

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**IBN KHALDOUN UNIVERSITY –TIARET**

**FACULTY OF LETTERS AND LANGUAGES**

**DEPARTEMENT OF ENGLISH**



**Investigating Translingual Practices in e-Communities of Academic Discourse:**

**Case study of Master 2 Linguistics Students' Facebook Group**

**A Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for a Master's Degree in Linguistics**

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**Academic Year: 2022-2023**

## **Dedications**

### **Benali Ammar Hemama:**

I thank Allah, The Al-Mighty for granting me the will and power to accomplish this dissertation Many thanks go to my parents, who have been a constant source of love, support, and encouragement. Their unwavering belief in me has kept me going during the toughest times. My family and friends thank you so much for everything; your encouragements were the source of my success. Again, thank you so much.

### **Debih Soumia**

I want to dedicate this work to my parents, who have always been my role models and my biggest supporters. They have instilled in me love for learning, passion for excellence, and commitment to hard work. To my husband and sisters who were my support all time. Thank you for your belief in me, your sacrifice, and your endless encouragement.

## **Acknowledgments**

To our mentor, **Dr. BENAMOR**, who has challenged us, inspired us, and pushed us to grow; his guidance, feedback and expertise have been invaluable throughout our academic journey. We are also grateful to our examiners, **Dr. Belarbi and Dr. Moulai Hacene** for their efforts and time spent on reading and analyzing our dissertation. We do welcome all their comments and instructions to improve this humble work. We are indebted to all our teachers who have been the source of being good students, by inspiring and challenging us; thank you all for sharing your knowledge and passion for learning, and for enlightening our pathway to become beginner researchers.

### **Abstract**

Translanguaging is a common feature amongst multilingual communities, where people use multiple languages and dialects in their everyday lives. These practices can take many forms, including code-switching, borrowing, and mixing of languages and dialects. They occur in face-to-face communication as well as in virtual online interactions by means of several social media such as Facebook. This study investigates the different translingual practices amongst a Facebook group of Master 2 Linguistics students, studying at the department of English, Ibn Khaldoun University. It specifically aims to highlight which linguistic varieties and linguistic strategies are employed and whether these students abide by the linguistic formality of academic discourse when they interact, comment or post. Adopting an exploratory research design with a mixed-method approach, a corpus of screenshots of the students' interactions and posts (n=100) was collected, categorized and analyzed. The quantitative and qualitative analysis of the corpus revealed that students mostly use Algerian Dialectal Arabic (ADA) with meager use of correct academic English in their Facebook chats even when discussing or commenting on a course. Additionally, using transliteration, code-mixing and non-verbal communication (the use of emoji) was the dominant translingual practice among those students. Although the selected Facebook group is supposed to use much more academic discourse, These group adherents were biased towards the use of informal discourse to facilitate communication and foster a sense of community by expressing themselves more fully and connect with others across linguistic and cultural boundaries.

**Keywords** :Translingual practices, Facebook groups, academic discourse, online interactions .

## **List of Abbreviations**

**ADA:** Algerian Dialectal Arabic

**AET:** Award in Education and Training

**MSA:** Modern Standard Arabic

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## General Introduction

Translingual practices are a common feature of multilingual communities, where people use multiple languages and dialects in their everyday lives. These practices can take many forms, including code-switching, borrowing, and mixing of languages and dialects. Code-switching involves the use of different languages or dialects within a single conversation, and is often used to signal a shift in topic, to express a particular emotion, or to establish a connection with the interlocutor. Borrowing involves the use of words or phrases from one language or dialect in another, and can be used to fill lexical gaps or to express a particular meaning or nuance. Code-Mixing involves the combination of languages or dialects in a single utterance, and can be used to create new meanings or to challenge linguistic norms and conventions.

Translanguaging is increasingly becoming common in today's globalized world. Translingual speakers use their linguistic resources to navigate different social and cultural contexts, and to establish social relationships with others. Translingual practices can be seen as a form of linguistic capital that can be used to gain social, cultural, and economic advantages. However, translingual speakers may also face challenges, such as misunderstanding or exclusion, when they interact with others who do not share their linguistic background. Understanding translingual practices is important for educators, policymakers, and researchers who seek to promote linguistic diversity and social justice in today's multilingual world. Translanguaging is the practice of using different languages fluidly and flexibly in communication. In Facebook interactions, translanguaging can be seen in the use of code-switching, borrowing, and mixing languages. Translanguaging is a way for users to express themselves more fully and creatively, and to connect with others across language barriers. It also allows users to

maintain their cultural and linguistic identities while engaging with a global community. However, it can also perpetuate linguistic inequalities and exclude those who do not have access to multiple languages. Overall, translanguaging is a complex and evolving practice that reflects the diverse ways in which we communicate in the digital age.. In Algerian university Facebook groups, translanguaging is often used to navigate the linguistic diversity of the country. Algerian Arabic, French, and Berber are commonly used, and students often switch between them depending on the context and audience. This allows students to express themselves more fully and to connect with others across linguistic and cultural boundaries. However, it can also exclude those who do not have access to multiple languages, and can perpetuate linguistic inequalities. Additionally, the use of translanguaging in Facebook groups can reflect broader societal attitudes towards language and identity in Algeria.

### **Purpose and Significance of the Study**

Translanguaging is the practice of using different languages fluidly and flexibly in communication. In Facebook interactions, translanguaging can be seen in the use of code-switching, borrowing, and mixing languages. Translanguaging is a way for users to express themselves more fully and creatively, and to connect with others across language barriers. It also allows users to maintain their cultural and linguistic identities while engaging with a global community. However, it can also perpetuate linguistic inequalities and exclude those who do not have access to multiple languages. Overall, translanguaging is a complex and evolving practice that reflects the diverse ways in which we communicate in the digital age.

Translanguaging is an important concept that challenges traditional notions of language and identity. By recognizing the fluidity and flexibility of language use,

translanguaging promotes a more inclusive and equitable approach to communication. This has important implications for both theory and practice. On a theoretical level, translanguaging offers a new way of understanding language as a dynamic and evolving system that is shaped by social, cultural, and historical factors. It also highlights the ways in which language use is intertwined with issues of power, identity, and social justice. On a practical level, translanguaging provides a framework for promoting more inclusive and equitable forms of communication in a variety of contexts, from education to social media. By embracing translanguaging, we can create more opportunities for individuals to express themselves fully and to connect with others across linguistic and cultural boundaries.

## **Research Questions and Hypotheses**

**Q1:** Which translingual practices are mostly used in “Master 2 Linguistics Students” Facebook interactions?

**Q2:** Which linguistic repertoire is mostly used in “Master 2 Linguistics Students” Facebook interactions?

**Q 3:** How do translingual practices manifest in “Master 2 Linguistics Students” Facebook interactions?

**H1:** “Master 2 Linguistics Students” May mostly lean towards the use of transliteration in their interactions.

**H2:** English is the mostly used linguistic repertoire in “Master 2 Linguistics Students” Facebook interactions

**H3:** “Master 2 Linguistics Students” Facebook interactants use translanguaging to focus on meaning rather than form

The research allows for a comprehensive and nuanced understanding of the topic of translingual practices. By incorporating both qualitative and quantitative methods, the research is able to capture both the subjective experiences of participants and the broader patterns and trends that emerge from the data.

The use of participants in the research allows for the collection of rich, in-depth data that can provide insight into the ways in which translingual practices are used and experienced in real-world contexts.

At the same time, the use of corpus analysis allows for a systematic and objective analysis of the data, which can help to identify patterns and trends that may not be immediately apparent through qualitative methods alone. Overall, the mixed method approach used in the research provides a comprehensive and insightful exploration.

The analysis of the corpus in the research allows for a quantitative and qualitative examination of different varieties and translingual practices used in the data. By identifying the numbers and nature of different linguistic varieties, the research can provide insight into the ways in which language is used in translingual practices. This includes an examination of the frequency of different languages, as well as the specific contexts in which they are used. Additionally, by analyzing the nature of translingual practices, the research identifies the specific strategies and techniques used by students to navigate linguistic and cultural differences. This includes an examination of code-switching, translanguaging, and other forms of hybridization. Overall, the analysis of the corpus in the research provides a rich and detailed understanding of the ways in which translingual practices are used in diverse linguistic contexts.

