majority of the talking may raise their students' anxiety levels. FLCA is often caused by anxieties associated with instructor-learner experiences (Horwitz et al., 1986). That is, correcting students in front of their peers or using blunt words while providing input may make students feel incompetent, which can contribute to anxiety.

Other triggers of the FLCA are activities involving language classes and elements of language research. The most anxiety-inducing classroom procedures, for example, are oral presentations in front of the class and/or oral quizzes that enable learners to respond to questions orally (Young, 1991). Test anxiety, on the other hand, is linked to the anxiety-inducing nature of language testing as well as a disparity between instructional procedures and test pieces. When an instructor's teaching style (e.g., communicative) varies from the way he or she judges students (e.g., grammar-based), students' anxiety levels rise.

Empirical Findings on FLCA

The FLA has been widely researched all over the world since Horwitz et al. (1986) developed FLCAS. Some of these experiments were carried out in EFL settings, while others were performed in ESL settings. Some of these experiments, which were conducted in Turkey and Spain and used FLCAS as their data collection method, are outlined below.

Tuncer and Doan (2013) investigated the relationship between the FLCA and foreign language achievement of Turkish university students in an English preparatory school in eastern Turkey in a quantitative study. They conducted the study with 271 engineering students in the preparatory school who were studying English using the FLCAS. The study's findings revealed that the FLCA was not a good predictor of foreign language achievement at the start of preparatory school; however, the FLCA was found to account for academic failure. The study also discovered that FLCA is a changing phenomenon that can increase over time as a result of instruction.

Thompson and Khawaja (2016) used a mixed-methods analysis to look at the FLCA through the lens of multilingualism. A total of 156 English language learners with varying levels of English from various universities across Turkey participated in the survey, with 64 identifying themselves as bilinguals and 92 claiming to be multilinguals. Turkish, Kurdish,

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German, French, Spanish, Russian, Arabic, Italian, and Romanian were among the languages spoken by the participants. The participants were asked to complete the 33-item FLCAS before responding to the open-ended survey questions. The open-ended survey questions were designed to see whether participants' knowledge of a foreign language aided or hindered their ability to learn a new language. Multilinguals, according to the study's findings, have a medium level of anxiety in the classroom and have more optimistic attitudes toward the English language. In comparison to the multilinguals who took part in the research, the bilinguals were found to be less confident in their English skills. Since it was one of the few studies focusing on the concepts of bilingualism and multilingualism, it was especially significant for the current research, to validate and prove the idea that FLCA level can affect positively or negatively students' cognitive competencies.

Amengual-Pizarro (2018) conducted a correlational study to investigate the degree of FLCA among 67 undergraduates enrolled in two university degree programs at a Spanish university. The results showed that the majority of the participants had moderate to high levels of anxiety in their foreign language classes. The key cause of FLCA among students was communication apprehension, followed by fear of negative assessment. However, in terms of FLCA, gender was not a statistically significant predictor.

FLCA is a common occurrence in language learning that has sparked a growing body of research in both EFL and ESL settings. The findings of the aforementioned studies are consistent, indicating that language learners, regardless of their contexts, experience anxiety (i.e., Turkey, Japan, Slovakia, Iran, etc.). FLCA has a debilitating impact on language learning, according to the findings, and should be avoided for a stable language learning process.

Conclusion

The relevant literature on translanguaging, reconceptualized L2MSS, and FLCA, as well as the theoretical framework of the research, are presented in this chapter. Definitions of similar concepts and terms, as well as previous studies each construct, are included in the literature review. It can be assumed that anxiety and motivation levels are extremely important for foreign language learners because they can both help and hinder their learning. Translanguaging pedagogy, on the other hand, could provide learners with the instructional scaffolding they need to decrease their FLCA and boost their motivation.

CHAPTER THREE

METHODOLOGICAL FRAMEWORK

Introduction

This chapter lays out the methodological framework used in the current study. In light of this, It “transparently documents the research process” and concerns itself with the development of a method (Silverman, 2010: p.330). It consists of five sections. Beginning with a description of the research design, following that, the section on data size and population explains the basis of sampling and the selection condition of research participants and the study location. This chapter describes data collection procedure, and the appropriateness of each research method employed.

Research Design

This is a descriptive study conducted as a case study with third-year middle school students at Tridi Ali-El TARF. The researcher has chosen a mixed method approach to data collection, which involves both quantitative and qualitative approaches in order to look at the research problem from various angles. To that end, data were collected using a questionnaire, a two-sessions classroom activity using "translanguaging techniques," which was dedicated to explaining the new pedagogy to the pupils and observing their FLCA level. Moreover, a recorded interview with the teacher was implicated, as to Easwaramoorthy and Zarinpoush(2006) “Interviews are an appropriate method when there is a need to collect in-depth information on people’s opinions, thoughts, experiences, and feelings.”

Research Setting

The research took place *at Tridi Ali Middle School, El-Tarf (see appendix A)*. During the second semester of the academic year *2020/2021*. The activity (*using translanguaging pedagogy*) was conducted in the classroom where they usually study as an attempt to facilitate the process and make them feel at ease with the accustomed environment. Each class at *Tridi*

Ali middle school was divided into two groups following the covid19 pandemic restrictions , thus English classroom was not fully crowded. This last helped the searching process by facilitating the transfer and delivery of information, and conducting the research in a very convenient environment.

Participants

The study's participants were unwarily chosen from third-year pupils at *Tridi Ali Middle School in El-Tarf, Algeria*. The study consisted of twenty-five (N=25) 13-year-old students, four of whom were a year older than the average age of 13 since they were repeating it for the second year. The sample was selected to match the purpose of the research because third-year middle school pupils were exposed to the language for three years already , thus they would understand more what the term “translanguaging “ means , and speak out about their concerns while using English as a medium of instruction within the past two years.

demographic Information of the Participants in the Main Study

Demographics	N=25	100 %
Age		
13 and below	21	84%
Above 13	4	16%
Gender		
Female	16	64%
Male	9	36%
Years of learning English		
1 – 3 years	20	80%
3 – 5 years	5	20%
Native Language		
French	0	0%
Arabic	25	100%

Furthermore, one (1) third year teacher was engaged in this study as a participant who , in fact, was allocated to teach at all third year classrooms in the academic year of 2020-2021 . Hence, The meeting took place at the classroom where she played the role of the

observer during the class activity, then we had a 20 minutes interview where she answered a set of open-ended questions.

Research Instruments

This study aims at probing the positive impact of implementing the translanguaging pedagogy in elevating the pupils cognitive competencies (*motivation and communication*) at *Tridi Ali middle school-El Tarf-* and measuring the teachers' perceptions regarding the use of the aforementioned pedagogy. Accordingly, we opted for using questionnaire for the pupils and a recorded interview with the teacher as the main gathering tools to answer the put forward research questions as well as to get results that are more accurate concerning the topic under investigation by using open-ended, closed-ended, and finally rating questions.

Data Collection instruments

Classroom Observations

Creswell (2009: p.182) divides observation into five categories: observation as an observer, observation as a participant, taking the position of a participant rather than an observer, spending more time as an observer than a participant, and observation as an outside observer at first and then as an outside observer. The aim of this study was to observe intently as an observer. This means that careful notes of every detail in setting have been taken. Among other types of observation, Wragg (2012) suggested that watchful classroom observation may be used to light up unfamiliar events.

The activity took place on *May 16th, 2021*; the first session with the first group began at *9:00 a.m.* and lasted for one hour; the second group began at *10:00 a.m.*, immediately following the first. The main focus of the exercise was on introducing *translanguaging*, assessing the students' FLCA, and observing their motivation improvement

We began by giving out a sheet of paper with three pictures of three different items (a car, a watch, and a cell phone) on it. The task was to orally persuade the researcher why she should buy one of these items (using only English). Furthermore, the research asked the same question, but this time translanguaging pedagogy was used, so each pupil was free to respond in any language he or she felt comfortable with, and the research, who behaved as the teacher, a monitor, and an observer, would translate their responses into English (on the board).(*See appendix B*)

Interview

Another research tool that has been used in the study is the interview. One of the advantages of the interview is that it helped at sustaining the line of questioning. The Interview was all recorded on a recording device. Notably, the teacher was comfortable with its use. The interview took place at the end of the two sessions and lasted for 20 minutes and all information gathered from the interview were transcribed, analyzed according to common thematic codes and categories.

