A corpus linguistic study on Translanguaging as an Integrated

Linguistic Repertoirefor Improving

Second –Year University Students' Written Discourse

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Supervisor: **Candidate(s) :**
 Dr. Youcef BENAMOR   Miss. Abadia Djerboub
                                                                 Miss. Soumia Fradj

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Dedications 1

Every challenging work needs self-effort as well as the guidance of elders especially those who were very close to our hearts.

I dedicate my work to

my sweet and loving father & mother for their love, encouragement, and prayers day and night that make me able to get such a success and honor.

To my sisters and my brother, the best gift that Allah gave me.

To my beloved nephews and nieces.

To my dearest friends without exception for their encouragement and support, thanks for all the lovely days we spent together.

Abadia Djerboub

Dedications 2

It is with genuine gratitude and warm regard that I dedicate this work to my family.

To my lovely and special friends who provided me with mental support, helped, and supported me during my journey.

And all of those who have helped me.

Soumia Fradj

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Abstract

Presently, everyone recognizes the value of English as a worldwide language, which is why many nations, like Algeria, have included it in their education curriculum.This research discuss what Translanguaging is, how it's defined by various studies, pedagogy, and practices, and how it helps EFL writing. Our research focused on second-year LMD students at Tiaret's Ibn Khaldoun University's English department. We tend to highlight how translanguaging can help EFL students improve their writing skills; Students who are flocking to universities to study it as a major face challenges when learning English as a second language; for example, in the most difficult task, writing, many students with cognitive loads struggle to express themselves in the target language, prompting them to use their native language as a support tool, a process called "Translanguaging". We employed mixed methods to answer the research's main question and confirm or reject the hypothesis; we collected and evaluated both quantitative and qualitative data from our study's participants. We employed a corpus analysis and a questionnaire to assess teachers of written expression and students' attitudes about linguistic mixture in one product. The result of the study showed that Translanguaging allows learners to expand their vocabulary in the target language and express themselves more freely. Thus, it can be used to assist them improve their written discourse. Furthermore, translanguaging has the potential to increase students' motivation, and self-confidence for classroom interaction

Keywords : Translanguaging, multilingualism, written discourse, linguistic mixture

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LIST OF ABBREVIATIONS

CM : Code-mixing

CS : Code-switching

EFL: English as a Foreign Language

L1 : Native Language

L2 : Second Language

LMD : LICENCE - MASTER – DOCTORAT

MSA : Modern Standard Arabic

TL: Target Language

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GENERAL INTRODUCTION

1.1   Contextualizing the study

Language is a bridge connecting humans together, it is a system of communication that humans use as a means of expressing their thoughts and feelings. Algeria is a North African diglossic country with three official languages that are: Modern Standard Arabic (MSA),Tamazight, and French Language. However, as it is commonly known that English is the language of the twenty-first century; English is invading the sector and modern societies. It is classified among the top overseas languages taught in foreign international classes, moreover, learning any foreign language requires learners to master the four skills which are Reading, Writing, Listening, and Speaking.

In the recent period, we have noticed how the Algerian youth are much more interested in learning English than they have ever been. The University of Ibn Khaldoun in Tiaret ,department of English Literature has received a large number of students as they are flocking to them specifically to study English and not any other language.

Languages from the same family can differ so it is not surprising that English and Arabic which are from separate language families will differ even more. The difference between the two makes learning English a challenging process. Some learners find difficulties to speak ; others struggle at the level of writing, which is considered the hardest aspect of language learning. so to facilitate that difficult skill, EFL students attempt to use their mother tongue. This interference has gained popularity and acceptance around the world under the heading "Translanguaging" including Ofelia Garcia, Li Wei, and Baker. Many

researchers have argued that this hybrid use of language negatively affects the EFL' Written Production, however, others have proven otherwise.

This research focuses on integrating English and Arabic to improve writing discourse. The main aim of this study is to explore whether or not EFL students of Ibn Khaldoun university of Tiaret interfere with their L1 in L2 and how that interference helps them to develop their repertoires of academic writing practices. Furthermore to analyze the teachers' and students' attitudes toward integrating L1 in L2.

To fulfill our aims we intend to answer the following questions:

1.2   Research Questions:

1.2.1 Main Question :

✓ How can translanguaging be applied to help Algerian university EFL students improve their academic written discourse?

1.2.2 Sub-questions:

✓ -What attitudes would university EFL students voice towards the use of translanguaging in their writing?

✓ -Would the use of other linguistic varieties in their writing help university EFL students cognitively and affectively ?

1.3   Hypotheses

✓ Translanguaging can support university EFL students to analyse and use models of complex content and texts to improve their writing .

✓ Students would voice positive attitudes towards translanguaging as it is a common natural ,though often covert ,practice.

✓ Tolerance in using other linguistic varieties can help university EFL students to reduce anxiety and raise self-esteem when writing .

1.4   Research methodology

In order to test the research hypothesis, we adopt mixed methods, where we collect and analyse both quantitative and qualitative data within the same case study. We tend to use two instruments. questionnaires to both teachers of written expression and students in order to

survey their attitude about linguistic mixture in one product, since questionnaires are mostly used by researchers because they provide a quick and effective way to collect huge number of data from sizeable sample volumes, furthermore we will make a corpus analysis by analysing students' written paragraphs, which helps us to identify the type of language varieties used.The participants of this study are Second Year LMD English Students of Ibn Khaldoun University. They are divided into several groups, each group consisting of around 40-50 students. Since they have acquired a certain amount of target language (TL) knowledge, They had a good command of English as they were enrolled in the English language and literature. program as they have acquired a certain amount of target language (TL) knowledge Based upon random sampling from different groups of second year students. The research is conducted with some of the participants of the previous mentioned population.

The present study is divided into three chapters :the first chapter is the theoretical part of the research where we give an overview about the status of English in Algeria ,Then we define code switching and code mixing .Next we review the literature in translanguaging and we make a comparison between translanguaging and code switching furthermore we give a background about writing and how how interference of L1 affects it. the second chapter analysis of questionnaires and writing reports .regarding the third chapter it is concerned with presentation of findings and discussion then conclusions based on the study questions and findings

CHAPTER ONE: Interference of Mother Tongue in Learning English

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1 Introduction

It is known by everyone that English is presently the most widely spoken language in the world. For that reason, all people should learn as much as they can about this important language. Four major skills must be improved to learn any foreign language but the most challenging skill to master is writing. Many students may struggle while writing in the target language so they refer to their first language to reduce difficulty.

This chapter includes an overview of the status of English in Algeria then it aims to give an explanation of certain concepts in addition to Pedagogical Translanguaging later it summarizes the background of teaching writing and finally the purpose of Translanguaging and how it affects English writing.

1.2   The Status of English in Algeria:

The term "mother tongue" refers to a person's native language that is, a language learned from birth. Also known as a first language, dominant language, or home language, according to Calvin Theissen, "the word "mother tongue" is used broadly and has a variety of meanings." It's sometimes used interchangeably with terms like "first language," "heart language," and "native language."

The terms imply a strong connection to an individual's identity as well as a historical element linked to the house and family. There are cases, especially in multilingual countries, where the child acquires more than one language which can be considered his/her mother

tongue as well. Many people are satisfied with their mother tongue only, such as in France, they are called monolingual. But other countries have added languages besides their mother tongue, so they are called bilingual or multilingual.

1.2.1 Monolingualism, bilingualism and multilingualism

1.2.1.1   Monolingualism

Monolingualism is the use of a specific language by a group of people. 'Monolingual' also referred to as "unilingual" is an adjective that describes a person who only speaks one language (Crystal. 1987, p.425). The phrase is often used as a noun to denote someone who is proficient in only one language yet has a rudimentary comprehension of others Language (Richards and Schmidt 2002)

According to Christ (1997) inhabitants of industrialised nations with a prominent language with the prestige of an international language "live with the sense that their own language is the typical condition to which speakers of other languages must adapt." This perspective is based on the fact that a particular language retains an unique standing as a consequence of its capacity to control international activities involving business, culture, finance, and technology. The English language, for example, has become the lingua franca throughout the world. Monolingual English people often believe that the expansion of their language is 'natural, neutral, and desirable,' according to Pennycook (1994)

1.2.1.2   Bilingualism:

Bilingualism refers to a person's communication skills in two languages. According to Haugen (1956) Bilingual is a term used to describe someone who is fluent in two

languages.(as cited in Garcia and Li, 2014). Bilingualism was defined similarly by another scholar, Weinreich (1974) , who stated that Bilingualism shall be defined as knowing and using two autonomous languages Bilingualism in communication situations, and the individuals involved referred to as bilinguals.