## **Structure of the Dissertation**

This research contains of two chapters which organized in a clear and logical manner, with each chapter addressing a specific aspect of the topic at hand. The first chapter likely contains a literature review, which provides an overview of the existing research on the topic of translingual practices. This chapter may also introduce key concepts and theoretical frameworks that will be used throughout the paper. The second chapter likely presents the findings of the research, which includes case studies, and screenshots . This chapter also includes an analysis of the data, and a discussion of the implications of the findings.

## **Chapter 1**

### **Chapter One: Literature Review and Theoretical Foundations about Translinal practices**



## **Introduction**

### **1.1 Translanguaging: Conceptual Underpinnings**

Different languages are frequently perceived as being wholly distinct. When learning a language, your exclusive concentration is on acquiring the vocabulary and grammatical structures of that particular tongue. Since you should be able to speak the new language frequently, mixing your old and new language could even be seen as a failure. However, the reality does not align with this thought. Both monolinguals and bilinguals frequently mix two or more languages in their everyday speech. The term of this phenomenon is called *Translanguaging*.

#### **1.1.1 Genesis and Etymology of Translanguaging**

Translanguaging originally came from the study of language due to the linguist structuralism that got prominence during the colonial and modernist era. These beliefs strengthen the influence of officially recognized named languages and give preference to Western European concepts of “One language, one people” which first introduced by the French linguist Maurice Grammont in 1902. According to Makoni and Penny Cook (2007), throughout the 20th century prevalent theories of bilingualism defined named languages as statistic standardized competencies one might acquire. Translanguaging also finds its roots in Vygotsky’s socio-cultural theory of learning (1978) since it allows the co-construction of knowledge through the involvement in meaningful interaction.

As a term, translanguaging goes back to the 1980s, as it was first used in Welsh education, and coined by a Welsh educator and researcher, Cen Williams to describe the

systematic and planned use of two languages for teaching and learning within the same lesson.

The word comes from '*trans*' meaning across and '*lingual*' meaning having to do with languages. Thus, it means 'Across tongues' which was later translated into English by Colin Baker in 2001. Because of Baker's book '*Baker's foundation of bilingual education and bilingualism*' the term Translanguaging became popular around the world. Since then, the phrase has evolved to refer to the employment of several languages in various settings. Williams (2002) further clarifies that translanguaging in Education refers to using one language to reinforce the other in order to increase understanding.

It is one of several words in a related group (including polylinguaging and flexible multilingualism), and the slight variations between them point to the breadth of academic research on the use of multiple languages, particularly for learning. We can refer to this as "translanguaging" in general. The foundation of translanguaging theory is the normalization of translanguaging behaviors, which are pervasive in all communities and take place on a daily basis. According to Theguy, Garca, and Reid (2015), the practice of translanguaging is "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and typically national and state) languages" p. 31

Translanguaging theory rejects the idea of separate linguistic systems. It views the multilingual mind from a holistic perspective where there are no distinct linguistic systems but rather an integrated linguistic repertoire

### **1.1.2 Pioneering Definitions of Translanguaging**

Different people use the word Translanguaging in different ways that makes it difficult to define. There has been continuous discussion among linguists about

Translanguaging, but there is no universally accepted definition. So each one defined the term on his own understanding.

Garcia (2009) is one of the most popular authors who talked about Translanguaging in details, so she defined the concept as an act which is performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages. She also used the term to refer to how bilingual individuals use their Linguistic resources without regard to named language categories to make meaning and communicate. More recently translanguaging has been emphasised to include multimodality and multimodal semiotics as resources, including gestures, objects, visual cues, touch, tone sounds and words

She also defines translanguaging as ‘multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds’ p.44.

Baker (2011) claims that translanguaging is the process of making, shaping experiences, understanding and gaining knowledge through the use of two languages”.

Canagarajah (2011) views translanguaging as the ability of multilingual speakers to commute between languages, treating the diverse languages which shape their repertoire as an integrated system. He also points to inconsistencies in the ways that translanguaging is positioned vis-à-vis time, place and practice. Canagarajah (2012) considers the term as more multimodal communication.

Pedagogically speaking, Lewis et al (2012) explained that Translanguaging as the use of one language in order to strengthen the other, so as to expand, understand and increase the pupil’s activity in both languages. Besides they said that students often use Translanguaging practices to participate, involve their ideas and raise questions, in addition translanguaging is a recognized pedagogy as well, for it is based

on students' linguistic repertoire that is employed to augment their understanding and achievement.

Jones and Baker 2012 : say that the term has been generalised from school to street and that the extension reaches all contexts of of bilingual person's life.

Garcia & Li Wei (2014): Translanguaging is the process that weaves together people's linguistic and socio-historical resources to create new communication practices.

Translanguaging can be viewed as a new ontological orientation towards language and language use; it can be beneficial for minority communities and their languages (Otheguy et al, 2015). Atkinson and colleagues (2015) see that translanguaging is theoretical lens that provides a different view of bilingualism and multilingualism, it also means an approach to language pedagogy that declares and holds student's diverse and dynamic language practices in teaching and learning. Aligning with similar thought, translanguaging pedagogy is considered as a framework for educators who wish to cultivate culturally and linguistically learners spaces (Garcia et al, 2017).

Translanguaging has been adopted to describe bi/multilingual speakers complex language practices originating from planned pedagogical strategies in Welsh bilingual education this was the idea of Jones on 2017. Creese and Blackledge (2018) view that translanguaging has mainly focused on cases of bilingual speakers who speak an additional language. However, they advanced a somehow different claim: Translanguaging could easily encourage pupils to focus more on the majority of languages (Creese & Blackledge, 2018)

#### 1.1.4 Types and Features of Translanguaging

Nowadays, translanguaging is one of the most influential concepts in bilingual and multilingual education. It was originally used in the context of Welsh bilingual education to refer to planned strategies aimed at developing proficiency in two languages. There are two types which are completely different from each other, as Cenoz and Gorter 2020 distinguish first type is *the unplanned* or as they call it *serendipitous Translanguaging*: It occurs spontaneously without paying attention in the classroom, where Linguistic diversity is evaluated and seen as a resource for learning. It can also take the form of student's translating/ explaining to each other, it also refers to the reality of bilingual usage in naturally occurring contexts where boundaries between languages are fluid and constantly shifting. The other type is dubbed *planned* translanguaging or pedagogical translanguaging which is a pedagogic theory and practice that refers to instructional strategies which integrate two or more languages, the teacher makes considered decisions about the learning objectives , based on the understanding and the needs of their multilingual learners, and plans for language correspondingly

Translanguaging is mainly a dynamic process in which multilingual speakers steer compound social and cognitive demands through strategic employment of various languages. In addition it requires issues of language making, as we can hint at : effective communication, the function of language and the thought process behind language use . It also concerns effective communication, function rather than form Lewis ,(Jones and Baker 2012, p. 641). A crucial aspect of Translanguaging is giving learners the freedom to select their language of choice at any moment.

## 1.2 Purpose and Benefits of Translanguaging

Translanguaging encourages speakers to interact with challenging texts and content. It gives speakers the chance to practice their academic language skills.

It also makes space for student's bilingual or multilingual way of knowing, encourages the social and emotional growth of students and their pursuit of bilingual or multilingual identities. In addition, it empowers and aids them in realizing their full potential by using their full linguistic repertoire. Recognizing the linguistic diversity of each individual, it also allows students to use their first language as a resource in their second language, and most importantly it can help them develop a cross-cultural understanding among other students. Through translanguaging, students have the chance to apply prior knowledge of their first language to explain ideas and concepts in their second language.

Translanguaging can provide the means to connect all linguistic repertoire and improve comprehension because students only need to learn the word (not the meaning) of a word that they already know the meaning of in their first language. Using several languages at once makes understanding seem more natural. Translanguaging can therefore be a new method of teaching a language where all knowledge is utilised to promote learning rather than just one new language. In order to overcome problems, educators can also employ translanguaging to contrast the similarities and contrasts of language.