The interview questions were divided into three parts, the first of which included questions about the students' communicative competence and how the instructor handles the everyday obstacles that her students face when interacting and communicating. The second part included open-ended and closed-ended questions about the teacher's interpretation of the word "*TRANSLANGUAGING*" and how it was used during the classroom activity. Furthermore, the final section focused entirely on the use of translanguaging in EFL classrooms.

Questionnaire

This was the third research tool that was used during data collection. For ease and orderliness during data collection and analysis, the research questionnaires were

administered to the twenty five participants ten minutes before the end of the tutorial time. The questionnaires consisted of five (5) open-ended and twenty nine (29) closed-ended questions. The open-ended question was deliberately structured more than the closed-ended questions while the closed-ended questions were targeting the pupils' motivation, how they look up to English language, their classroom anxiety, and demographics of participants. The open-ended questions were meant to allow participants express themselves in writing about the difficulties they are faced with as bilingual students, learning in a less proficient language.

Conclusion

The methodology used in this study is outlined in detail in this chapter. It clarified the research design that underpins the various stages of data collection, as well as the general methodological approach and its adequacy within the current dissertation. The key research method, as well as the data collection and analysis procedures, were then presented in broad strokes.

CHAPTER FOUR

RESULTS

Introduction

This chapter is devoted to analyzing and evaluating the results generated from the data collected after submitting the research tools namely the questionnaire, the interview to the participants of this study(*third year middle school pupils and the teacher*) and a classroom observation. Thus, to complement the study with accurate data, the questionnaire was submitted; for third year pupils at Tridi Ali middle school. The interview, on the other hand, took place at the end of the session and lasted 20 minutes. Depending on the nature of the questions, the outcomes of this study were analyzed quantitatively and qualitatively.

The Analysis of the classroom observation

The goal of this type of study is to collect more trustworthy information. The fundamental benefit of observation is that it is straightforward. We can capture data as soon as it happens. The observer is not required to question people about their actions or hear reports from others. The classroom observation took place at Tridi Ali Middle School El-Tarf with the research participants (25 third-year middle school pupils). The goal of using this method was to assess learners' FLCA (foreign language classroom anxiety) while using English as the only medium of instruction, as well as to evaluate the effectiveness of using the translanguaging pedagogy to improve third-year pupils' cognitive competencies (communication and motivation) and to record participants' reactions to the new pedagogy. Furthermore, a recording device was used to record the session, and everyone felt at ease while utilizing it. To explain, copy down, and evaluate the aforementioned observation criterion, the researcher employed a checklist.

The checklist

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The classroom activity was the first method used to collect information, where the activity lasted for half an hour with each group, the researcher presented a paper with three pictures of three items and asked the participants to orally convince the researcher to buy one of the three elements using English only to answer, and then the researcher moved to re-exercise the same activity but this time by inserting the new technique taking notes of the main differences that prevailed in both sections

The following checklist was mainly used to check upon the criterion that were first set by the research during the pre-observation phase within the classroom activity alongside with the observation , noting that the outcomes of both groups are presented together .

Table 01

The analysis checklist

The criterion		Y	N	The observation
01	The pupils' reaction towards the researcher and the use of the recording device during the first ten (10) minutes .	✓		During the first ten minutes of the class, the researcher worked to build a suitable atmosphere that guarantees the comfort of the pupils, they were completely undisturbed by the presence of a machine registered during the class, which made it easier for the researcher to start the research.
02	The pupils feedback towards the use of English only as a medium of instruction during the first activity.	✓		The researcher felt the frustration of the participants after being informed that they are only allowed to use English to answer, some pupils refused to answer because they felt extremely nervous , anxious, and ashamed after the teacher's repeated attempts to push them to answer or even speak.
03	How many pupils participated during the	✓		During the first minutes of the researcher's question of exercise, calm prevailed on the class,

	activity while using English only as a medium of instruction ?		after five minutes and the researcher's numerous attempts to motivate the students only three pupils out of a total of twenty-five answered and participated during the exercise, but the remaining twenty-two remained silent and did not participate or communicate
04	The pupils and FLCA	✓	One of the most important observations of the researcher during the first exercise where the participants were allowed to use English only to answer, that all students were very afraid, stressed , and anxious of answering or even communicating with both the professor who was sitting next to them and the researcher which leads to the conclusion that the third year middle school pupils suffer severely from FLCA.
05	The most important qualities observed by the researcher during the first activity .	✓	The researcher noted during the first exercise that third graders suffer from the rising fear of participating in class and that they are not motivated to learn the language or even communicate through it and this last is due to the use of English as the only medium of instruction
06	The Pupils' and the teacher's perceptions of the term " <i>translanguaging</i> " .	✓	Pupils didn't know what the new term meant or even what their speculation might be. The professor on the other hand said explicitly that she had never heard of the term before. But she had used this technique before during her educational career.
07	How many pupils participated during the second activity while " <i>the translanguaging pedagogy</i> " was being used ?	✓	When using the new technology, the researcher noted a remarkable development in students' skills . Since all the pupils wanted to participate, communicate and deliver their ideas to the researcher using the language they wanted, So that the researcher can translate it on the board.

			Everyone was highly motivated to speak and communicate .
08	The main improvements observed after implementing the new pedagogy .	✓	One of the most important developments observed by the researcher was the look of motivation in the eyes of pupils to share and communicate with each other , the researcher also noticed that the participants were no longer afraid or worried about talking or answering, and on the contrary, they were all happy enjoying the exercise and the session.
09	General observations about pupils' motivation and communication competencies	✓	The conclusion must mention that the third graders responded very positively to the new pedagogy, which led to an undeniable development at both their cognitive competencies (<i>motivation and communication</i>).

The Analysis of Students' Questionnaire

The questionnaire was directed to third-year pupils at Tridi Ali middle school on May 16th 2021, where the researcher focused on dividing it into three different sections and using multiple types of questions. The students took 20 minutes to answer with an Arabic translation of each question so that they could answer and understand the questions well.

Section One: Personal Information

Q1. Pupils' Age

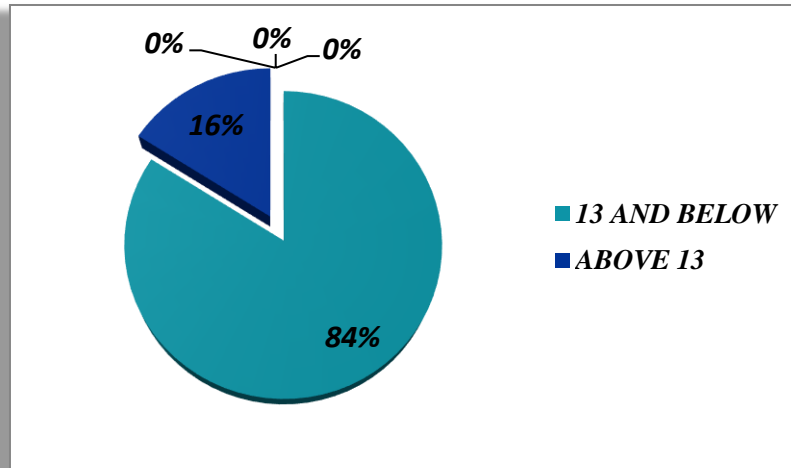


Figure 1. Pupils' Age

It is clear from the data findings that the percentage of pupils' age grouped into two parts. Out of 25 pupils with percentage (84%) their age is 13 and below. While (16%) of the sample are above the age of 13 since they were repeating the year for the second time.