Many countries, especially ex-colonial ones, do not have monolingual societies because their citizens are unable to do so. They have acquired invaders' language, which they utilise in both informal and formal situations.

Algeria does as well, with French being widely used informally and formally in governments, as well as as a language of teaching in some university fields.

Haugen (1953) assumed that bilingualism is when a speaker of one language is capable of producing complete, coherent sentences in the other. Bilingualism is defined also by Oestreicher (1974) as complete command of two independent languages without intervention between the two linguistic processes. This means the ability to use and understand both languages accurately; in other words, the ability to adapt to any conversation in those languages.

1.2.1.3 Multilingualism

Multilingualism is a complicated phenomenon that has been investigated by many scholars from various fields, including linguistics, psycholinguistics, sociolinguistics, and

education, from various angles. Li (2008), for example, sees that , "Everyone who can interact in more than two languages, is active" is defined as a multilingual individual. (through speech and writing) or passive (by listening and reading).

Another well-known example The European Commission (2007) sees that The ability to communicate effectively in more than two languages, both written and spoken, is referred to as multilingualism. On the other hand, monolingualism includes the ability to converse in only one language.

Europe and North America, which were built as monolingual in the twentieth century (because their indigenous multilingualism was muted by oppression or genocide), are now regarded as being as multilingual as Asia, Africa, and the Pacific.

In Europe, 56% of people interviewed for a European Commission report in 2006 claimed to be at least bilingual, with 28% asserting trilingualism. Though in the United Kingdom, 38% of the population speaks two languages (Grosjean, 2012). In the United States, where indigenous and immigrant languages have typically lost popularity, about 55 individuals over the age of five spoke a language other than English at home in 2007. (US Census Bureau, 2007).

In New York City, 52% of residents over the age of five (3,712,467 individuals) speak a language other than English at home (US Census Bureau, 2009). Urban regional dialects are also emerging in Sub-Saharan Africa (Makoni, Makoni, Abdelhay and Mashiri, 2012).

Multilingualism is a dynamic, diverse, and ever-evolving concept. Multilingualism's importance has grown beyond its local and private responsibilities to become one of the most important social activities in the world. The term multilingualism is used to denote the use of three or more languages, as opposed to bilingualism, which refers to the use of two languages.Multilingualism is a societal phenomenon that deals with the employed languages in society. Furthermore, multilingualism exists on both a societal and individual level. We will have a multilingual society in the first scenario, but we will have a multilingual individual in the second situation.

Scholars' core understandings of what multilingualism is often differ due to their diverse perspectives and views. 'Multilingualism is the coexistence of numerous languages in one territory, community, or region. One says that Multilingualism is the use of more than two languages, and another refers to it as the ability to speak various languages, says another. Multilingualism is often recognized as a "natural condition of humankind" in this last sense (Flynn, 2016).

Furthermore, neuroscientists explore multilingualism in the framework of how people who speak multiple languages organise their brains.

There are many factors that lead to multilingualism, the major factor is Immigrants, whether they be residents or invaders, will carry their languages with them. The result of language contact is another factor for multilingualism. In addition to this type of political connections, colonialism is sometimes cited as a basis for multilingualism, which is why African and Asian countries have multilingual societies.

Algeria has always been a multilingual country, owing to its long history of colonisation by many invaders including the Romans, French, and others. The advent of Islam had a great impact on the spread of Classical Arabic, from the fifteenth century to 1830 , most of the natives of Algeria spoke Algerian Arabic and /or Berber .The Algerian Arabic or Darja become the first language .

French was established for a long time because of the colonisation that lasted from 1830 to 1962. The French was importing their culture into indigenous society ,which aimed at wiping out the Arabic language (Benrabah,1999).

While the majority of Arab traditional schools were transformed into French schools.During this time French was the official language and standard Arabic has been designated as foreign language since 1938 (Benrabah ,2007). After independence , Algerian Arabic , Berber ,and French became the daily languages of communication , with only a few medersas using Classical Arabic .

Nowadays English has reached its highest levels as an international language surpassing all languages. Crystal (2002) says that "English becomes a global language". It is the language of the latest business management in the world. English is considered as a source of a bright and prestigious future. The global spread of English around the world also reached Algeria. Algeria took the same path as the rest of the world and began to include the English language in her studies curriculum.

In this context Hamdi (1990) says that:

> ***The Algerian authorities are aware of that fundamental need for English, at a time when Algeria may be called upon to play a leading role in international affairs; we have only to examine the shift from French to English as a subject in the educational curriculum, or the ever-increasing number of students registering in the English departments of universities.*** (p. 13)

English has gained a lot of attention as part of the educational reform Above all, English is still the second foreign language, taught starting in the first year of middle school and French was taught in primary schools. These reforms are illustrated in (Table 1) below:

	Primary (6 years - age 6-11)	**Middle** (4 years - age 12-15)	**Secondary** (3 years - age 16-18)
French	Year 2 to Year 6	Year 1 to Year 4	Year 1 to Year 3
English	Not taught	Year 1 to Year 4	Year 1 to Year 3

Table 1.1: New structure for foreign language teaching in Algeria

As it is commonly known the linguistic situation in Algeria is quite complex as the coexistence of several varieties that are formed from different languages which often makes the individuals multilingual or bilingual as a result of language contact which has come through various civilizations in the North-African lands, which lead us to notice how, in the recent period, are the Algerian youth are much more interested in learning English than they have ever been.

Algerian universities have witnessed a large number of students as they are flocking to them specifically to study English and not any other language. Four major skills must be improved to learn any foreign language: listening, speaking, reading, and writing.
EFL students face a lot of difficulties while learning any foreign language, particularly at the level of production that requires them to use their native language as a supporting tool by using several methods which are: code-switching, code-mixing, or Translanguaging.

1.3   Code-switching , code-mixing , and Translanguaging

1.3.1 Code-switching

Code switching occurs when people switch languages in a single context , within a single conversation , and sometimes within a single sentence . code-switching is a common term for the simultaneous use of two or more languages, language varieties, or even speech styles(Hymes, 1974), As for Mayers Scotton(1993:1)Code-Switching refers to the changing of linguistic variants within the same conversation. In code switching languages are divided into : matrix language which refers to the dominant language, however the additional language is called embedded language .

Code switching can take place at either an intersentential (code-switching, or CS for short) or intrasentential level (code-mixing, CM henceforth). Garcia (2007) favours the term 'translanguaging' to indicate that languages are not 'tightly sealed units,' as a result of her work on the validity of language boundaries.

Bilinguals employ languages based on status, relevance, desire, ability, and other considerations, in addition to CS/CM. As a result, Garcia proposes that "bilingualism without diglossic functional separation" is the regular practice of translanguaging (2007, p. xiii).

1.3.2 Code mixing

Code mixing is the blending of two or more languages or language variants in speech . CM is

the employment of one or more languages for the consistent transfer of linguistic units from one language to another, and the development of a new restricted and non-restricted code of language interaction through such language mixture

(Kachru, 1978 :28).

Code mixing is defined by Gumperz (1982) as the juxtaposition of speech sequences from two different grammar systems or subsystems inside the same speech exchange (p.59). That is to say in the same statement or speech, a word or part of a word from one language is combined with a word or part of a word from another language.

1.3.3 Translanguaging

What Is Translanguaging?

Translanguaging evolved to describe the process where bilinguals or multilinguals used their multiple linguistic elements and employed their entire linguistic repertoire in order to optimise their communicative potential (Garcia, 2009).in other words it means blending of multiple different languages in a single communication. The Term translanguaging originated from Welsh bilingual schooling and was initially used as"trawsieithu"in the Welsh language .it was coined by Cen Williams (1994, 1996) in his unpublished dissertation "Evaluation of Teaching and Learning in the Context of Bilingual Secondary Education" .