Some of the useful benefits that all of us may need anytime are :

- You can participate and actively participate in all of your learning communities through translanguaging, regardless of the language spoken there or your level of language skill.

- Translanguaging is possible at any level, which makes it a lot easier to use a new language right immediately.
- You can use all the linguistic resources at your disposal to engage in forums about your favorite hobbies, compose music, or leave comments on Instagram or TikTok videos!

Colin Baker (2001) also discusses four potential educational advantages to translanguaging which are :

- 1- It may promote a deeper and fuller understanding for the subject matter .
- 2- It may help the development of the weaker language .
- 3- It may facilitate home-school links and cooperation .
- 4- It may help the integration of fluent speakers with early learners.

At the other hand we have also four main purposes of translanguaging which are :

- 1- To support students as they engage with and comprehend complex academic concepts.
- 2- 2-To provide opportunities for students to develop linguistic practices for academic contexts
- 3-To make space for students bilingualism and ways of knowing 4-To support students socio-emotional and bilingual identities.

### **1.3 Translanguaging and Interrelated Concepts**

The idea of translanguaging is founded on research into language, which holds that language is heterogeneous and entails several processes. The concept is to not view

as a formal thing. Translanguaging is a framework for comprehending how people use language not so much a field of research. So its concepts are both based on the practices of bilinguals and the pedagogical practices that utilize the whole complex repertoire of bilingual students flexibly. So as to teach meticulous content and evolve practices for academic use. It I'd also a pedagogical process of utilizing more than one inside a classroom lesson or a conversation. Besides it is a chance to permit students to use they already have learned in the past from their first language to shed a light on ideas and concepts of the second language. And also using many languages together allows a more natural process of understanding. Any activity that allows learners to select the language they use is translanguaging, such as:

- Making notes—whether from a book, visual organizer, or while doing practical work—in their native tongue, in English, or in a combination of the two
- Note-taking in any language (e.g., taking notes while listening to someone speak or viewing a video)
- Using subject-specific texts written in their mother tongue
- Any cooperative activity in a group or pair with peers who speak the same language, where the conversation can take place in their preferred language(s).

Translanguaging invites us to examine the linguistic gatekeeping that separates concepts “academic language and non-academic language”. Besides

Translanguaging gives power to the users of language, not the nation-state. Also Translanguaging challenges the normative that we hold about language.



### **1.3.1 Translanguaging and Bilingualism**

A Translanguaging perspective maintains that bilingualism is not the full mastery of two or more individual languages. Instead bilingualism is understood as dynamic.

Speaking and understanding two or more languages, with translanguaging as the authentic way that bilingual individuals, families and communities communicate (Baker & Wright, 2017). According to the Translanguaging theory a bilingual person's mind does not segregate the two languages, rather it is viewed as a holistic system that has a variety of linguistic resources that can be used and needed for various communicative goals.

Bilingualism gives students the chance to practice their academic language skills. Make room for the bilingual or multilingual ways of knowing of your students. Encourage the social and emotional growth of pupils and their pursuit of bilingual or multilingual identities. Whereas Translanguaging can provide the means to connect all linguistic repertoire and improve comprehension because students only need to learn the word (not the meaning) of a word that they already know the meaning of in their first language. Using several languages at once makes understanding seem more natural.

### **1.3.2 Translanguaging and Code-Switching**

Translanguaging is a term that has just recently been used in the literature in conjunction with code-switching. In that it refers to multilingual speakers switching between languages in a natural way, translanguaging is comparable to code-switching. But initially, it was a pedagogical Welsh bilingual classrooms used a

practice in which the linguistic mode of input and output was intentionally shifted (Williams, 2002).

Code switching has been studied by many scholars among whom Gardner 2009 defines it as “ the use of many languages or dialects by bilingual speakers in the same conversation “ . It also means the switching of languages during a particular communicative event, such as a conversation or email exchange. Besides Translanguaging is viewed as a unitary system of the whole linguistic repertoire used by speakers ( Garcia and Wei 2014) .

Also translanguaging is a process of meaning- and sense-making, it is not an object or a thing-in-itself to identify and analyze. Hence, the two concepts are different in terms of language and individuals involvement in language practice. The distinction between translanguaging and codeswitching should be noted. Unlike to code-switching which views language from the outside, translanguaging focuses on examining individuals. On the other hand, translanguaging is similar to code-switching because it describes how multilingual speakers switch between languages in a way that feels natural.

Generally, translanguaging is confused with code-switching due to the similar, yet highly distinct conceptualization of each. Code switching refers to the use of multiple named languages at one time by a person while Translanguaging is a paradigm that focuses on the speaker of language and how they perceive their Linguistic repertoire, rather than externally assigned categories of ‘‘standard, non-standard, academic, etc ‘’

### 1.3.3 Translanguaging and Translation

As it is known translanguaging refers to the process whereby multilingual speakers employ their language , dialects, codes ... as an integrated communication system, it completely differs from translation which is the conveyance of meaning from one language (the source) to another language (the target).In addition to the term means reworking text from one language into another while preserving the original message and communication . Translanguaging is also a discursive participation process that is widespread in linguistically diverse environment. As a communication act, translation is the reproduction of an interaction in one code into another. Everything can be translated, but sometimes speaking a language naturally feels more efficient or accurately expresses feelings and context. By purposefully using one translation or literal translations with people who speak both languages,such as bilinguals who can also enjoy language translation.

### 1.3.4 Translanguaging and Transliteration

The process of mapping from one writing system to another based on phonetic similarities is known as transliteration. By entering Latin letters such as (a, b, c) into this tool, they are translated into characters with a similar pronunciation in the target language. When converting a text from one script to another, transliteration entails switching letters in known patterns. A word is transliterated when it is moved from one language's alphabet to another. When pronouncing words and names in foreign languages, transliteration is helpful.

Transliteration elevates digital translanguaging to a new level. AET users which means Award in Education and Training which also known as a level 3 qualification, produce a new orthography by substituting English characters for Arabic

letters. Some academics refer to this new orthography as ‘Arabizi’, a term that combines the two Arabic words, Arabic meaning Arabic and Englizi meaning English.

### **1.3.5 Translanguaging and the Linguistic Landscape**

We are constantly surrounded by the linguistic environment. On the streets, in the countryside, in clinics, schools, and retail establishments, we can see language signs. Are we familiar with the writing on the pavement, on billboards, in graffiti, or on posters? Although it is unlikely that everyone is completely aware of the linguistic landscape, the majority of us occasionally pay attention to the language(s) being used and the unique linguistic traits of the linguistic landscape. The linguistic environment is significant as a resource for language learning as well as serving as the setting for our daily life. It determines our identity and how we interact as a society. The best part is that it is available to everyone, free, and accessible everywhere. The "visibility and salience of languages on public and commercial signs in a given territory or region" is referred to as linguistic landscape. The study of the languages heard in a particular area's public areas is known as linguistic landscape. It is a method of observing language use in a certain area and the prevalence of several languages. The intersection of sociolinguistics, sociology, social psychology, geography, and media studies has been referred to as the linguistic landscape as well. It shows how linguistic and multimodal resources are switched, translated and mixed. The language environment can be regarded as monolingual or multilingual at the level of individual signals, but if we adopt a holistic viewpoint as our passer by multilingualism emerges from the combination of qualities that can blend text in one or more languages with other components like photos, fonts and colors. When it comes to Algeria, the linguistic landscape of the country was shaped throughout the centuries by the many

colonies which settled in it. This made it “a multilingual country where complex sociolinguistic phenomena exist” (Benahcene2016: 308).

#### **1.4 Translanguaging and Facebook**

Globally, it is acknowledged that social networking sites, particularly Facebook, are effective at transferring cultures from one country to another.

Due to the fact that it draws people from every segment of society without exception, Facebook has actually overtaken all other social networking platforms on the internet. Depending on their needs, men and women, students and teachers, friends and acquaintances, use it.

For this reason, when someone logs onto Facebook, they see how much of the world has evolved into a little community where all cultures coexist harmoniously and where everything is at their fingertips. Every element of people’s life especially in today’s world of technology-mediated communication has benefited from social media. So the forms of Translanguaging used by individuals in social media are various including different languages, dialects and codes . Because there are no boundaries for communicating in social media. (Leppänen & Peuronen, 2012). Similarly, social network sites (SNSs), such as Facebook, have specific features and affordances that result in users creative and dynamic uses of a variety of linguistic resources.