Q.2 Pupils' Gender

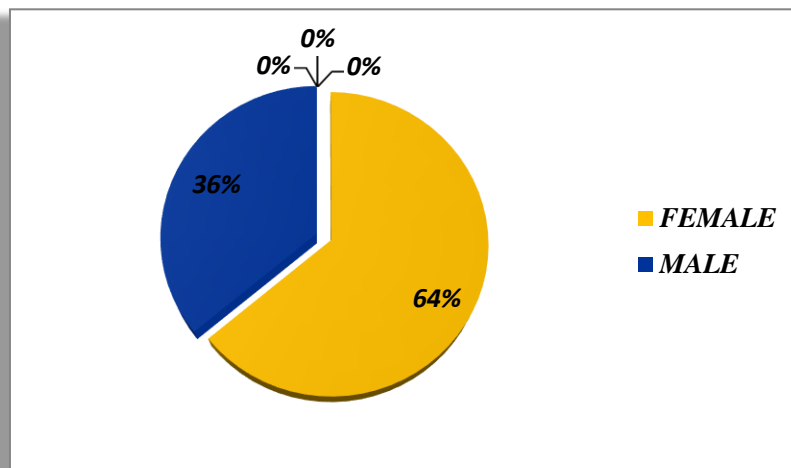


Figure 02. Pupils' Gender

The second figure reveals that, among 25 participants (64%) of them were female and (36%) were male.

Q.3 Years of learning English

Table 02

The years of learning English

<i>Demographics</i>	(N=25)	(25=100%)
3 years	20	80%
Above three (3) years	5	20%

Table 02 clearly shows that the majority of students, 80%, have been studying English for about three years, with 20% more than that. Thus, they were chosen for this study, since studying the language for three years or more would allow them to speak out about their concerns about the language.

Section two: Students perceptions towards their level in English language, motivation, and anxiety.

Q1. I worry about making mistakes in my English language class.

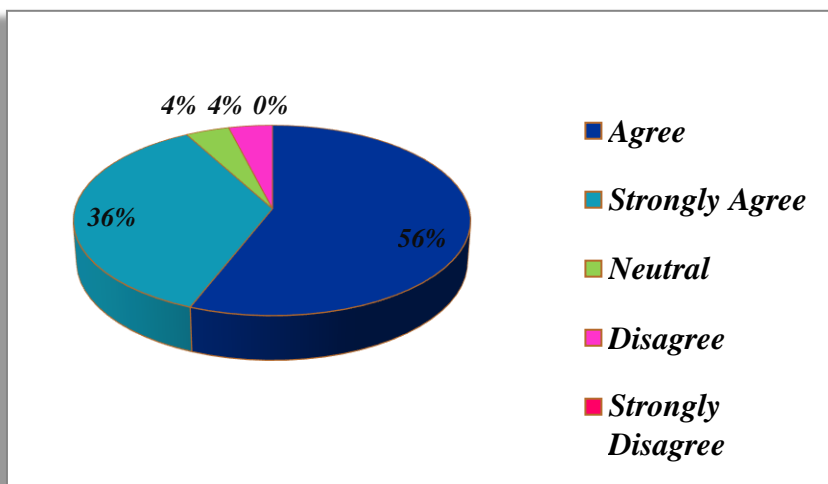


Figure 03. Pupils' Fear of making mistakes during English classroom

As figure 03, a major portion of the population, 56%, declared that they agree with being worried about making mistakes during their English language class, and 36% strongly agreed. However, 4% disagreed and 4% of the respondents could not decide on this point and preferred to stay neutral. As a result, it's conceivable that the fear that governs these students is preventing them from developing a diverse variety of skills.

Q2. I Never feel quite sure of myself when I am speaking in my English language class.

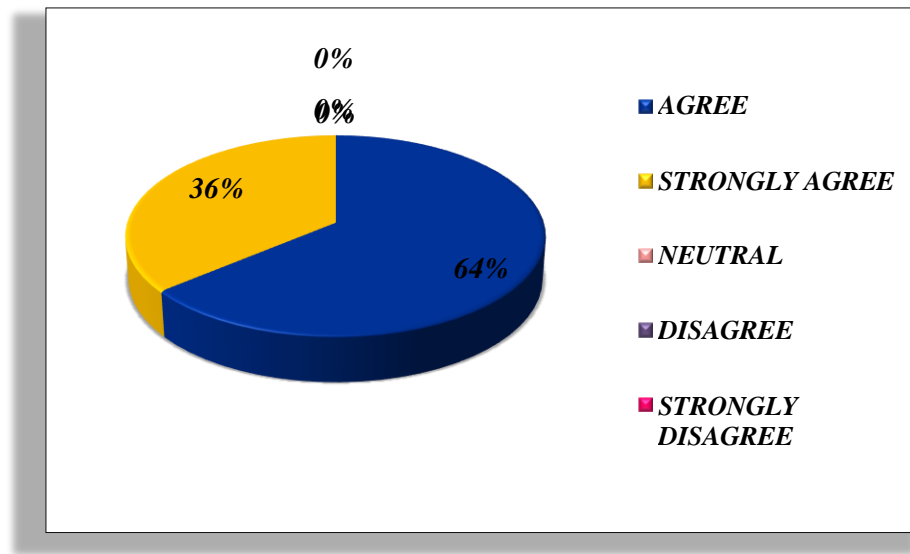


Figure 04. Pupils' self confidence while speaking in English

As shown in figure 04, 64% of the pupils stated that they were unsure of themselves when speaking in English during the session. The remaining 36% strongly agreed, with no one disagreeing.

Justify!

This sub-question was addressed in order to gain a better understanding of the source of the issue; lower self-esteem inhibits pupils' willingness to learn the language, as well as their communicative skills and other competencies. And this section gave them the opportunity to feel free and express themselves more about why they never feel completely confident when speaking in an English language class; some students stated that they would

not speak up in class because they were afraid that other students would judge them if they gave the wrong answer. They are worried that if their answers are incorrect, other students will question their intelligence. Though this fear is understandable, it should not get in the way of having self confidence. On the other hand, some state that being called on in class to discuss a course material when they are unprepared is a living nightmare that prevents them from being sure while speaking. Among the responses, others mentioned that they will never participate in class discussions if they do not know what the class is talking about, because they feel that other students' opinions matter more. They believe that their own perspective on the material is unimportant and that there is no point in sharing it. This feeling often stems from anxiety .

Q3. I get nervous and confused when I'm speaking in my English language class

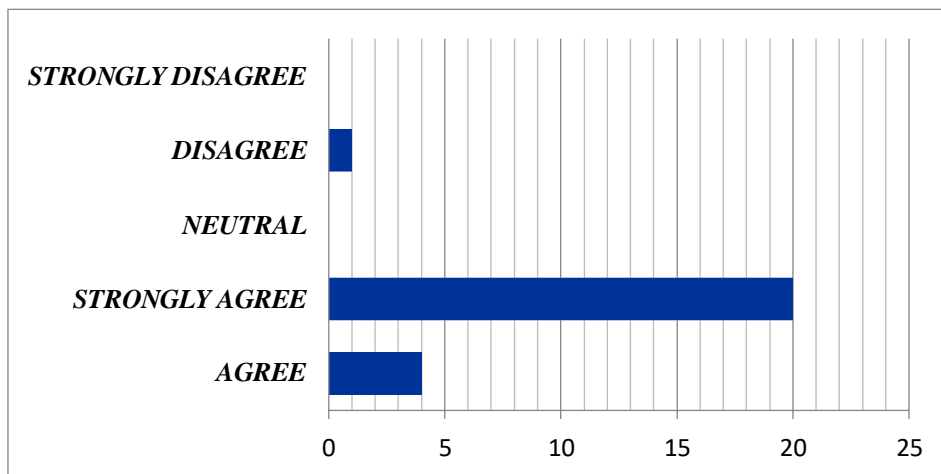


Figure 05. The level of pupils' FLCA

As shown in figure 05, 20 (**80%**) students strongly agreed that speaking in the English language class makes them nervous and confused. Only one (4%) student disagreed, with four (16%) agreeing. Which leads to Padmadewi's (1998) assumption that students attending speaking classes often feel anxious because of the pressure of speaking assignments that

require them to be proficient in a language other than their native one, and to be present individually and spontaneously for a limited time.