García (2009: 140) defines the term Translanguaging as bilinguals' act of assessing diverse linguistic aspects or modes of what are referred to as autonomous languages in order to maximize communicative potential which means the focus of translanguaging is not the language but communication . Translanguaging also describes an educational activity in which learners are challenged to replace languages for receptive and expressive purposes. Useful application Its primary context refers to the use of Welsh in the classroom. Learners read a piece or listened to some material in English in the classroom. and had to translate their work into another language (as cited in Garcia and Wei, 2014)..

Canagarajah (2011, p. 401) stated that translanguaging is the ability of multilinguals or bilinguals to switch between multiple languages as if they are a cohesive system. Garcia wants to point out that translanguaging is a process that occurs when people who speak more than one language or variety seamlessly move between the language of home and school as if they were one language.

Another scholar named , Mignolo (2000), clarifies that translanguaging relates to new language uses that reveal the ambiguity of language exchanges among people from various backgrounds, as well as releasing histories and understandings that had previously been hidden behind dynamically typed identities constrained by country states.

Garcia (2009) pointed out that bi/multilinguals appear to translanguage on a daily basis, as they prefer to access multiple linguistic elements and employ their entire linguistic repertoire in order to optimise their communicative potential. Which means that it helps them keep the conversation going without cutting off communication to convey a message.

Sembiante (2016) indicates that translanguaging is the combination of languages in accordance with a variety of social goals and communicative situations. (p. 48). Through the employment of many languages, translanguaging allows people to fulfil particular social goals and 'get things done.' Those who contribute to these societies must be trained to use linguistic skills that are directly tied to social settings.

1.4   The difference between Code-switching and Translanguaging

Cook (2001) defines code-switching as a linguistic interchange in which a communicator switches or changes between two or more languages, or language varieties, throughout a single conversation. Speakers' first and second languages are typically utilised

intrasentential or intersentential. The word translanguaging is a relatively new one in the literature when it comes to code-switching.

Translanguaging is similar to code-switching in that it describes how multilingual speakers switch dialects in a distinctive way (Park, n.d., pp.50-52). The methodological distinction between translanguaging and code-switching is that translanguaging relates to the speaker's employment of original and complex connected discourse rather than just switching between two languages or codes.

"Translanguaging" is defined as discursive acts wherein bilinguals take part in order to make sense of their bilingual environments (Garcia. 2009, p. 42). To put it another way, translanguaging is much more than code switching, which treats languages as distinct entities that are switched for communications. Furthermore, code-switching is concerned with language level, whereas translanguaging is concerned with the creation of language codes and combines many varieties and cultures.

To demonstrate the difference between translanguaging and code-switching, Garcia (2014) used an example. The theory of code-switching has to do with the smartphone's language feature. On the one hand, the language-switch feature might be considered to correspond to a code-switching epistemological, in which bilinguals are supposed to 'switch' languages by clicking the switcher key on the keyboard, relying on the theory that named languages exist. Translanguaging, on the other hand, is the tendency to avoid this type of language function on a smartphone and use all language features seamlessly. According to Garcia (2014), a translanguaging phenomenology would be equivalent to switching off the

device's language button and allowing bilinguals to choose features from their whole semiotic repertoire.

To summarise, code-switching is the process of switching between two languages inside a statement or a dialogue. While translanguaging alludes to the use of two or more languages at the same time to convey ideas and create sense. It aims to break down barriers across languages and acknowledges them as one interconnected system. Code switching, on the other hand, considers the languages used throughout interactions to be different systems.

Code switching	Translanguaging
- Switches between named languages	- Natural /Spontaneous practice
	- holistic linguistic system with a variety of features.
- A product not a process	- The use of the full linguistic repertoire
- A linguistic phenomena	- Not separated languages
- Separated languages	- A process not a product
-code-switching is concerned with language level	- Translanguaging is concerned with the creation of language codes and combines many varieties and cultures

Table 1.2: The difference between Code-switching and Translanguaging.

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1.5   Writing

Writing has an important role in language learning since it requires a past knowledge of the three language skills which are reading, speaking, and listening. According to Walsh

(2010), Writing is important because when learners do not know how to express themselves in writing, they are more likely to struggle when it comes to communication with others. Moreover, it is known that much of professional communication is done through writing, such as proposals, reports, applications…etc. It is also considered one of the most difficult language learning skills, as it requires learners to use an appropriate language or lexicon to communicate to their readers and produce good writing.

Hence, in the process of writing, learners tend to use their cognitive skills in order to reinforce their ideas, analyze sources, and synthesize them in a piece of writing. Thus, it is quite complicated for learners to write in a foreign language as it is commonly known that the first language (L1) has an impact on the second language (L2), as well as many types of research, indicate that EFL learners tend to interfere from their mother tongue in the process of writing in English.
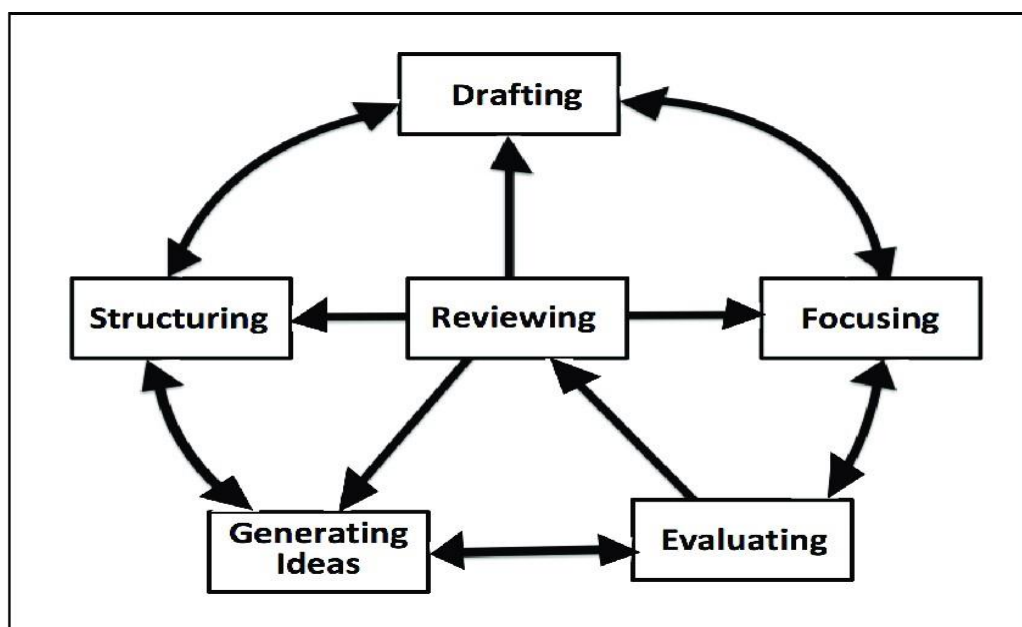
Figure 1.1: Stages of writing process

1.6   Factors that affect students' written English

Researchers believe that in order for learners to achieve proficiency and successful writing, they must master a variety of skills and conventions, such as writing and grammatical standards. However, several aspects influence learners' ability to write a successful paragraph or composition. Due to the language being systematically ordered and linked by its grammar, which is firmly tied or bound to meaning and communication, it cannot make sense without grammatical and linguistic structures being shaped.

Noor, H (2007) explained that numerous factors influence students' written English. One of the most important factors that many teachers and researchers consider as an issue that has to be solved, is "The impact of the mother tongue patterns on student performance and development in the target language".

1.7   Translanguaging in Education

1.7.1 Pedagogical Translanguaging

Pedagogical translanguaging is a theoretical and instructional technique that uses resources from the learner's entire linguistic repertoire to improve language and topic abilities in educational settings. Learner-centred pedagogical translanguaging promotes the assistance of all languages utilised by students.

When studying languages and content, it enhances the creation of metalinguistic awareness by softening the borders between languages. is the activity through which teachers

and students use their integrated system of linguistic, semiotic, and cognitive funds to develop sense and develop knowledge in the various kinds of bi/multilingual teaching and learning (Garcia & Wei, 2014)

Translanguaging has gained popularity and acceptance around the world as many are interested in studying it.for instance in Writing.So many studies have been conducted to address the interference of L1 in L2.to start with a study that was conducted by Hussein and Mohamed (2010) titled " negative L1 impact on L2 writing "at the University of Qatar. The study's findings revealed that students used L1 in L2 writing regardless of their L2 language proficiency .