##### **1.4.1 The Common Translingual practices**

Translingual practices refer to “ the ways in which groups and communities of people experience and do things that involve more than one language” (Barton and Lee 2013 . pp 60-61) . The process through which multilingual speakers exploit semiotic

resources, such as bivalency, codeswitching, borrowing, and interference these are the most used in translingual practices. As Tagg (2015) observes, in online environments “most people do have resources from more than one language, even if they are very far from proficient in more than one of them... everyone moves between registers, styles, and/or dialects in ways that reflect the repertoires of ‘multilinguals’” (p. 207). . Therefore, it is possible that anyone (be it monolingual or multilingual) communicating through web-based technologies may find himself or herself engaging in translingual practices that can take many different forms, ranging from code-switching and code-mixing to trans-scripting (e.g., writing in a language following the spelling conventions of another one) and transliteration (e.g., Romanization of letters, or using Chinese characters that sound like English in order to write an English formulaic expression; see Androutsopoulos, 2015; Tagg, 2015).

#### **14.2 Translingual practices in Facebook Interactions**

Particularly since the invention and widespread use of the internet, technical advancements have fueled human communication and permitted information flow between individuals and groups without the need for physical moves. Due to the fact that language serves specific purposes in discourse on Facebook as one of the many different semiotics and digital resources. The use of language is regarded as a practice in and of itself.

Furthermore Translanguaging in social media ‘’ Facebook’’: The majority of speakers use Translanguaging in social media while communicating because they find it easier to express themselves and announce their musings to their online communities. Besides it’s an easy way to enable them to maximise their knowledge and understanding of different subjects and develop competencies in their various

Linguistic codes Facebook is among the most important of these sites, which is considered As a social networking site founded in 2004, it allows the publication of private pages, initially designed to serve university students and teaching staff but expanded latter to include all people.( Marcel Denisi,2009; p118). Forexample Oliver and Nguyen (2017) discovered that translanguaging practices on Facebookdemonstrate creative use of words and semantic or pragmatic meaning. Besides users may have the option to go back and forth between languages and dialects on facebook .

Change brought about by the emergence of networking sites like Facebook affects not only the written language but also the oral one because much of In computermediated communication, writing is used. Language is a means of communication that undergoes changes and it is the only way to express reality (Cameron, 2003). Although translanguaging is usually attributed to the linguistic practices of bilinguals or multilinguals, translingual communicative practices do not only occur in the discourse of individuals who are proficient in more than one language (Canagarajah, 2013; Jacquemet, 2005; Pennycook, 2008). Everyone switches between registers, styles, and/or dialects in ways that correspond to their "multilinguals' repertoires" (p. 207). Therefore, it is possible for everyone to communicate using web-based technologies, whether they are monolingual or multilingual. may find themselves engaging in translingual practices, which can come in a variety of forms, such as code-switching, code-mixing, trans-scripting (writing in one language while using the spelling of another), and transliteration (using Chinese characters that sound like English to write an English formulaic expression; see Androutsopoulos, 2015;. It has been argued that in these web-based multilingual environments, translingual practices, often triggered

by such affordances and constraints, exhibit a range of possibilities that go beyond the traditional notions of code-switching, or translation, that occur in face-to-face interactions (Lee, 2017; Tagg, 2015). Translingual practices have become an integral part of digital communication, especially among members of transnational communities, and serve a variety of functions, including audience design. Furthermore, as Barton and Lee (2013) argue, “Baker et al 2010 set to investigate whether users of online social networking sites reflect their actual personalities when posting online or do they convey idealized identities of themselves instead.

### **Conclusion**

In conclusion, this chapter explains and focuses on the literature review of translanguaging and highlights the importance of recognizing the fluidity and flexibility of language use in diverse, multilingual contexts. By embracing translanguaging, we can promote more inclusive and equitable forms of communication that allow individuals to express themselves fully and to connect with others across linguistic and cultural boundaries. However, the use of translanguaging can also perpetuate linguistic inequalities and exclude those who do not have access to multiple languages. Further research is needed to better understand the complexities of translanguaging in different contexts, and to develop strategies for promoting more inclusive and equitable forms of communication. Overall, translanguaging offers valuable insights into the complexities of language use and identity, and provides a foundation for further research and practice in this important area.



## **Chapter 2**

### **Situation Analysis and Research Methodology**

## **Introduction**

This chapter aims to bring an overview of the research holistic context of the linguistic landscape of Algeria in general and the different linguistic varieties and translingual practices employed in Facebook interactions and posts. It also provides a comprehensive summary of the Methodology, participants and data collection tools that would serve the research objective; that is the investigation of translingual practices in commutes of Academic discourse, Facebook group of students of Master two linguistics specialty of Ibn khaldoun University of Tiaret.

### **2.1 Translanguaging amongst Algerian Facebook Groups**

#### **2.1.1 The Mostly Used Linguistic Varieties in Algeria**

In Algeria, a country with many different languages and cultures, there has been a notable change in Linguistic preferences that it is shown by bottom-up indication. This change can be seen in the addition of the English language to the Algerian Linguistic landscape.

In contrast to the signs of privately owned establishments like clothing stores, restaurants and coffee shops, it I'd clear that in the Algerian culture English I'd not frequently used in the top-down signage provided by the Algerian government.

Algeria is a multilingual society and Algerians speak at least four codes which are Algerian Arabic, modern standard Arabic, French and English. Evidence from the literature shows that most Algerians switch between these codes when they communicate (Sid Ahmed 2008; Bagin 2014; Ben Yelles 2011; Benguedda 2015; Cheam 2011; Mostari 2009; Slimane 2014).

It goes further back in history to explain how Algeria became a multilingual speech community and how its people became speakers of Algerian Arabic, Tamazight, Modern standard Arabic, French and English. Because Algerian speakers use a variety of languages in their daily lives, and the country is now recognized for its sociolinguistic diversity.

Since Arabic is still regarded as the only official language and national language of Algeria, diversity is still ignored by the government there. In actuality, Algerians speak French, Algerian Arabic, Berber, and classical Arabic in a variety of settings and for a variety of purposes. Berber has also reached an official status, but it is used by a small number of people compared with Arabic (Hamzaoui, 2017)..

### **2.1.2 Translingual Practices in Algerian Facebook Exchanges**

People from many walks of life can join Facebook and share their real-world experiences there, which offer interesting opportunities, services, and applications for its problems that are available for free. As we mentioned previously that social media takes a large popularity and importance around the world especially Facebook. Here in Algeria it is one of the most used application because it is not that hard to deal with.

The translingual practices which are used among Algerian population are various each one uses the dialect or code he feels comfortable with. For instance when users update their statuses on their accounts, they are typically written with a larger group of friends in mind, enabling one- to- many communication that may involve people from various linguistic backgrounds. Also in conversation when two people are speaking or a group chat they may include many people with different linguistic repertoires have the absolute freedom to speak the way they want with the code they want and usually use.

Besides having more than one code in one Linguistic repertoire inevitably leads to switch between them. There are only few studies that examined translingual practices such as code switching of Algerians on Facebook and their focus was mainly on Linguistic aspects, in that they confirmed that Algerian Facebook users code switch on Facebook (Zitouni and Saaid, 2019). The use of borrowed words with variable degrees of insertion, addition, and code switching within individual conversations and phrases is common in Algerian dialects.

It's worth noting that Facebook is a global platform that is used by people from all over the world, and as such it is home to a wide range of linguistic and cultural practices. Many Algerians use Facebook to connect with friends and family members both within and outside of Algeria, and to participate in online communities centered around shared interests and identities. In doing so, they may use a combination of Arabic, French, and English, depending on the context and the people they are interacting with. .

Code-switching is a common practice on Facebook, particularly among multilingual users who are able to move fluidly between different languages and dialects. It's also worth noting that Facebook has tools that allow users to translate content into different languages, which can help to facilitate communication across linguistic and cultural divides. Chatting with friends and family members both within and outside of Algeria, and to participate in online communities centered on shared interests and identities. In doing so, they may use a combination of Arabic, French, and English, depending on the context and the people they are interacting with.