Q4. I am afraid that other students will laugh at me when I speak English. (Gelotophobia)

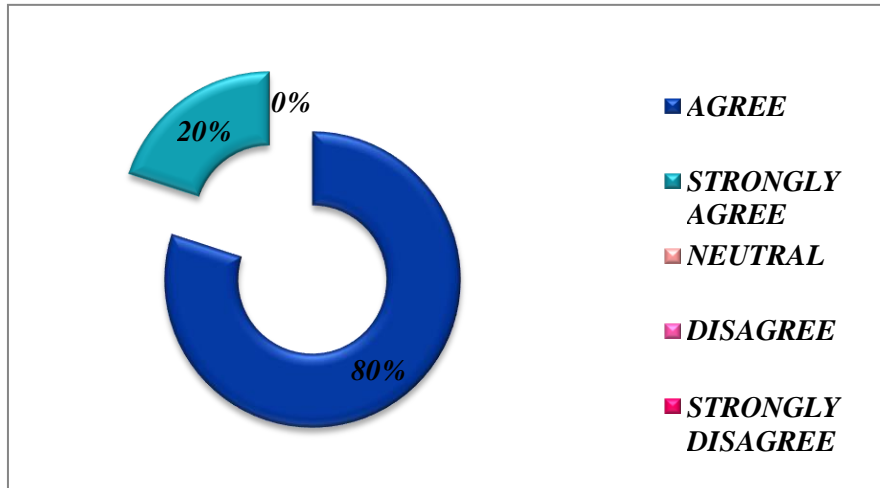


Figure 06. Pupils' fear of being judged on their speaking

Figure 06 demonstrates that 80% (20) of the participants agreed that they are afraid of being laughed at by their classmates when they speak, with the remaining 20% (5) strongly agreeing and no one disagreeing.

Justify!

Fear of negative judgment stops people, not only from public speaking, but also from many other endeavors a person would like to undertake. Thus, this sub-question was dedicated to gaining more insights into it. Among the answers, some said that they suffered greatly from the fear of becoming ridiculed by their colleagues if they mistook an answer. Others stated that they had been subjected to ridicule and laughter during the session, which became an obstacle to their English learning. One student also said he was avoiding English because of his growing concern about negative judgments.

Q5. It frightens me when I do not understand what the teacher is saying in English.

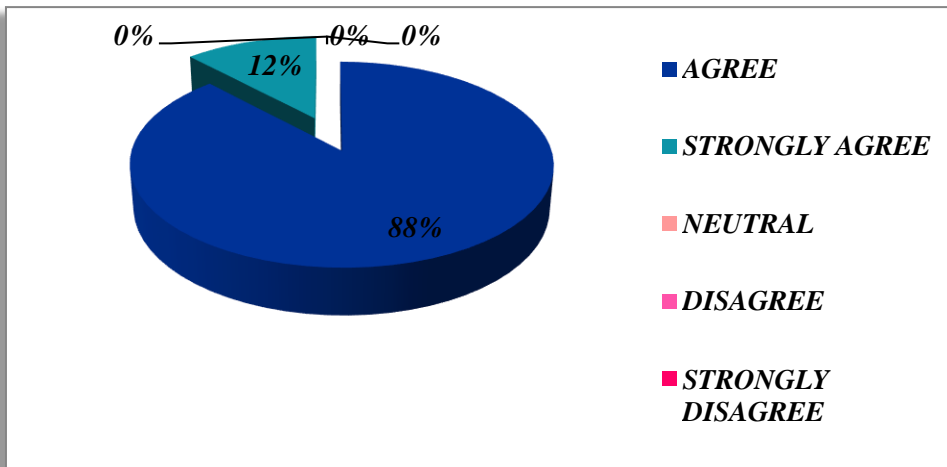


Figure 07. Pupils' understanding of the teacher's Utterance

As figure 07 indicates, 88% of the participants agreed that it frightens them when they do not understand the teacher's speaking. However, 12% strongly agreed with no disagreements to this idea. This last might be a result of not having a firm grasp of the prerequisites, and as observed during the classroom activity a major portion of the study participants did not understand the researcher's questions because of the use of English language as the only medium of instructions.

Q6. English language class moves so quickly I worry about getting left behind.

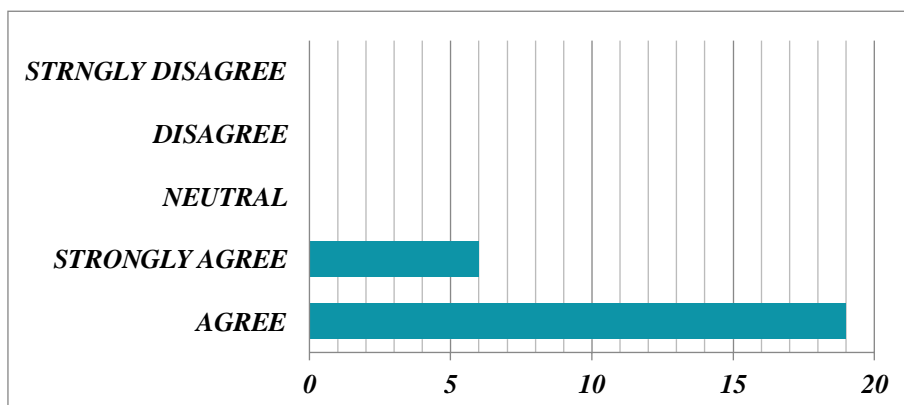


Figure 08. Pupils' fears of missing English class

Figure 08 shows that 19 participants agreed that they were concerned about being left behind because the class moved so quickly, while (6) others strongly agreed and no one disagreeing. This questions aims at measuring pupils' foreign language classroom anxiety level, indicating that being unable to capture the session properly is an anxiety triggering cause.

Q7.I want to be able to speak fluently in English in front of my classmates

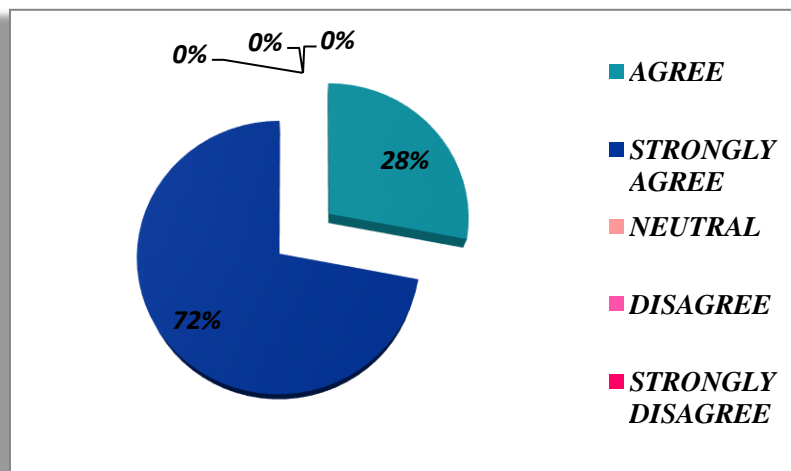


Figure 09. Pupils' desire for becoming fluent English speakers

Figure 09 reveals that a major portion of the population, 72%, strongly agree that they want to be able to speak fluently in front of their classmates, with 28% agreeing and no disagreements. Confirming that their aspirations towards improving their English language is high.

Q8.I am afraid of being humiliated/teased in the future due to my limited use of English.

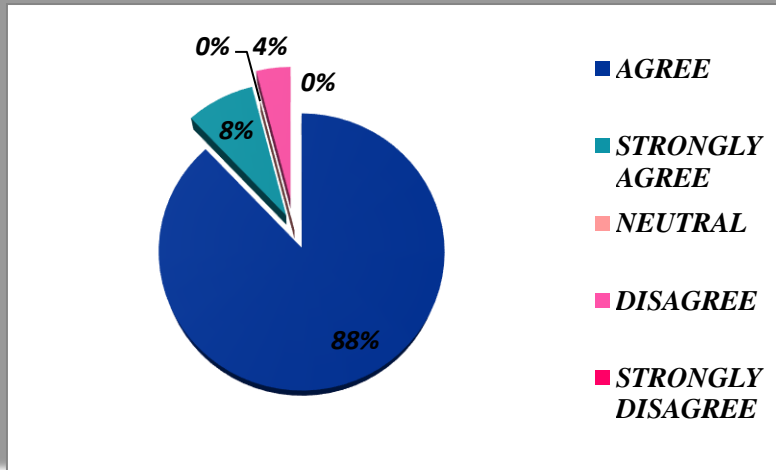


Figure 10. Pupils' concerns about being humiliated

As figure 10 indicates , 88% portion of the study participants agreed on being afraid of the humiliation that they may receive in the future due to their limited use of English, in addition 8% strongly agreed with only 4% disagreeing.