Another study was conducted by Baljit Bhela « Native language interference in learning a second language : Exploratory case studies of native language interference with target language usage » the results of study revealed that there is interference from the native language on the target language when writing ,learners rely on their native language patterns to construct response.

On other hand Hassan.A (2013) investigates EFL students' writing problems by examining the nature and distribution of their faults .in his study « The effects of Arabic on

English writing » at Derge secondary school . The results revealed that students' errors were caused by L1 interfering with the acquisition of L2 grammatical elements (English) .

Hamar Fatima (2016/2017) studied the effect of Arabic on EFL students' writing: a case of third year LMD students at Mostaganem university. The study focuses on Arabic

language interference toward English writing. The instruments for collecting data are questionnaire and test. The students were asked to translate five sentences from Arabic into English, whereas in the second one they were asked to do the opposite; by translating the other 5 sentences from English to Arabic. The result showed that Arabic affects third year LMD students when writing in English as they commit mistakes in vocabulary, grammar and even punctuation.

Another study also conducted in Mostaganem by KHeddadi Nesrine Chaima (2016) about the effect of the mother tongue interference on EFL learners' written production. The objects of this study are 25 first year LMD students and 15 teachers of the written expression module in the English department at Abdelhamid ibn badis university .She used questionnaires for both students and teachers and a test as an instrument for collecting data. The students were asked to write short paragraphs. Based on the research findings, it can be known that the result of this study revealed that first year students commit different types of errors because they depend much more on their native language when they write in English.

1.7.2 Benefits of translanguaging

As shown in previous studies, researchers highlight poor writing outcomes rather than the benefits of translanguaging .though it is the activity through which teachers and students use their integrated system of linguistic, semiotic, and cognitive funds to develop sense and develop knowledge in the various kinds of bi/multilingual teaching and learning (Garcia & Wei, 2014). When studying languages and content, it enhances the creation of metalinguistic awareness by softening the borders between languages

Translanguaging in education empowers bilingual accomplishments that in so doing allow learners to move at the same time along the continuum of two socially developed dialects concurring to measures of the community and the domestic, as well as those of school.

Baker (2011) lists several educational advantages of translanguaging, such as improved comprehension of the issue at hand and improved competency in the weaker language. It also encourages students to use all of their linguistic repertoire in order to study more effectively.

Furthermore, Translanguaging, for example, allows adolescents from various linguistic backgrounds to collaborate and address linguistic challenges. Martin-Beltran (2014) discovered that when students' translanguaging activities are recognised, they show increased commitment and involvement in language acquisition.

It has been seen also that learners feel more confident and at ease when they are allowed to express themselves using their full linguistic knowledge. Garcia and Wei (2014) discovered that translanguaging can assist learners construct their identities and check their cognitive skills.

Garcia (2011) found six translanguaging metafunctions that kindergarteners utilise to improve their bilingualism. These involve facilitating understanding and collaboratively

creating meaning for one another. They also entail developing and showing one's own expertise, as well as fostering a sense of belonging by including or excluding people inside groups based on their linguistic habits.

Baker (2011, as referenced in Lewis et al, 2012, P. 645) outlined four possible educational benefits of translanguaging. To begin with, translanguaging may help students gain a better comprehension of the subject being taught. Learners find it tough to respond to queries in monolingual classrooms. When compose an essay on a topic they don't completely comprehend, this is due to a processing error.

The circumstance did not arise. Learners may, for instance, compose phrases, copy and alter passages, or even write without really knowing what the teachers are saying. However, linguistic translation enables learners to develop and comprehend knowledge by determining meaning and implications while discussing the subject in languages other than their own tongue.

To put it another way, translanguaging improves learners' comprehension of teaching and thus their productivity. Moreover, translanguaging may aid in the development of pupils' poorer language abilities. To illustrate, learners may try to accomplish the main part of the assignment using their dominant language, and then complete the less demanding linked tasks using their inferior language.

Translanguaging, in other words, allows students to complete the difficult aspects of activities. Furthermore, the employment of multiple languages can make home-school collaboration easier. If a youngster can converse with a parent who speaks a minority language in their native tongue, the caregiver can help the youngster with their academics.

Lastly, translanguaging allows native English speakers and English learners of various levels to work together. English learners can strengthen their second language abilities while studying the topic if they are incorporated with native English speakers and the two languages are used compassionately and deliberately in the classroom.

1.7.3 Translanguaging dimensions

The interpretive and instructional dimensions of translanguaging pedagogy have distinct dimensions. Discursive translanguaging pedagogy (Garcia and Sylvan, 2011) is the procedure of empowering learners to use their entire linguistic repertoire whilst still learning in the classroom. This procedure is a component of an educational situation that encourages students to use multiple languages, and Gort and Sembiante (2015, p. 09) define it as "the flexible rhetorical interactions in which teachers and students interact as they gather on and choose from various languages and language varieties." The instructional translanguaging dimension, on the other hand, is the process of creating a curriculum that enables the students to use both languages while learning (Creese and Blackledge, 2010). This design approach encourages the purposeful usage of two languages to comprehend new information.

Williams (1996) proposed translanguaging pedagogy in Wales, which involved using both English and Welsh as a medium of instruction simultaneously. According to Garcia and Wei (2014), this technique attempted to increase comprehension and activity in both languages by employing one language to compensate for the lack of the other. Hornberger (2005, p. 607) describes that "Bi/multilinguals' learning is implemented when they are permitted and permitted to draw from across all of their established language skills (in two+ languages), instead of being restricted and prevented from doing so by monolingual instructional generalisations and practices."

1.7.4 Translanguaging practices

Kabir (2019) attempted to clarify the muddled relationship between translation and L1 by reviewing various language teaching techniques and practices, their place in bilingual environments, and their contemporary function in translanguaging literature. According to the study, translation and L1 can be utilized through translanguaging activities, which need a reassessment of present language education methodologies and methods based on a more flexible perspective of language.

In addition, due to the need for specific assignments and exercises, a few spaces ought to be permitted in bilingual classrooms for the utilisation of the mother tongue. "... translation does not cruel change or exchange of meaning from one language to another, but or maybe from the language users' existing dynamic linguistic repertoire comprising of distinctive linguistic highlights to the focused on set(s) of linguistic feature(s) required by other users, e.g., the scholarly world, corporate, community, etc," concurring to this think about. (ibid: 42).

Garca and Sylvan (2011: 393–394) characterise these classroom practices as follows:

Students usually are conversing, arguing, attempting to persuade one another, and working together on a topic. They use a variety of language practices, such as those brought from home, Bilingual dictionaries (both electronic and print) are commonly used by students. Various discussions are taking place at different times in various languages, with intermittent interruptions in the 'chaos' for the teacher to clarify a subject or perform a skill with the entire class, which the pupils subsequently implement in their work.

Learners assist each other by giving their opinions, information, viewpoints, and interpretations of the book. The teacher is not the only 'master' in the classroom, and the pupils are given a lot of power. Because students work together to figure out the topic, language, and consequences, work is made approachable.

1.7.5 Examples of Translanguaging

The teacher explains the lesson and expects the students' output in their home languages.
Teachers tolerate the bilingual oral discourse as well as allow learners to express themselves using their home languages.
Teachers allow learners to ask their classmates the translation of the word they are finding difficulties in saying it in the target language.
Teachers have students to look at certain pictures and discuss it with their classmates using their home language, however, they are asked to write about it in English.

Table 1.3: Examples of Translanguaging practices (Garcia & Wei, 2014, p.124)

1.7.6 Challenges

- Teachers still believe that languages should be treated as a separate system.

- Learners may refuse to Translanguage because it would make them feel incompetent of making mistakes in the target language inside the classroom in language learning.

- Bilingual students who Translanguage frequently experience endure etymological disgrace since they have been burdened with monoglossic belief systems that esteem it as monolingualism.

- According to the concept of SLA, they tend to compare learners to native speakers. The aim was to develop native-like competency in both languages.