Code-switching is a common practice on Facebook, particularly among multilingual users who are able to move fluidly between different languages and dialects. It's also worth noting that Facebook has tools that allow users to translate

content into different languages, which can help to facilitate communication across linguistic and cultural divides. Overall, the translingual practices used by Algerians on Facebook reflect the country's diverse linguistic and cultural landscape, and are an important part of its global identity and engagement with the world.

## **2.2 Methodology**

### **2.2.1 Mixed-Method Approach to Content Analysis**

In this study we adopted a mixed-method approach using quantitative and qualitative content analysis of a corpus of Facebook posts and Messenger interactions amongst Master two Linguistics Students, aiming at identifying the possible mostly used translingual practices.

### **2.2.2 Research Context and Corpus**

Based on random sampling the participants of this research are Master Two Linguistics students of Ibn Khaldoun University of Tiaret who are 137 members, males and females from random regions in Tiaret.

The group is named “Master two Linguistics”, the students are daily active chatting with more academic way most of the time using different varieties of speaking such as: “ADA, MSA, English, French and Berber” and the used code is the Algerian Dialectal Arabic in a less formal way, while, English is mostly used in a formal way.

The screenshots were taken according to the literature review of the first chapter we tend to take 100 screenshots full of varieties that were used by the students. Most of them were utilizing the ADA in an informal way and random subjects. However, the

screenshots contain many varieties such as “ADA, MSA, English, French and Berber”, Besides there were some translingual elements that have been used such as multiline wash.

The nonacademic is the most prevalent method used in the conversations, while the formal and academic way is used less. Over all screenshots contain a variety of translingual practise and multi-lingualism, which means a rich linguistic repertoire.

### **2.2.3 Data collection and analysis methods and procedures**

The data collected included “screenshots” of different dissuasions and students, and the screenshots were taken on Tuesday 7<sup>th</sup> March 2023, from a messenger group which is named “Master 2 Linguistics”, which was created on 12<sup>th</sup> October 2022.

We have collected data according to the research question and the student’s linguistic repertoire in order to investigate the use of many Varieties and codes and see whether it’s academic or non-academic.

### **2.2.4 Ethical Considerations**

Ethical considerations in research are a set of principles that guide your research designs and practices. Scientists and researchers have to abide by the ethical code of conduct when addressing people and contacting them for data collection. These considerations work to protect the rights of research participants, assure research validity, and maintain scientific or academic integrity.

Research ethics matters for scientific integrity, human rights and dignity, and collaboration between science and society. These principles make sure that participation in studies is voluntary, informed, and safe for research subjects. Researchers should not

conduct their research projects at the expense of research credibility and participants' rights, respect and dignity.

Anonymity is to hide and protect their identity (names, phone numbers, email addresses, IP addresses, physical characteristics, photos, and videos). Nevertheless, in some cases researchers cannot apply anonymity to protect personal identifiers (demographic information or phone numbers). Coding using participants' pseudonyms is a good technique to preserve anonymity

Accordingly, in our study we preserved participants' anonymity to protect their identities even though some are familiar to us given the fact that we as researchers belong to the same Facebook group.

## **Conclusion**

This chapter focused on highlighting the global context relevant to our study together with the description of the methodology employed to collect and analyse our corpus. This research is limited to the case of a Facebook group of students majoring in linguistics. Additionally, This chapter clarified the data collection tools were made of screenshots of a selected portion of students' Messenger interactions and Facebook posts





## **Chapter Three**

### **Data Analysis and Discussion**

## Introduction

### 3.1 Quantitative and Qualitative Content Analysis

#### 3.1.1 The Mostly-Used Linguistic Varieties

The most used variety is the Algerian Dialectal Arabic because students feel more comfortable and belonging when using it , while English comes next because students of this research study English as a speciality the comes the other Varieties which are MSA , French and Berber

**Table1. Linguistic Varieties in Master2 Linguistics Students' Facebook Messages**

English	70
Arabic MSA	45
Arabic ADA	121
French	27
Berber	01
Emojis	14
Total	278

### 3.1.1.1 The Use of English

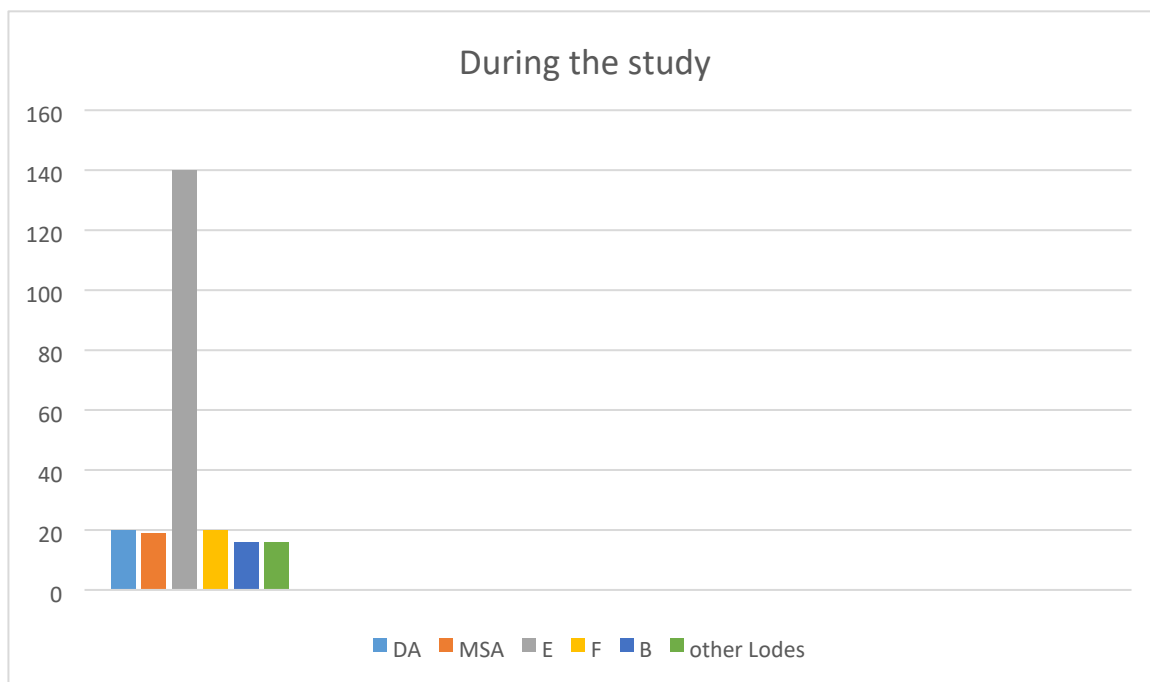


Figure .....English.....

Utilizing English Language only is almost the most used course of action first of all because the group belongs to English students second they have to maintain the academic language they are studying. While explaining a lesson giving opinion and informing about something belongs to one Teachers. But this may be difficult for other student to understand each other's but this method is used to cut a cab emic speaking protested.