Q9. Sometimes I am afraid of not using English accurately because somebody teased me about my English before.

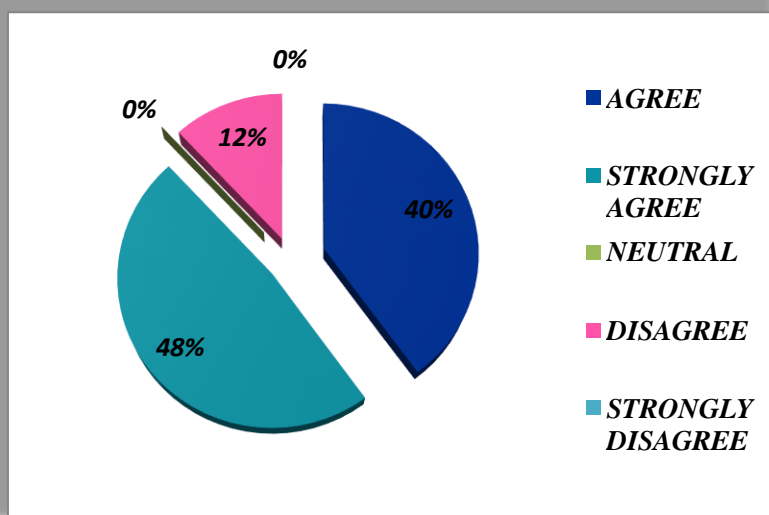


Figure 11. Pupils' fear the inaccurate use of English

The twelfth statistic reveals that 40% of respondents agree that they are sometimes frightened of using English inaccurately because they had been teased about it before,

with 8% strongly agreeing and only 12% disagreeing. Thus, proving from these criterion that pupils' FLCA level is increasing.

Q10. I worry that people might pick on me if I can't speak English properly.

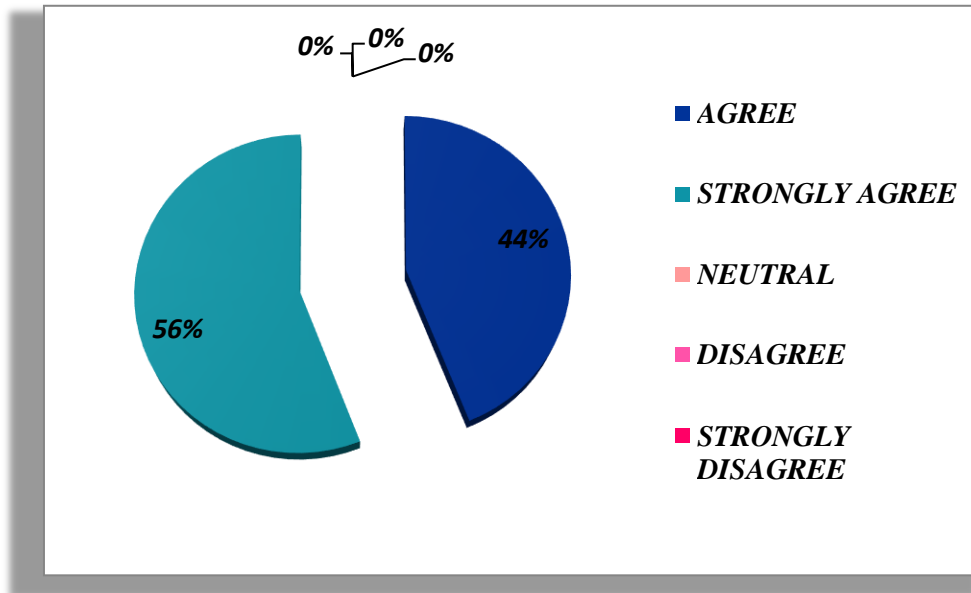


Figure 12. The fear of negative judgments

Within the twelfth figure a major portion of the participants 56% Strongly agreed on being worried that people might pick on them if they can not speak English properly, and 44% agreeing, with no one disagreeing.

Section Three :Students' perceptions regarding translanguaging and its implementation in their classroom

- Please use the (✓) mark to choose your answer.

Q1. Have you heard of the term “ translanguaging “ before ?

Table 03

Pupils and translanguaging

Options	Participants	Percentage
Yes	00	00%
No	25	100%

The third table reveals that all of the study participants **100%** (25) have never heard of the term “*translanguaging*” before. For this reason, a two session dedicated to explaining the new term via the use of activities and examples was needed.

Q2. Have you been in an English classroom where the teacher used this pedagogy ?

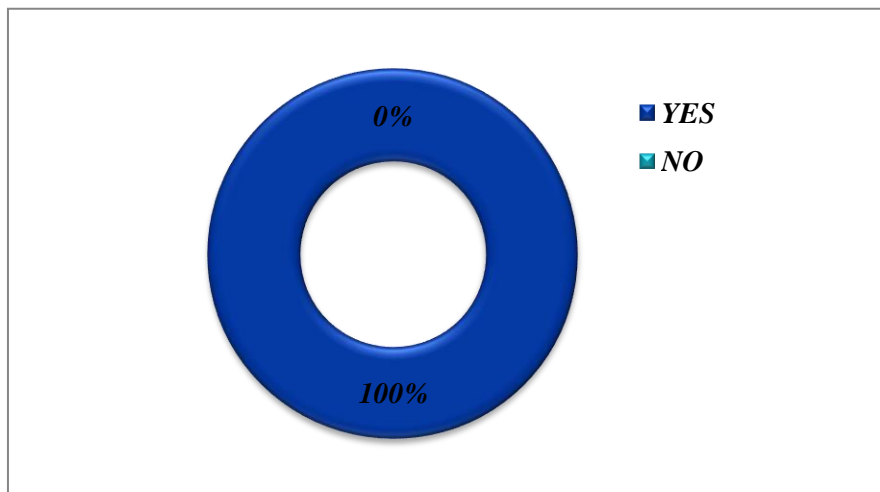


Figure 13. Translanguaging implementation in EFL classrooms

Figure13 reveals that all of the study participants have never attended a class where this pedagogy is implemented as was expected by the researcher.

Q3. After being exposed to the term “translanguaging “ and applying it within your classroom with the researcher, what do you think about it?

This question was mainly designed to capture the pupils’ first thoughts about *translanguaging* implementation, and whether it was beneficial for them or not. The students' admiration for this technique was crystal clear, with some saying that they would not be afraid and worried about speaking and participating in the class as they can now use other languages, like their native language, to learn English, and in other answers, some stated that the English class is more fun and time passes more quickly. In addition, they say they are now very motivated to participate, ignoring their fear of speaking out. As one participant wrote : "Personally, I see this new pedagogy as highly motivated, beneficial, and important because we know the same languages and then we can mix them". And the most important response was that of how it improves confidence while using English,

As exemplified by the following quotes:

- “It greatly improved my English vocabulary”.
- “I have learned new words, become more comfortable with the language, and gained even more confidence while doing tasks in English.”
- “By doing so, I have learned the meaning of new English words and I am becoming more comfortable doing work in English.”

Q4. Do you enjoy the idea of using your first language within your English classroom?

Table 04

Pupils’ and the use of their first language.

THE IMPLEMENTATION OF TRANSLANGUAGING AS A PRACTICAL PEDAGOGY TO ELEVATE LEARNERS' COGNITIVE COMPETENCIES

Options	Participants	Percentage
Yes	25	100%
No	00	00%

Table 04 indicates that all of the participants **100%** (25) agreed on liking and enjoying the implementation of the new teaching pedagogy within their English language class.

Q5. I think time passes faster while practicing (translanguaging pedagogy) in English class.