- Even though teachers may Translanguage discreetly, they, somehow feel incompetent or guilty for doing so in front of society, since they have been instructed to accept that as it were monolingual ways of talking are "good" and "valuable". However, they know that to instruct viably in bilingual classrooms, they must Translanguage (Zein, 37: 2018).

Conclusion

In this paper, we attempted to explain the theoretical foundations of the notion of Translanguaging. Although empirical adequacy is critical in theory construction, we have highlighted that Translanguaging is not only a descriptive name for the kinds of Post-Multilingualism behaviors.

Translanguaging, we assume, provides a practical theory of language that sees it as a multilingual, multisemiotic, multisensory, and multimodal resource that human beings employ to think and communicate. In spite of the fact that it challenges the code viewpoint of

language, Translanguaging was never planned to complement code-switching or any other term. It still does not reject that designated languages exist, yet it emphasizes that they are historically, politically, and ideologically determined phenomena. It portrays a multilingual as somebody who is mindful of the presence of distinguished language political substances and is able to use auxiliary perspectives of a few of them that they have procured.

CHAPTER TWO : METHODOLOGY AND DATA COLLECTION

TABLE OF CONTENT

Introduction

While the previous chapter has presented a literature review of the research This chapter is about the practical part; in specific terms, it starts with a description of the research methodology and research tools that have been used which involve questionnaires and a test. moreover, it describes the population then followed by analyzing findings in detail.

2.1   Participants

Based on random sampling The participants of this study are Second Year LMD English Students of the Ibn Khaldoun University of Tiaret during the academic year 2021-2022. Students meet 15 days a month due to the grouping system that was imposed due to the existence of the Corona pandemic. They are divided into several groups, each group consisting of around 40-50 students. Since they have acquired a certain amount of target language (TL) knowledge, They had a good command of English as they were enrolled in an English language and literature program as they have acquired a certain amount of target language (TL) knowledge.

In addition, EFL teachers at the university of ibn khaldoun Tiaret were the second sample of this study that we worked with, The research involved random sampling from a list that consisted of 30 teachers who held Ph.D. degrees.

2.2   Data collection tools

We tend to use two instruments. Online questionnaire to both teachers and students to survey their attitude about linguistic mixture in one product, since questionnaires are mostly

used by researchers because they provide a quick and effective way to collect a huge number of data from sizeable sample volumes, furthermore we will make a corpus analysis by analyzing students' written paragraphs, which helps us to identify the type of language

varieties used. Both teachers and students were given enough time to fulfill both an online questionnaire and an online anonymous test.

2.3   The analysis of questionnaire

A questionnaire is a research tool that consists of a series of interrelated questions, Whose aim is to gather as much information as possible from respondents about the role of Translanguaging in improving writing.

2.5.1   Learners questionnaire

The questionnaire was designed following the literature review in the first chapter. It contains 13 questions 9 of them were closed-ended questions and the other 4 were open-ended questions. The questionnaire was divided into two sections. The first section is about the background information starting with age and gender, followed by the purpose behind choosing English as a university major, their opinion about their level of English, their opinion about their level of English besides their assumption about the most difficult skill students face. However, the second section consists of questions about the writing skill and the use of L1 in L2 writing, and whether it is acceptable by teachers (see appendix A). The students who agreed to participate in the study were 19, consisting of a mix of ages and genders, with 10 males which represented 52.6 %, whereas 9 females with 47.4 % .ranging in age from 19-25 years old. Moreover, 84.2 % of informants were their personal choice to study English as a major however 15.8 % of them were obliged to study it.

Question 05:

5/ How would you describe your present level in English?

19 responses
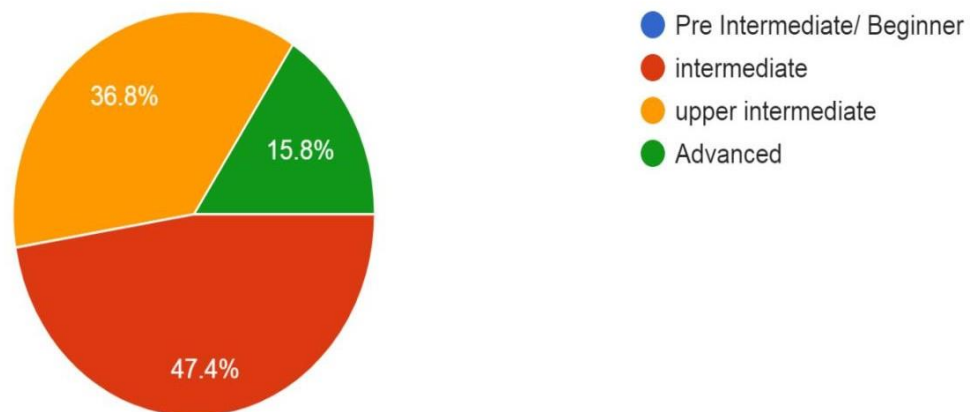
Figure 2.2: Students level in English

Based on the above graph we can see that the majority of students (47.4 %) consider their level of English to be average, while 36.8 % of the whole population think that they have a good level. However, 15.8 % believe that their level is advanced.

Question 6 :

6/ What is the most difficult skill you think EFL students face while learning a foreign language?
19 responses
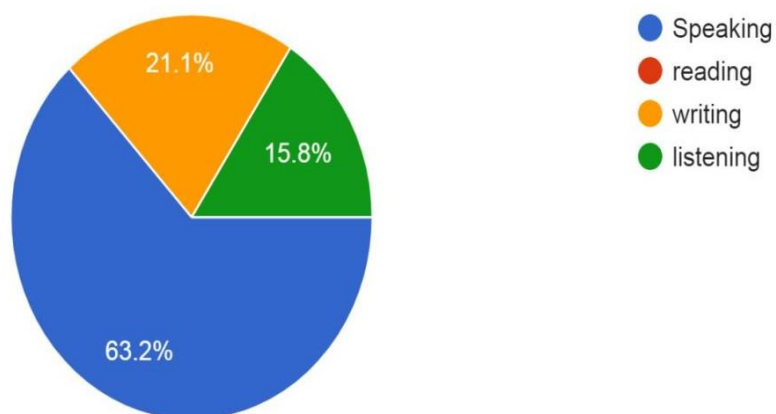
Figure 2.3: The most difficult skill EFL learners face while learning foreign language

It is shown that 63.2 % of the participants said that they find speaking the most difficult skill. However, 21.1 % of them see that writing is a challenging skill that EFL students face while learning a foreign language although 15.8 % disagreed with them, believing that listening is the hardest skill.

Question 7:

7/ Do you like writing ?

19 responses
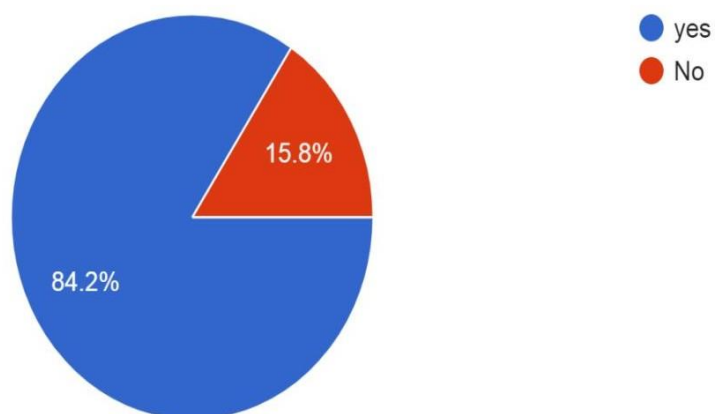
Figure 2.4: Student's preferences about writing

The findings reveal that 84.2 % of the participants like writing. Based on their answers, writing is a good task to express their thoughts, ideas, and emotions. Moreover, it helps them to improve their English skills and to enrich their vocabulary. And for some of them, it is easier than speaking. As for the other 15.8 %, they select a "NO" as an answer because they find it hard to put their ideas into words.

Question 8 :

8/ How often do you practice writing ?