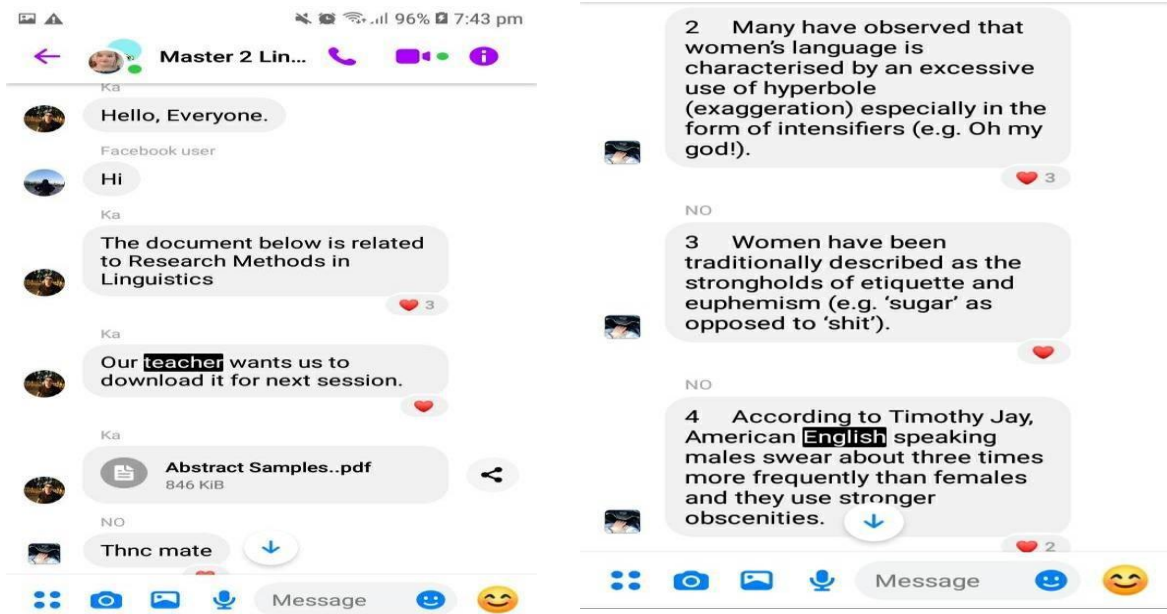
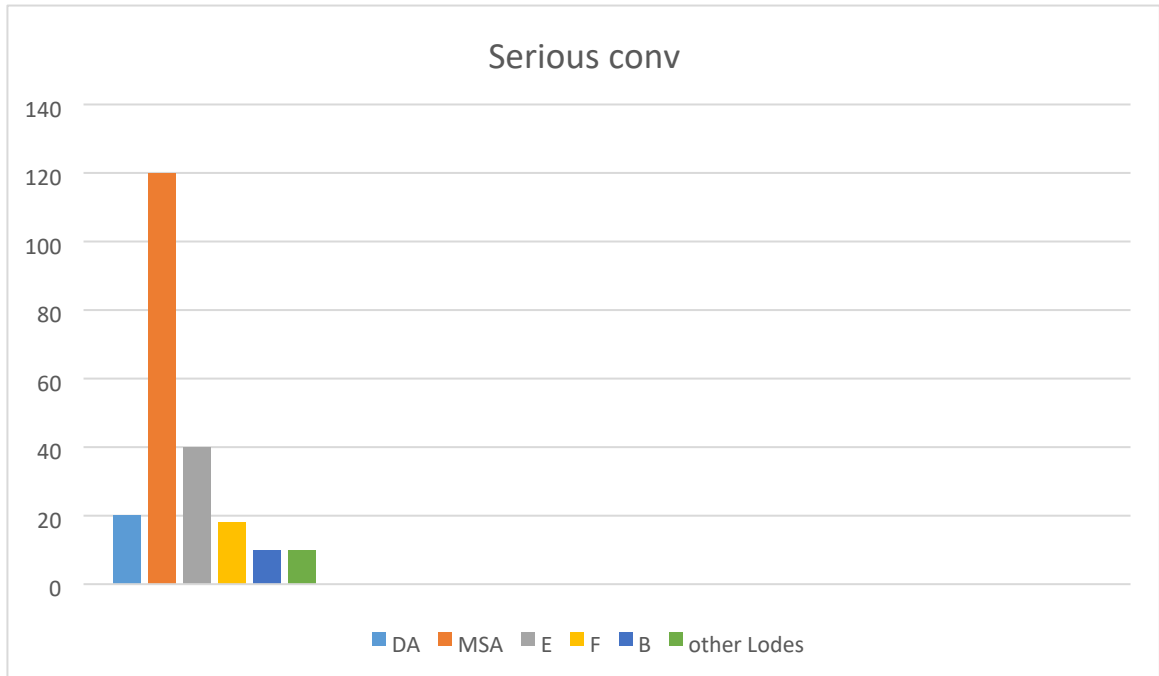


Figure: English

### 3.1.1.2 The Use of Modern Standard Arabic



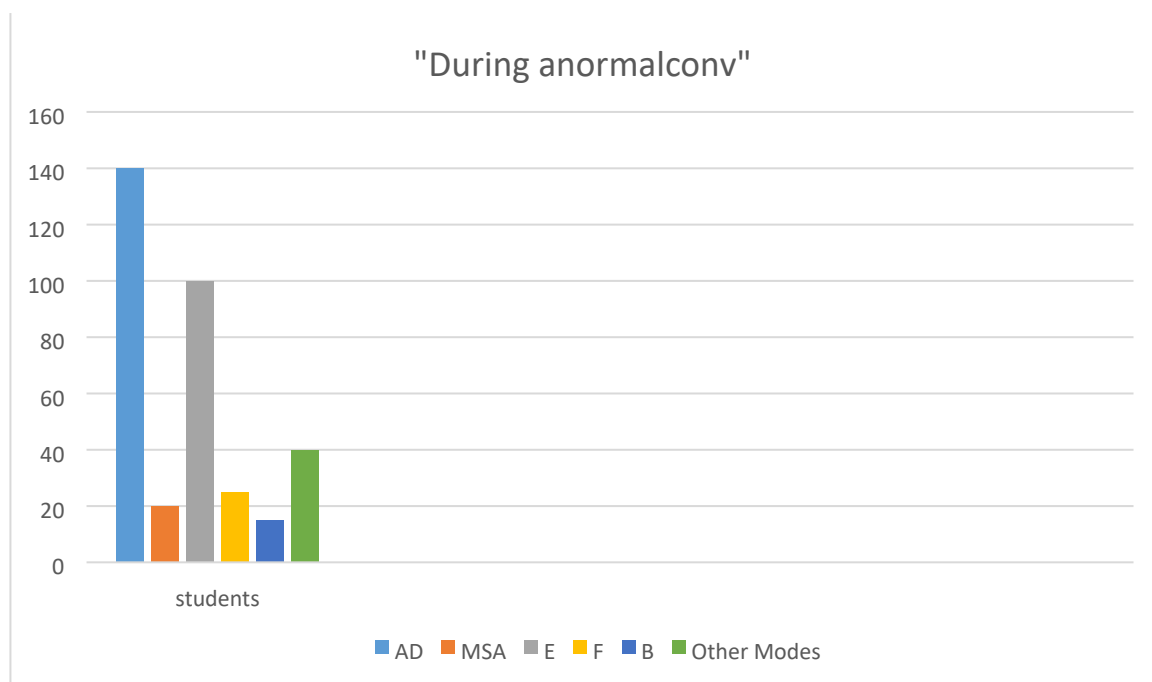


**Figure : Modern Standard Arabic**

Using the Modern stand and Arabic is also available and it is not hard to be understood. When using it the purpose is talking about something serious which even gone needs to know so they town to it so everyone gets the point. They use it in a formal way Also using MSA can help to build a more inclusive and diverse learning envy and of course students are all formation with MSA so it's not hard to understand each other.

### **3.1.1.3 The Use of Algerian Dialectal Arabic**

Most of students are using the Algerian Dialectal Arabic white chatting about different topic in an informal way and non-academic method. Because the code is being understood day all the students. The style of writing is sometimes in Arabic letters and Latin but there are no diffident to understand each other. There ply is always positive which means well understood



### 3.1.2 The Mostly-Used Translingual Practices

As we can see the most used translingual practice is transliteration, because students are used to use it daily and find no difficulties Utilizing it . Also code switching that comes next which means there are multilingual students , then we have translation is the least used practice which means students have no difficulties understand each other.

Code mixing/ switching	123
Translation	2
Transliteration	129
Abbreviation	24

**Table2.** Translingual Practices in Master2 Linguistics Facebook Messages

### 3.1.2.1 The Use of Code-Switching

Switching both English Language and the Algerian DA Rappers when students are familiar with the English words and they know that other will understand. This way also being used with informal words and sentences.



**Figure 2: Code switching**

### 3.1.2.2 The Use of Code-Mixing

Mixing Arabic language, French and English in the same statement is being used by many students due to the multilingualism of each individual. Also the ability of mixing the a spontaneous act that we may code switching, this method is used because students feel comfortable between mixing language.