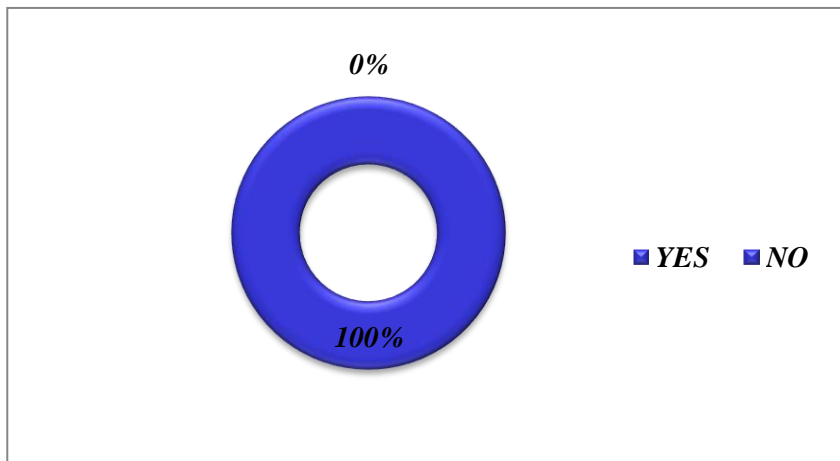


Figure 14. Pupils' thoughts about the new pedagogy

Figure 14 illustrates that all of the research sample **100%** (25) stated that having an English session where *translanguaging pedagogy* is being implemented contributes to building up a session where time passes faster. Thus, decreasing their FLCA, and elevating their motivation level.

Q6. I'm no longer embarrassed while responding to the teacher's questions .

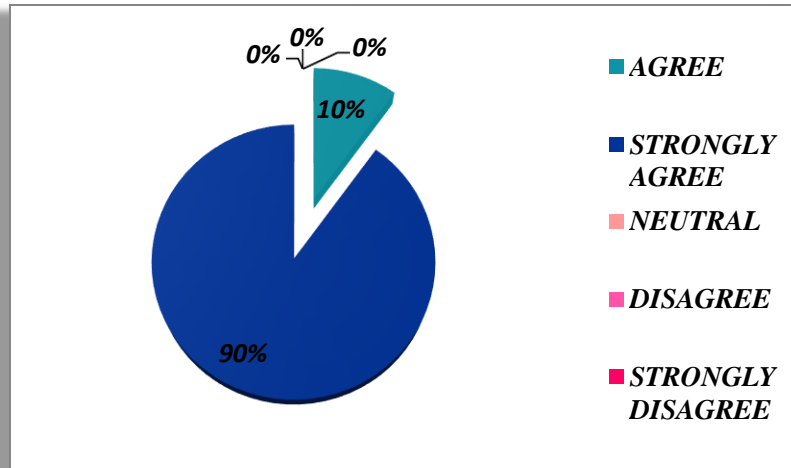


Figure 15. Pupils' feedback

As figure 15 indicates, a major portion of the study participants **90%** agreed that they are no longer embarrassed while responding to the teacher's questions, with **10%** strongly agreeing.

Q8.By implementing this new pedagogy, I feel highly motivated to speak and participate, letting go the fact that my English is poor .

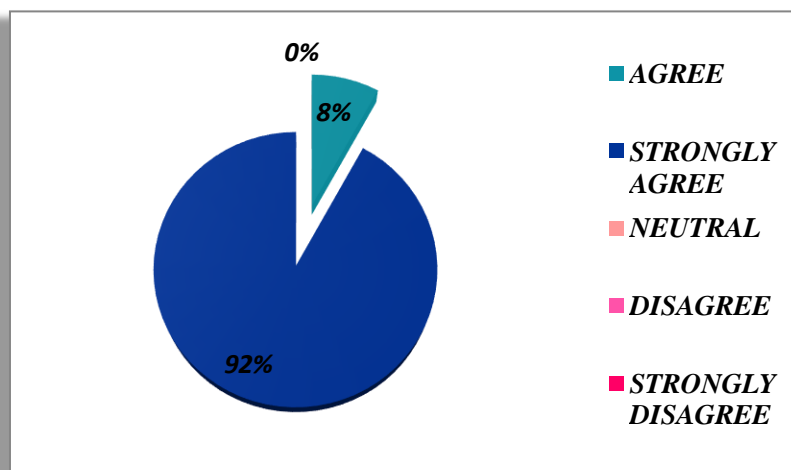


Figure 16. Pupils' motivation and translanguageing

Question 8 is an attempt to test whether translanguageing implementation positively affected pupils' motivation and communication **92%** of total participants stated that they strongly agree, where the rest **8%** agreed , and none disagreed.

Justify!

The last question was significant for the current study because it served to clarify the research questions and objectives. Thus, this sub-question was set to gain more insights into the idea of how translanguaging aided the improvement process of pupils' motivation, communication, and decreasing FLCA. Some of the responses stated that translating allows students to be themselves. He wrote, "I do think it supports the development of our communicative skills." *"I think one of the most important things that translanguaging has done is really given students permission to use their entire linguistic repertoire."* Another participant stated that he is highly motivated knowing that he can deliver his thoughts and knowledge using various language repertoires.

Furthermore, the majority of study participants agreed that the use of translanguaging increased their motivation and communicative abilities, stating that "now English language class is becoming more entertaining, beneficial, and interesting; that it is unquestionably a fruitful technique to be implemented, where the teacher himself can benefit from pupils' linguistic repertoire."

The analysis of the teacher's interview

Another research tool that was used in the study was an interview. One of the advantages of the interview is that it helped sustain the line of questioning. Moreover, what interviewees' tell the interviewer can not be discarded, since it is an expression of their lived experiences. Neuman (2006) highlights some attributes of the field interview. These include: asking non directed questions, attentive listening, showing interest, shared experiences, a formal environment and markers. All of these attributes were considered. The teacher's interview took place after the end of the session, and lasted for 20 minutes, where the

researcher used a recording device to record the interview. The open-ended questions focused on the translanguaging implementation, its background, and the teacher's perception of adopting it. The interview was conducted in English.

The interview questions were divided into three main section

Section One: The questions about the students' communicative competence:

Q1. On a scale of 1 to 10 , how do you evaluate the students` communicative skill ?

Why ?

No one knows the level of pupils' different skills more than their teacher, so this question was designed primarily to see the professor's perspective on pupils' communicative competence, and its level. During the interview and after the posing of the first question the researcher observed the features of confusion prevailing in the professor's face. The teacher assigned a score of four (4/10) on a scale of ten to her students' "communicative skills."As a clarification, she stated that she chose four students because they were all afraid of participating in class due to their limited linguistic repertoire in the target language (English), and she added that this happened to her frequently, with her forcing students to participate by calling their names. However, the teacher seemed frustrated while answering this question.

Q2. According to you, what prevents students from being part of , or creating an effective communicative atmosphere?

The second question investigates the causes behind pupils' weak communicative skills from the teacher's perspective, the interviewee stated that “ There are a number of reasons students may choose not to speak up during class discussions or raise their hand when they have questions. For many students, it's because they fear they will look silly, nervous,

anxious ,or less smart if they get the answer wrong—and their classmates will judge them for it.

Because of this, many students feel that keeping quiet and listening to the class discuss concepts is the safer option. But participating in class is an important part of developing communication skills and understanding class material.

Q3. What kind of obstacles do students face while having a classroom discussion that needs a powerful communicative skill?

The last question within the first section was dedicated to get more insights into what blocks pupils from communicating effectively, within this question the teacher mentioned a set of different causes where she declared that. Firstly, she mentioned Introversions saying that These individuals have a preference for doing things alone, or with a very small group of individuals they know very well. They also prefer to take time to reflect before sharing a position or decision with others. These individuals often interact very well with others, but doing so may well be exhausting.

Secondly, she spoke about shyness, revealing that shy individuals feel apprehensive and get a sense of awkwardness and lack of comfort around others. A shy student may start the day hoping he won't have to speak to anyone at school. Moreover, English as a Second Language was a major factor for hindering pupils from communicating, the interviewee proclaimed that these individuals may be self-conscious about their accent or fearful that others will not be able to understand what is being said.

The last obstacle mentioned by the teacher was the pupils' previous embarrassing experiences, stating that a student who is resistant to speak in class may have been embarrassed previously by faculty members or other students. It is often risky to offer a

comment or answer a question in front of a large group of peers, and if embarrassed or shamed after speaking out in class, it may be a long time before that person feels comfortable speaking out in class, or even within a group.

**Section two: Questions about the teacher's perception about the term
"TRANSLANGUAGING "**

Q1. Have you heard of the term "*translanguaging* " before?