19 responses
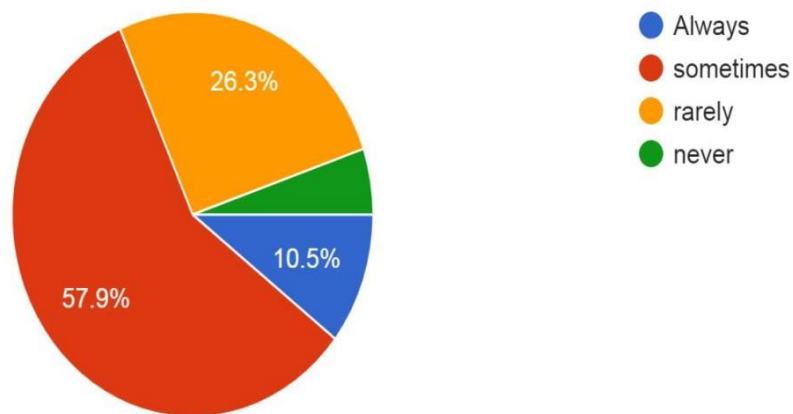
Figure2. 5: Writing frequency

The graph above indicates that 57.9 % of the informants sometimes practice writing however 26.3 % claimed that they don't write very often.10.5 % of the participants stated that they always practice writing for 5.3 % never write unless they are asked.

Question 9:

9/ Do you face difficulties in expressing your thoughts and feelings in clear well-structured text in English?

19 responses
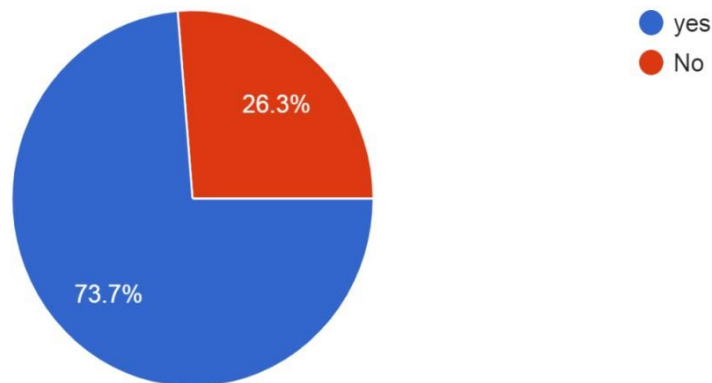
Figure2. 6: Students' interpretations about the difficulties they face

It is shown that 73.7 % of the research participants have difficulty expressing their thoughts and feelings in English in a clear, well-structured text since most of the students agreed that the main reason behind the difficulties that they face while expressing their thoughts in English is the lack of vocabulary because English is not their native language as they mentioned. the other 26.3 % have no trouble concerning the expression of their thoughts and feeling in English they believe that they are at a level that allows them to write without hindrances.

Question 10 :

10/ when you write in English do you think in :

19 responses
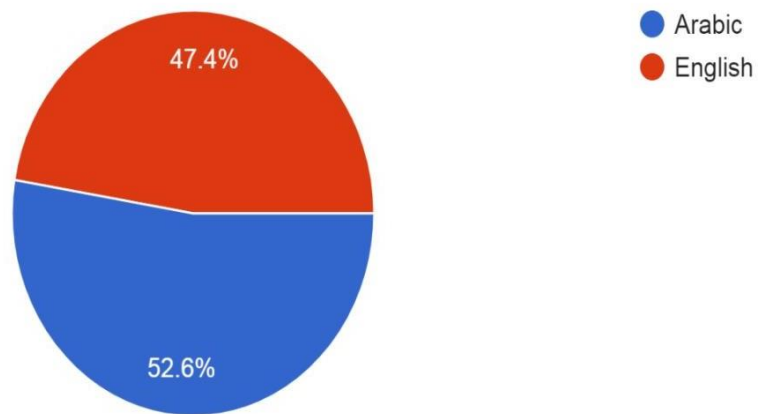
Figure 2.7: The language students think of when writing in English

The result shows that 47.4 % of students only think in English while the majority of students (52.6 %) use Arabic to arrange their thoughts before they write in English. In addition to other languages, they mentioned French and German.

Question 11:

11/ Does your teacher use Arabic in the classroom ?

19 responses
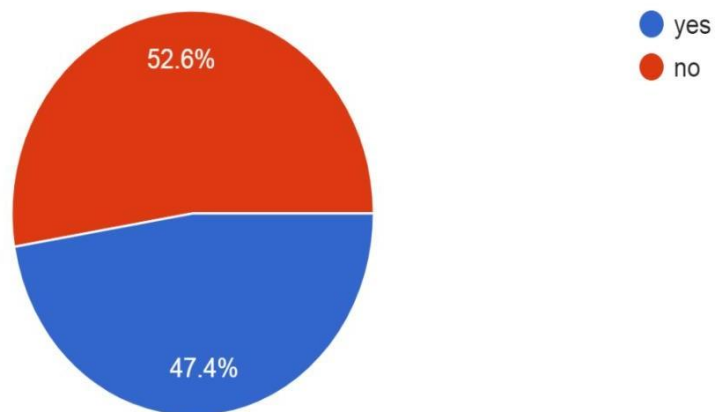
Figure 2.8: The language used by the teacher

The graph presents whether teachers use Arabic in the classroom .52.6 % of students disagreed, nevertheless 47.4 % agree that teachers use Arabic but only under some circumstances which are: explaining difficult terms, filling the gap, and providing extra information whereas others reported that they use to joke with students.

Question 12:

12/Do you think the use of Arabic in the classroom helps you to learn English ?
19 responses
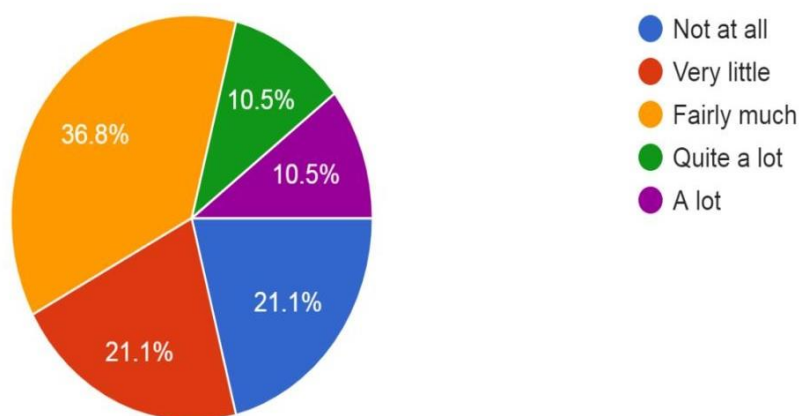
Figure2. 9: Students' opinion about the interference of L1

Most of the students answered fairly much(36.8 %), followed by 21.1 % who chose very much, the other respondents opted for not at all with the same percentages. We also notice an equal proportion in the other two options (10.5 %) which are quite a lot and a lot.

The participants justify their "YES" by saying that there are incomprehensible terms that need to be explained to understand, remember and memorize the lesson.

Question 13 :

13/ Does your teacher tolerate the bilingual written discourse?

19 responses
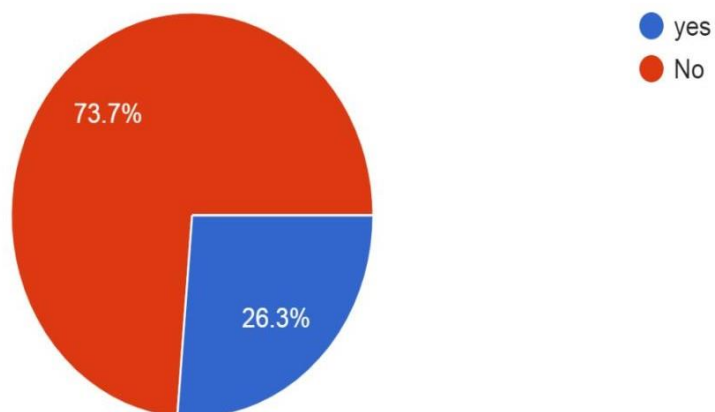
Figure 2.10: Teacher's permission about the use of other languages in writing production

The graph shows that 73.7 % of students stated that their teachers are against the idea of using other languages in writing production, while 26.3 % indicate the opposite .this latter stated the most varieties occurred in the written discourse 9 participants respond to this question. the variety that the majority suggested is English with 55.6 % followed by modern standard Arabic (33.3 %) and lastly Algerian spoken Arabic (11.1 %) these results appeared in the below graph.