### 3.1.2.3 The Use of Transliteration

Another method of translanguaging which is transliteration is also used by students by using numbers such as “number” “Z” it replaces the letter “ع” in Arabic. Besides we have also the letter “ح” which replaced by “7” for example we have the word “17ad” which means Sunday in the Algerian Dialect and it written in Latin letters. In addition to we have the number “9” which replaces the letter “ق” and this practice is used when writing in Latin letters because those letters don’t exist in Latin.

One more example of transliteration which is applied from time to time is writing Arabic words utilizing Latin refers to “الخميس” in Arabic. Besides we have the contrary which is utilizing Arabic letters to indicate English or French words for instance the word “بليز” which is the term “please’ in English. Also the word “بنجوع” that refers to “Bonjour” in French.



**Figure : Transliteration**

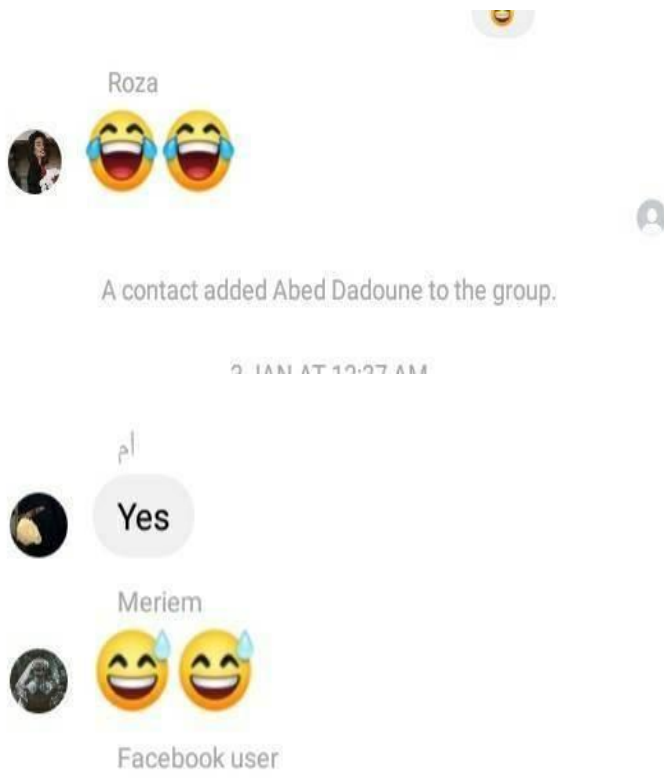
### 3.1.2.4 The Use of Abbreviations and Clipping

Using abbreviations can be a convenient way to save Time and space. Students are using abbreviations sparingly and only when they are sure that other will understand. For example: “Lge” which refers to “Language” “Tnx” which means “thanks”, and “Bnjr” which refers to the French word “Bonjour”.



### 3.1.2.5 The Use of Non-Verbal Communication

Using emoji's is also considered as an expression method that communicate a specific idea. For example Utilising a sad emoji (☹️) when idivaduds about someone sends a meme (which means pectin that contains a fummy message). The heart emoji “❤️” when someone provide them with useful information about a lesson and mostly when someone replies. Emoji's can be a fun and grievue way for students to practice trans language and to express themes lives in nerd and unique ways.



### 3.1.3 Functions of the Analysed Translingual Practices

#### 3.1.3.1 Translanguaging as a Manifest of Linguistic and Cultural Exclusion

We made a simple experience which is saying something in Berber in order to see the reactions. Unfortunately no one gave a reply which means students are not familiar with Berber and they are not interested in it. The experience had a negative outcome instead of have a welcoming environment.



Figure 5: Berber Exclusion from Master 2 Linguistics Students Facebook Interactions

### **3.1.3.2 Translanguaging as a Manifest of Bilingual Identity**

French language is sparingly used by students, the majority of words are formation among them “Bonjour” that means ‘Good morning’, ‘non” which means “no”, students didn’t find difficulties understanding those words. This is a bilingual act performed by students.

Over all when students chat with a specific code others reply with their own way sometimes with an academic formal way and other Times they respond with an informal way.

We also noticed that students are using translanguaging as a way to social connections and relationships with each other, and that they are using language as a way to express their identities and Cultural backgrounds.

### **3.1.3.3 Translanguaging as a Resource for Language Learning**

Using translingual practices in order to learn and share new words among their classmates. For example, one of students asked what the word “bridge” means and her friend explained the word in Arabic by saying “جسر” for better understanding, Another Example when a student asked what pathology means, her friend explained and said “**therapist**”.

Some students are more proficient in one language more than another;they are using translanguaging as a way to compensate for gaps in their language skills. For example: a student night use ADA to explain a concept that they don’t know how to say it English that they can’t say it in French.

### **3.1.3.4 Translanguaging as a Focus on Meaning rather than Form**

Students also are using translanguaging as a way to build social connections and relationships with each other, and that they are using language as way to express their

identities and cultural backgrounds. For example, exchanging Subjects, opinions and talking together. These connections are mainly based on meaning convergence and mutual understanding. Henceforth, the interactants did not complain or highlight any mistake that others made; when writing some words wrong whether in English or Arabic no one attempted to correct and give the right spelling to that wrong word for his friend and let the mistake as it is and focused only on the content and meaning of the message.

### **3.2 Discussion of the Findings**

The screenshots are already described. According to the data analysis, the first conclusion we are going to present is the use of ADA during the chats and its impacts among students.

The use of the ADA is the most common code among students, according to the collected data students are using it because it can help facilitate communication between speakers who share the commune dialect. Besides the use of Algerian Dialectal Arabic can help to establish a sense of cultural identity and belonging among speakers.

Also the use of Dialectal Arabic can also gate a sense of exclusivity and limit Communication with speakers who do not understand the dialect. Few words cannot be understood because students are coming from different regions, but overall the Algerian Dialectal Arabic is the most understandable among students.

When utilizing both ADA and English during a Facebook discussion including code switching between the two codes and also it can be used as a tool to convey complex ideas and concepts. Besides the two codes one used in order to establish social identity and groups membership. Furthermore, the use of this kind of code switching grates a sense of exclusion among speakers who do not understand one or both of the languages who do not understand one or both of the languages or dialects being used.

The use of Modern Standard Arabic among students was so helpful because it is a standardized form of Arabic that is used in many formal settings. However, students found it difficult to communicate with each other using their own dialects of Arabic. Additionally, it can help improve their grammar and vocabulary skills, foster a sense of cultural identity and pride in their language. Also, it helps understand the nuances of formal Arabic which can be useful in many professional settings.

Utilizing only English first of all is the language of study and specialty so they use it daily among each other. It can help them to improve their English language skills. Also, they have a higher level of proficiency in the language. However, chatting in English among students can help them improve their fluency and develop a better understanding. Sometimes they feel more comfortable communicating in English. Furthermore, they might feel a sense of camaraderie with each other due to their shared interest in the language. But students don't use it that much although it's the language of their specialty.

When using English, Arabic and French among students and mixing between them because it helps them and allows them to express themselves more fully. Also, they might find it easier to communicate complex ideas when they mix languages as each language has its own unique strengths. Besides, mixing languages can be a sign of cultural fluency and can help Algerian students develop a better understanding of different cultures, and the mix of language can be a fun and relative way for Algerian students to express themselves and connect with each other.

The use of Berber was non-existent, although Algeria has a good popularity of Berbers. Also, students find difficulties understanding it because they didn't study it in schools. However, using it is a way for Algerian students to express their cultural identity

and connect with others who share their heritage. Some students are not familiar with specific words being said so there will be no response.

The use of non-verbal communication such as emojis is a helpful way to convey tone and emotions in a way that words alone cannot be able to. Also Emojis are a fun and creative way to express themselves when communicating. Additionally over using emoji's can make the communication appear unprofessional and only when appropriate. And also the use of emoji's considered as a trans lingual practice because it gives a specific message.

The use of transliteration is also the most translangual practice used among students of this research, when some students and letters are difficult to be said and written in a specific language, the other language gives a hand and helps. Therefore, while, transliteration is a helpful tool for communication but, it is important to use it Judiciously and be aware of its limitations. So students have to use it among them only to make sure that others will understand and avoid misunderstanding. However, there are also some potential draw backs to using transliteration. For one it can be difficult to accurately represent the sounds of one language using the writing the sounds of one language using the writing system of another language.