Table 05

The teacher perception of translanguaging

YES	NO
	✓

Q2. What do you think about the idea of allowing the student to use his/her first language`s full linguistic repertoires while learning English?

This question investigates the teacher's perception about the use of the students' first language while learning English, the interviewee stated that In summary, the use of learners' first language in the classroom promotes a smooth transition between home and school. It means learners get more involved in the learning process and speeds up the development of basic literacy skills.

She added that it also enables more flexibility, innovation and creativity in teacher preparation. Using learners' home language is also more likely to get the support of the general community in the teaching/learning process and creates an emotional stability which translates to cognitive stability. In short, it leads to a better educational outcome.

Section three: Questions about the application of translanguaging:

Q1. After attending a class where “*translanguaging*” is being implemented, what was the things you noticed the most among students’ communication competence?

Within the first question the researcher managed to find more information regarding the translanguaging implementation, the teacher answered via giving what her observations were. First she spoke generally about the new pedagogy’s advantages proclaiming that translanguaging promotes a deeper understanding of subject matter, by discussing in one language and writing in another. Students will always reference what they already know from their first language when working with a second language. Furthermore she answered the question stating that

“Rather than watering down our instruction, which risks oversimplification and robs students of opportunities to engage in productive grappling with texts and content, translanguaging better enables us to teach complex content, which in turn helps students learn more successfully, elevate their communicative skills and participating during classes.”

Moreover, the teacher stated that she had noticed a remarkable positive development in the communicative skills of the pupils during the exercise conducted in the class, where everyone participated even shy and anxious pupils.

Q2. Consider a student who is a native Arabic speaker, but can only use English within the classroom . He is forced to use only a small percentage of his language repertoire , this hinders his ability to grow conceptual knowledge , because of the inability to rely on his first language as a foundation of learning. To what degree do you relate to this idea?

The last question within the last section meant to capture teacher’s overall perception about the new practical pedagogy , the interviewee indicated that she agrees to a great extent,

adding that by not allowing students to use their own language in the class may cause feelings of resentment and frustration. The teacher removes their ability to communicate and the pupil is unable to express their thoughts. This is especially true for middle school pupils. They start to feel like babies, unable to express or say anything at all. Concluding by mentioning that there is even the idea that an English Only environment can have psychological or social problems. And that it creates conflict for the students in terms of their own identity and culture.

The conclusion

In general, this chapter focused on the analysis of data collected from classroom activity, teacher's interview, and pupils' questionnaire. The questionnaires were given to third-grade pupils and a recorded interview with their teacher at *Tridi Ali Middle School*; the findings of this study were presented in this chapter, which included both quantitative and qualitative findings after data analysis in order to collect valid information about the research topic and find answers to the research questions, as well as to prove or disprove the hypothesis.

Chapter Five

Discussion of Results

Introduction

The last chapter of this study aims to comprehensively discuss the results of the data collected from teacher's interview, students' questionnaire, and classroom observation to prove or disapprove the hypotheses presented. Therefore, this chapter includes a discussion of the results related to the hypothesis, the implications of the study, the limitations of the research, and suggestions and recommendations for future researches.

Overview of Study Findings

The following section on the overview of study findings discusses how the aforementioned objectives were achieved in the research.

Pupils' FLCA level

After analyzing the data obtained from the questionnaire submitted to the pupils and the observations taken from the classroom activity, as well as the interview with the teacher in charge, we came to the conclusion that third-year learners suffer from FLCA, which in turn suppressed their desire to develop their participation and communicative competencies. Where 100% of the overall answers declared that they desire to become fluent speakers, and communicate effectively with each other, and 96% pointed out that they fear of being humiliated or a victim of negative judgments while participating or even communicating during the session, this hinders their abilities of having a stable self motivation system in their SL nor developing it.

Translanguaging implementation and pupils' cognitive competencies

In what follows the discussion of the put forward research hypotheses in light of the attained results. Thus, the obtained results from both teacher's interview and pupils'

questionnaire revealed that they do perceive the positive impact of implementing translinguaging as a new pedagogy on improving their communication and motivation skills .

One of the most notable findings of the study was the fact that both the pupils and the teacher did not know the meaning of the new term or even how to apply it during the class, so the researcher worked on explaining it via the conducted activity. Thus, the results proved that all participants have a positive vision towards the new pedagogy and its application and that adopting it in the school environment would have several positive outcomes. Consequently proving the study hypotheses and answering the research stated questions.

Although there were differences in the percentage of positive feedback especially from pupils regarding the application of the new pedagogy, the results confirmed that using and implementing the translinguaging pedagogy would have a positive pedagogical effect on pupils'; communication and motivation. Thus, reaching García's declaration (2009) that translinguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative and motivational potentials. Where translinguaging is about communication, not about language itself. Apart from that, using this strategy appeared to have a beneficial impact on teachers' teaching abilities, as it would assist students in generating metalinguistic connections and utilizing all of their content and linguistic knowledge. However, in addition to the academic and linguistic benefits, translinguaging in the classroom is an important way to validate who students are and what they offer to the classroom, which strengthens their motivation towards the learning process, and helps overcoming what prevents them from communicating properly

In the context discussed, adequate exposure to various translinguaging techniques, in regard of their pedagogical benefits and roles, contributes in the achievement of teaching and

learning processes' objectives. Teachers and students have positive perceptions of the offered pedagogy, indicating that they are more likely to adopt it in teaching and learning settings.

Summary of the Major Findings

Findings of the present study revealed that there is a statistically notable relationship between translanguaging practices and affective factors involved in the language learning process. In particular, the relationship between translanguaging practices, FLCA, and English learning motivation of emergent bilinguals stands out as a noteworthy finding of the study. It can be concluded that when learners engage in translanguaging practices, their anxiety levels decrease and their motivation increases. Nevertheless, it must not be forgotten that learners' anxiety and motivation are multifaceted notions that could be affected by a large number of variables (Dörnyei, 2005; Scovel, 1978). Characteristics, socioeconomic status, teaching styles, assessment types, curriculum designs, and personal relationships could be some of these factors. Therefore, solely translanguaging practices should not be expected to account for the affective variables totally.

Pedagogical Implications of the Study

The findings of the present study may have pedagogical implications that can transform the nature of foreign language teaching. As the findings suggested, the relationship between translanguaging practices and affective factors involved in the foreign language learning process was statistically proven.

Thus, reaching Escobar's conclusion (2019) mentioned within the literature review that when learners are given the chance, they prefer to translanguage for a variety of reasons, which has an important and positive effect on their oral communication skills. Along with Duarte's findings revealing that translanguaging is essential in bilingual and/or multilingual

classes because it promotes collaborative conversation and allows for meaning co-construction.

reconceptualizing foreign language teaching in consideration with the implications of adopting a translanguaging lens can “liberate bilingualism, multilingualism, and plurilingualism from the societal constraints in which it has been held by monolingual and monoglossic ideologies” (García & Wei, 2014, p.138). Nevertheless, a reconceptualization of foreign language teaching, in general, would require a great deal of efforts and changes in educational policies, yet teachers can still employ their transformative power at the classroom level paying attention to several pedagogical implications about translanguaging.

Teachers can be more attentive to meaning-making by encouraging learners to translanguage when they sense it is appropriate. This can be achieved through the systematic use of the native language of the learners. Rather than letting learners rely on their native languages in class without any interference by the teacher, learners should be instructed when and how to resort to their L1 and/or other languages they know throughout their language learning process. To this end, tasks that can facilitate peer interaction and collaborative dialogue should be exploited and learners ought to be encouraged to make use of their full linguistic repertoires while doing these tasks. In particular, learners could be assigned to complete projects that require them to refer to their native languages. According to Garcia and Wei (2014) such projects will encourage learners to “translanguage as they find new information.”

Another strategy could be creating language-inquiry tasks that allow learners to make cross-linguistic comparisons and raise their metalinguistic awareness (García & Wei, 2014). These tasks should enable learners to identify cognates, find similarities and differences between their native languages and English, and translate definitions of lexical items from and

into their native languages. For example, learners could be encouraged to keep a vocabulary journal in which they write down their native language equivalents of certain fixed expressions, phrasal verbs, collocations, and sentence frames.