If yes, which linguistic variety is used? Tick two or three linguistic varieties that can mostly occur in written discourse

9 responses
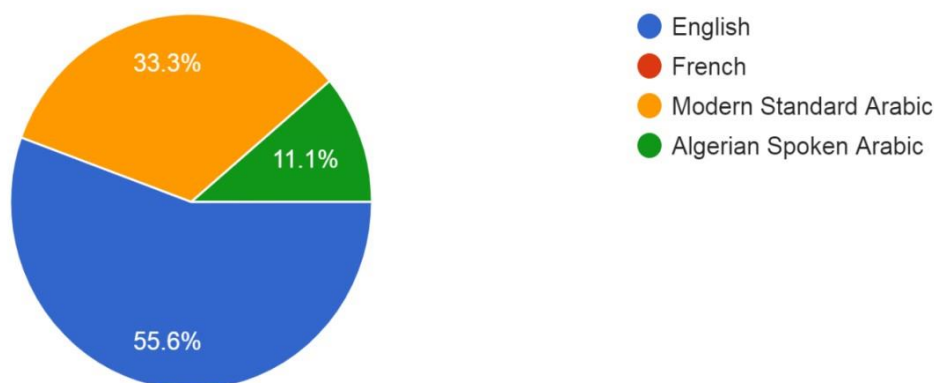
Figure 2.11: Varieties that mostly occur in written discourse

2.5.2 The Corpus analysis

Our study attempts to investigate the impact of Translanguaging in improving EFL written discourse on the academic achievement of second-year EFL students at the University of Ibn Khaldoun Tiaret and to explore whether or not EFL students of the Ibn Khaldoun University of Tiaret interfere with their L1 in L2 and how that interference helps them to develop their repertoires of academic writing practices. We used an online questionnaire. to fulfill the study and to get more reliable results We made an online anonymous test. 16 students among the same sampling of second-year LMD students of ibn khaldoun University of tiaret who agreed to do the test. we give the students the chance to choose between 2 topics. In topic Topic 1, we asked the participants about their opinions about the characteristics of a good friend. Topic 2 requires the participants to write about what they think about the module of Written expression. (See appendix C). (See appendix C). The

majority of the participants chose the first topic (88.9 %) And only 11.1 % selected the second topic. As it appears in the paragraphs obtained, more than five students chose to write only in English although there are errors from different types, for example: "The characteristics of a good friend **is** the one who supports you …" ."...start praying to allah **so building** a better version of yourself' ." good friend **are the** good **listing**.." "**responsiblity**" and so on .

In the rest of the paragraphs, there is an interference of other language varieties in addition to English language including the following (who stands with me ني الضراء و السراء),( ), without worrying about اللغة صحة , (most important موائف ع) in addition to (responsiblity together **c'est pour ça**),(atleast **ykoun ykhamem chwuy**) as well (Always tell me **la verité**). When they were asked what language process they used to accomplish the task, their answers reveal that the majority use translanguaging as a support tool since they did not find the right equivalent in English because they were asked not to use the dictionary as one added: "I was thinking in modern standard Arabic at the time I couldn't think of synonyms in English " whereas others see it as expander in which one of them explained, "there are expressions that will lose its strong meaning when it is translated in another language" in other words you can not convey what you meant to say.

2.5.3 The Teachers 'questionnaire

The second teachers' online questionnaire was submitted to 30 teachers and only 8 of them answered the questionnaire: 5 females (50%) and 5 males (50%); they all have Ph.D. (doctorate) degrees. the questionnaire consists of 3 close-ended questions and 5 open-ended questions .as any other questionnaire it started with background information then followed by

questions to capture their attitudes regarding students' use of translanguaging in writing it ended with two examples from the data we collected and they were asked to answer whether or not they would accept such pedagogical practices. (See appendix B).

Question 3:

3-Do you allow your students to use Arabic inside the classroom?
8 responses
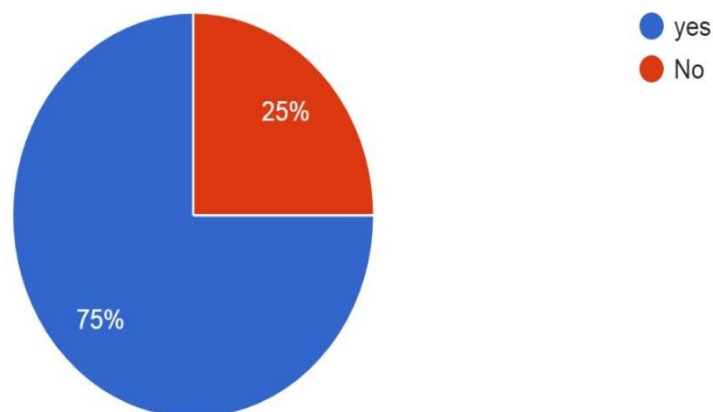
Figure 2.12: Teachers' permission toward using Arabic inside classroom

Based on the above graph it is noticed that 75 % of teachers allow students to use Arabic inside the classroom whereas 25 % react negatively toward students who use Arabic inside the classroom.

Question 4 :

4-do you think that using Arabic inside the EFL classroom has a positive effect on mastering the English language in general?

8 responses
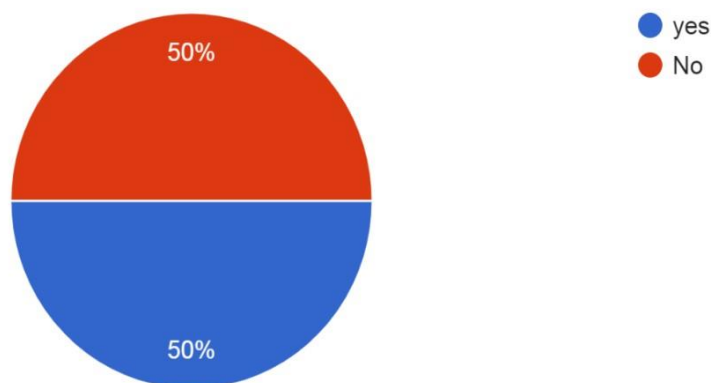
Figure 2.13: Opinions of teachers about the impact of Arabic in mastering English

From the graph above, the results show that 50 % of teachers rejected the idea that using Arabic inside the classroom has a positive impact on mastering the English language the main reason for their refusal is they believe that Switching to Arabic from one time to another may attract students' attention they added that learning a language only happens by practicing all its syntax. Morphology and grammar rules .and on the other hand 50% disagreed with them as they see that Arabic plays an important role in learning and mastering English because It helps weak students to acquire some English difficult vocabulary, others stated that If anyone wants to learn an FL he /she must be exposed to the native language.

Question 5: According to you, when are students more likely to use Arabic?

According to the respondents the main reason that leads students to use Arabic is when they don't find the right equivalent in English as pointed out in the following claims *: "When*

lacking specific vocabulary to make their point of view understood.", "When they fail to find an equivalent in the target language." However the second suggested reason is when learning new words this appeared in the following statement "*When they are learning a new vocabulary"* .another teacher claimed that students use Arabic most of l the time .

Question 6:

6-do you tolerate the bilingual written discourse?
8 responses
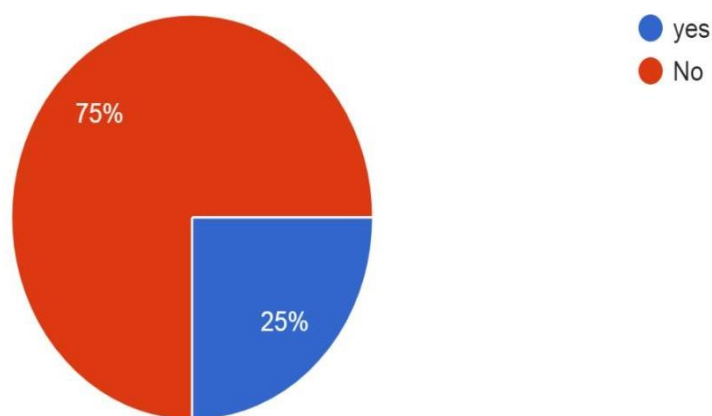
Figure 2.14: Tolerance of bilingual written discourse

The results above show that 75 % of the respondents chose "NO" as an answer which means they have zero tolerance for students who write in another language than English. Nevertheless, 25 % accepted the existence of other languages within the English-written paragraphs.