When using abbreviations is a useful way to save time and space when writing, but it can also a barrier to effective communication. Additionally, when students rely too heavily on abbreviations they may not develop their skills in spelling and grammar. Besides in some cases abbreviations facilitate communication between students who speak different dialects because it helps them clarify the meaning of certain words or phrases. Using it leads to misunderstanding sometimes and it is used usually in an information more quickly and accurately.

When using translations, Algerian Students find it as a way to understand English texts, particularly when they encounter unfamiliar vocabulary or complex words and structures. Also relying too heavily on translation can hinder student's ability to develop their own skills in the language. Also it helps them in the acquisition of vocabulary. Translation is sparingly used because there are no difficult words or something that needs to be translated for students.

Social dynamic can have a significant impact on language learning among students of our research. By treating a supportive and inclusive environment, encouraging peer support, and providing opportunities for language use. By Taking into account individual differences addressing language anxiety and may help each other and give support to success in language and not finding difficulties. Besides when chatting students don't focus on the coherence of language but they focus on the meaning and what others wants to say and understand it anyway.

### **2.2.5 Limitations of the study**

Every study has its shortcomings, and being aware of them is crucial for interpreting the results accurately. In our study we faced some obstacles that would jeopardize the validity and generalizability of the findings. To begin with, our sample was limited to one Facebook group, with a small size of the collected data, which means that the findings might not be representative of the translingual practices of larger population.

Additionally, we only conducted our research to focus the linguistic practices , so there might be cultural or geographical factors that could influence the results if replicated elsewhere on another Facebook group or using another social media such as

Twitter. It is important to keep these limitations in mind and not jump to sweeping conclusions based solely on our findings.

## **Conclusion**

Ultimate, in the chops we sprained the research methodology we examined, the case study and students when we included to make this work accomplished. Additionally, we involved the tool a have used which are screenshots which were cautiously chosen in order to gather certain information. It also indicates the different outcomes of the screenshots with graphs and typical observations

We discussed the research s finding, in this chapter and found that translingual practices is an effective way to let students of linguistics learn languages and express themselves more comfortably. But the academic way is sparingly used among students in all styles of the translingual practices utilized. Trans lingual practices is a beneficial way to improve communication as well to increase their vocabulary, engagement and comprehension.



## General Conclusion

Translingualism refers to the practice of moving between different languages and cultures in order to communicate effectively. This can involve a range of strategies, including codeswitching (the use of multiple languages within a single conversation), translation (the act of rendering one language into another), and translanguaging (the use of multiple languages in a fluid and dynamic way).

Translingual practices are becoming increasingly common in today's globalized world, as people seek to connect with others from different cultures and backgrounds. These practices can help to break down barriers between different communities, and to promote greater understanding and empathy across linguistic and cultural divides.

However, translingualism is not without its challenges. Moving between different languages and cultures can be a complex and nuanced process, and it requires a high degree of linguistic and cultural competence. It can also be difficult to navigate the power dynamics that are often at play in multilingual interactions, particularly when one language or culture is more dominant than the other.

Despite these challenges, translingualism is an important and valuable practice, as it allows us to connect with others in meaningful and authentic ways. By embracing our multilingual and multicultural identities, we can learn from each other, build stronger relationships, and work towards a more inclusive and equitable society.

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## Appendix

### Examples of Linguistic Varieties

English: places inform other students/ try it again Arabic MSA جمعة مباركة للجميع/اللغة العربية

ليست لغة ميتة

Arabic Ada: والله مفهمت كفاه / صحيتو

French: pas encore / bonjour çava / Tu parle

Berber : Azul felawen

### Examples of translingual practices

1-code switching /Mixing

a-Non makch example

b-quantity: خير الكلام ما قل و دل

c-kima antism fimizek a disability wela disorder

2-Translation:

a-bridge = جسر

b-Therapy = علاج

3-Transliteration:

a-هاي – ثانكس الوت-

b-salamualaikum – 3adi

c-بنجو- كيفاش ريبونديتو-

d- Ta3eech hadi teni / allah ya3tik ma tetmanay

5-Abbreviation:

a-“bnjr” “bonjour”

b-“MSA” “Modern Standard Arabic”

c-“tnx” “thanks”

Translingual features:

16:15 صباح النور

16:17: نهاركم مبروك

16:18: sbah lkhir

16:18 كيراكم

16:20: labes el hmdlh

16:30 ☺

**Resume:****Arabic**

الممارسات اللغوية العابرة هي ظاهرة توجد في الاتصال الإنساني منذ قرون. وهي تشير إلى استخدام عدة لغات في الاتصال، بما في ذلك التحول اللغوي، واستعارة الكلمات من لغات أخرى، وتقنيات أخرى لخط اللغات. في العديد من أنحاء العالم، يعد التعدد اللغوي الأمر الطبيعي، والممارسات اللغوية العابرة هي جزء أساسي من الاتصال. غالباً ما يستخدم الأفراد والمجتمعات متعددة اللغات هذه الممارسات كوسيلة للتعبير عن هويتهم والتنقل في المناظر اللغوية المعقدة. يمكن العثور على الممارسات اللغوية العابرة في مجموعة متنوعة من السياقات، من المحادثات اليومية إلى التعبير الفني. في السنوات الأخيرة، كان هناك اهتمام متزايد باللغة العابرة كوسيلة لتعزيز التنوع اللغوي والفهم الثقافي. في حين نستمر في التنقل في عالم متصل بشكل متزايد، فإن الممارسات اللغوية العابرة ستلعب بلا شك دوراً هاماً في كيفية التواصل والتفاهم.

**English:**

Translanguaging is a common feature amongst multilingual communities, where people use multiple languages and dialects in their everyday lives. These practices can take many forms, including code-switching, borrowing, and mixing of languages and dialects. They occur in face-to-face communication as well as in virtual online interactions by means of several social media such as Facebook. This study investigates the different translanguing practices amongst a Facebook group of Master 2 Linguistics students, studying at the department of English, Ibn Khaldoun University. It specifically aims to highlight which linguistic varieties and linguistic strategies are employed and whether these students abide by the linguistic formality of academic discourse when they interact, comment or post. Adopting an exploratory research design with a mixed-method approach, a corpus of screenshots of the students' interactions and posts (n=100) was collected, categorized and analyzed. The quantitative and qualitative analysis of the corpus revealed that students mostly use Algerian Dialectal Arabic (ADA) with meager use of correct academic English in their Facebook chats even when discussing or commenting on a course. Additionally, using transliteration, code-mixing and non-verbal communication (the use of emoji) was the dominant translanguing practice among those students. Although the selected Facebook group is supposed to use much more academic discourse, These group adherents were biased towards the use of informal discourse to facilitate communication and foster a sense of community by expressing themselves more fully and connect with others across linguistic and cultural boundaries.

**Keywords :**Translanguing practices, Facebook groups, academic discourse, online interactions .

**French:**

Les pratiques translinguistiques sont un phénomène qui existe depuis des siècles dans la communication humaine. Cela fait référence à l'utilisation de plusieurs langues dans la communication, y compris le code-switching, l'emprunt de mots d'autres langues et d'autres techniques de mélange linguistique. Dans de nombreuses parties du monde, le multilinguisme est la norme, et les pratiques translinguistiques sont un aspect essentiel de la communication. Ces pratiques sont souvent utilisées par les individus et les communautés multilingues comme moyen d'exprimer leur identité et de naviguer dans

des paysages linguistiques complexes. Les pratiques translinguistiques peuvent être trouvées dans une grande variété de contextes, des conversations quotidiennes à l'expression artistique. Ces dernières années, il y a eu un intérêt croissant pour le translinguisme en tant que moyen de promouvoir la diversité linguistique et la compréhension culturelle. Alors que nous continuons à naviguer dans un monde de plus en plus interconnecté, les pratiques translinguistiques joueront sans aucun doute un rôle important dans la façon dont nous communiquons et nous comprenons les autres