Teachers can also build a multilingual environment in which “all students' language practices are present and visible” (Garca et al., 2017, p. 63). To establish such an environment, classes must be designed in a way that they allow all learners to tap into their full linguistic repertoires by making use of peripheral learning materials (i.e., posters and signs) and having bilingual dictionaries and/or books on bookshelves, etc. In this way, the linguistic space of a classroom can be shaped in accordance with the linguistic needs of learners.

English teachers can also benefit from multimedia resources to create a translanguaging space in which learners can use both English and their native languages. Videos with subtitles in English and learners' native languages can easily be adapted as educational activities. Alternatively, teachers can have their learners watch a video or listen to a podcast in their native language and answer several comprehension questions in English following them. This process could also be carried out first using English for comprehension and native languages of learners for answering.

In addition to the abovementioned strategies, English teachers should also be able to differentiate between the activities that are considered translanguaging and not translanguaging. To illustrate, although translanguaging embraces translation, it should not be assumed that every single word or sentence is to be translated from and into English by the teacher. Instead, learners should be scaffolded through their bilingual zone of proximal development with the help of their native languages.

Limitations of the Study

The findings of this study should be approached and interpreted cautiously due to several limitations that constrain its generalizability. First, learner motivation and anxiety could be affected by various factors. Translanguaging practices, in this respect, referred to only few factors out of many. Therefore, it must not be forgotten that there are several other factors involved in the language learning process.

As a result of lack of time and the scope of research, the study space was limited to two classroom tutorials and twenty five participants. Moreover, the twenty five participants were purposively selected during data gathering using various data techniques. Therefore, we cannot say with certainty that the outcome of the study is valid. The reason for this is that the number of participants and tutorial groups is comparatively small. Therefore, there is a need to investigate the verifiability of the same findings using a major study and a wider scope of research.

Suggestions for Further Research

Certain suggestions for further research could be considered based on the findings and limitations of the current study. First, an experimental study could be carried out to investigate the causal relationships between the same variables. A properly applied experimental research could enable researchers to go beyond description and prediction.

The second suggestion could be obtaining data from a greater number of participants in a different context with different data collection tools. To illustrate, further research could be conducted through video-recording participants while they translanguage in an educational context. This would allow researchers to access more precise data of interactions and can reveal how translanguaging occurs in practice.

The current study focused on only two cognitive aspects of FLCA: communication, and motivation. However, the test anxiety of the learners was not included in the study. Therefore, further research could involve investigating test anxiety as another dimension of FLCA.

Conclusion

The purpose of the study was to investigate the beneficial impact of implementing translanguaging pedagogy on pupils' cognitive competencies, (*motivation, communication*) and examining the teacher's perception of its adoption . findings indicated that translanguaging practices were highly approved by the emergent bilinguals as a classroom strategy. The participants' responses also revealed that although their anxiety levels were significantly high, they were motivated to learn English. In particular, the relationship between translanguaging practices, FLCA, L2MSS of the emergent bilinguals was statistically significant.

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Appendices

APPENDIX A

The Study Location



APPENDIX B

The Classroom Activity



APPENDIX C

Student's Questionnaire

Kindly spare some of your valuable time to fill in this questionnaire, which is an attempt to be part of MA dissertation that aims at probing the positive impact of implementing the translanguaging pedagogy in EFL classrooms on elevating the students' cognitive competencies. You are invited to answer the following questions that best expresses your opinion for each item.

Thank you in advance for your valuable contribution!

Hassini saida

Master two researcher.

A. PERSONAL INFORMATION

_ *Your age* : _ *How long have you been studying English?* : - *you are*

Male [] *or Female* [].

B. Students perceptions towards their level in English language, motivation, and anxiety.

- Please use the (✓) mark to choose your answer.

1. I worry about making mistakes in my English language class.

١. أنا قلق من ارتكاب أخطاء في صذوف اللغة الإنجليزية

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

2. I never feel quite sure of myself when I am speaking in my English language class.

٢. ال أشعر أبدا بالثقة من رندسي عندما أحدث في صوف اللغة الإنجليزية

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

• **Justify:**.....

3. I get nervous and confused when I'm speaking in my English language class.

٣. أشعر بالهتور والرتباك عندما أحدث في صر اللغة الإنجليزية

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

4. I am afraid that other students will laugh at me when I speak English.

٤. أخشى أن يضحك علي طالب آخرون عندما أحدث الإنجليزية

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

• **Justify:**

.....

5. It frightens me when I don't understand what the teacher is saying in English.

٥. إنه يخيفني عندما ال أنهم ما يفوه المدرس باللغة الإنجليزية

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

6. English language class moves so quickly I worry about getting left behind.

٦. حصة اللغة الإنجليزية تُوهر بسرعة لذا أؤلر من ان يوتوني شئ

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

7. I want to be able to speak fluently in English in front of my classmates

٧. أريد أن أكون قادرًا على التحدث بطلاقة باللغة الإنجليزية أمام زمالي في الصف

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

8. I am afraid of being humiliated/teased in the future due to my limited use of English.

٨. أنا أخاف من أن أهان في المستقبل بسبب استخدائي المحدود للغة الإنجليزية.

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

9. Sometimes I am afraid of not using English accurately because somebody teased me about my English before.

٩. أحيانًا أخاف من عدم استخدام اللغة الإنجليزية بدقة لأن شخصًا ما استهزأ علي لغتي الإنجليزية من قبل.

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

10. I worry that people might pick on me if I can't speak English properly.

١٠. أنا أؤلر من أن الناس قد يبتدونني إذا لم أستطع التحدث بالإنجليزية بشكل صحيح.

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

C. Students' perceptions toward translanguaging and its implementation in their classroom:

- Please use the (✓) mark to choose your answer.

1. have you heard of the term “ translanguaging ” before ?

Yes []

No []

2. Have you been in an English classroom where the teacher used this pedagogy ?

٢. هل كنت في صف إنجليزي حيث استخدم المعلم هذا التعليم ؟

Yes [] No []

3. After being exposed to the term “translanguaging “and applying it within your classroom with me , what do you think about it?

.....
.....

4. Do you enjoy the idea of using your first language within your English classroom?

٤. هل تستمتعون بفكرة استخدام لغتكم الأولى في نصلك الدراسي الإنجليزي؟

Yes [] No []

Why ?

.....

5. I think time passes faster while practicing (translanguaging pedagogy) in English.

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

6.. I would like to have more English lessons.

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

7. I'm no longer embarrassed while responding to the teacher's questions .

٧. لم أعد محرجا أثناء الرد على أسئلة المعلم .

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

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8. By implementing this new pedagogy, I feel highly motivated to speak and participate, letting go the fact that my English is poor .

٨- من خلال تطبيق هذا النوع الجديد، أشعر بحماس كبير للحدث والمشاركة، وترك حقيقة أن لغتي الإنجليزية ضعيفة

Agree [] Strongly agree [] Neutral [] Disagree [] Strongly disagree []

Justify :

.....

Thankful for your beneficial collaboration.

APPENDIX D

Teacher's interview questions

A. Questions about the students' communicative competence:

1. On a scale of 1 to 10, how do you note the students' communicative skill?

Why?

2. According to you, what prevents students from having, or building up an effective communicative atmosphere?

3. What kind of problems do students face while having a classroom discussion that needs a powerful communicative skill?

B. Questions about the teacher's perception regarding the term "TRANSLANGUAGING"

1. How long have you been teaching English?

2. Have you heard of the term "*translanguaging*" before?

3. What do you think about the idea of allowing the student to use his first language full linguistic repertoires while learning English?

4. Do you think that using the students' first language within English language classrooms, has a positive impact upon students' communication? How?

C. Questions about the application of translanguaging

1. After attending a class where "*translanguaging*" is being implemented, what were the things you noticed the most among students' communication competence?

2. Do you think that "*translanguaging*" implementation would elevate students' communicative skill? How?

3. Imagine a student who is a native Arabic speaker, but can only use English within the classroom. He is forced to use only a small percentage of his language repertoire, this hinders his ability to grow conceptual knowledge, because of the inability to rely on

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his first language as a foundation of learning. To what degree do you relate to this
idea?