Question 7: How would you react if your students mixed English with other varieties?

From the answers given by professors some of them declare that it is acceptable for students to mix English with other varieties, but with conditions, which are as follows:

"For beginners, it's okay, for advanced learners it is not", "In writing no, but in speaking no problem" which means when participating, added another " I do with French. However I decline it when using Arabic ". The rest of the teachers disagreed, adding that it is an error and should not be tolerated.

Question 8:

> Emotions can sometimes be vague and incomprehensible by our parents, friends on the other hand can notice within a blink of an eye. A good friend dedicates time to talk to you about your ingoing progress in life, the issues you're facing and pretty much anything you are willing to share. They provide support when needed and shift their attention towards positivity. in addition to that, a good friend should also يبه his friend when commiting a negative behavior as it may resolve in bad consciences. to sum up, a good friend is a loyal soul mate that you can rely on whenever needed.

Figure 2.15: Students' paragraph about characteristics of a good friend

> Personally I think that written expression module is a good module and fun one because it gives us the chance للتعبير عن افكارنا and to learn how to creat well written paragraphs without worrying about صحة اللغة because we're learning to stay away from mistakes and لتطوير our level of English language to the highest level possible close to the English native speakers

Figure 2.16: Students' paragraph about written expression

At this stage, we gave teachers two examples of what students wrote, as shown above, and we asked for their reactions .they all reached the same conclusion that there is a transfer of language and they agreed on the same answer that the main cause of this transfer is the lack of vocabulary .87.5 % of instructors claim that they would not accept if their students use other varieties in their written production, they mention that they may not refuse it, but only if it was written for social media communication purposes otherwise they see it inappropriate to use Arabic or any other variety in academic writing they believe that the

whole process of learning will fail if this phenomenon is redundant, according to another "language transfer defames the coherence and cohesion of their written productions".

Conclusion

In conclusion, in this chapter we explained the research methodology we went through, the population whom we worked with to accomplish this research as well as the tools that were used involving questionnaires and a corpus analysis which were carefully selected to collect credible and reliable data to reach our goals and objectives, it also shows the result of both online questionnaires and test illustrated with graphs.

CHAPTER 3 : DISCUSSION OF THE FINDINGS

TABLE OF CONTENT

Introduction:

Following a detailed overview of the methodology, participants, data collection tools, and methods employed to achieve the research's objective which attempts to investigate the impact of translanguaging in improving EFL written discourse in the academic achievement of second-year EFL students at the University of Ibn Khaldoun Tiaret and to explore whether or not EFL students of the Ibn Khaldoun University of Tiaret interfere with their L1 in L2 and how that interference helps them to develop their repertoires of academic writing practices.

Furthermore, to analyze the teachers' and students' attitudes toward integrating L1 in L2 in one linguistic mixture. The major findings of the research work are presented in this chapter. It covers a qualitative and quantitative study design and a full content analysis of the acquired data. It also tries to address the study questions by converting the participant's answers into descriptive conclusions. This Chapter provides the research findings' interpretation; and it discusses the research's limits and implications, in addition, it concludes with some recommendations for further research.

3.1 Discussion of the Findings

In this chapter, we present the various findings and outcomes, which are thoroughly explained. The results from both the teachers' and both students' questionnaires and a test are processed and described.

Based on the data analysis, the first conclusion can be drawn from the students' responses regarding how can Translanguaging be applied to help Algerian university EFL students improve their academic written discourse.

One could say that second-year EFL students have a diverse linguistic background and language level; however, the majority of them stated that they do like writing and they tend to practice it occasionally because it helps them with enriching their vocabulary since most of the students face difficulties expressing their thoughts in the target language, they are more likely exposed to think in Arabic or other language varieties when writing in English. According to the findings, more than half of the participants believe that utilizing a different language is a good choice for clear comprehension. We can deduce from this that most of our participants are bi/multilinguals; to clarify a point, Algeria has been invaded by various colonists, as we saw in chapter one, and as a result, it has become a multilingual nation, which lead to multilinguals, that is to say, we can fairly conclude that some of the participants can communicate well in up to four languages as shown in the previously collected data. Additionally, employing an additional language in class could assist students to strengthen their cognitive capacities; 36.8% of the participants claimed that the use of Arabic helps them absorb information and enhance their comprehension.

According to the study, translation and L1 can be used through translanguaging practices, which necessitate a reassessment of present language education approaches and methods based on a more flexible understanding of language. Translation does not imply the transition or transfer of meaning from one language to another, but rather from the language users' existing dynamic linguistic repertoire, which includes a variety of linguistic features, to

the targeted set(s) of linguistic feature(s) needed by other users, such as academic, corporate, society, and so on." (ibid., p. 42).

Based on the tests' content analysis; all of our participants can easily translanguage using other languages. However, most participants chose not to translanguage, they believe that whenever they use one language they shift their whole linguistic repertoire into the target language allowing them not to mix other language varieties. Once all languages have been properly learned, the brain can separate them. As a result, seven of our participants chose not to utilize their mother tongues and other language varieties in their written discourse.

In contrast, 6 of the participants were confident enough to translanguage in their written discourse, modern standard Arabic, and kind of terms and proverbs were used at the level of word and phrase. participants were asked if they think in Arabic when writing English and they were given the chance to choose other language varieties such as French, Algerian, spoken Arabic, German…etc. when they were asked what language process they used to accomplish the test, their answers reveal their use of translanguaging not simply as support, but as an expander. In which one of them explained "I was thinking in modern standard Arabic at the time. I couldn't think of synonyms in English because Arabic words kept popping up inside my mind. So, I depended on my Arabic since I am a novelist and I do write quite a lot using Arabic. I used the word "بنية" because it gave a strong meaning in Arabic other than English"

As a result, most of the participants stated that they are more exposed to French, and Algerian spoken Arabic. Several French and Algerian spoken Arabic were used by the participants at the level of phrase and sentence. This means that when participants translanguage to another language, such as their native language, or their second language, it helps them with their cognitive loads so that they are more likely to feel comfortable in expressing themselves in the written production.

students were asked if their teachers used Arabic in the classroom and when they use it, more than half answered no, claiming that teachers only use Arabic when they are asked to by their students, moreover, it is quite rare for the chance of using Arabic only in some cases in which the teacher wants to provide some extra information or when they face a problem in grasping the information. In addition, most of the participants agreed that teachers use Arabic when it comes to explaining or simplifying specific vocabulary in the target language. as already mentioned most of the students believe that using Arabic inside the classroom may help them learn English; we deduce that It is okay for teachers to break the monotony from time to time to allow their students to use their whole linguistic repertoire which may help the learner to be confident enough to translanguage and help them cognitively, psychologically and at the level of self-confidence. As a result we can confirm that tolerance in using other linguistic varieties can help university EFL students to reduce anxiety and raise self-esteem when writing hypothesis.

However, according to the collected data, it is proved that teachers do not tolerate the bilingual written discourse, 73.7% of the participants answered no when they were asked about the teacher's permission for the use of other languages in writing production. teachers,

on the other hand, were asked whether or not they tolerate the bilingual written discourse, and 75% of them answered no; they stated that they always urge them to use only English, however, they still expect their students to mix English with other varieties but they do not encourage them to use it because it is not allowed for students to include Arabic in formal academic texts since they consider it as an error to blame them for. Unlike when speaking or in oral sessions, it is okay to translanguage.

Based on the teachers 'questionnaire, we provided them with 2 examples from the data we collected using a test in which we asked students to choose one topic to write about in English in 8 lines, we also noted that they are free to use other language varieties of their choice when stuck at finding the right equivalent word in English. The 2 examples showed translanguaging practices in which participants used modern standard Arabic words at the level of the sentence. we asked teachers for their reactions to the previously mentioned 2 examples, they clarified that both students found difficulties in finding the equivalence of some words in their mother tongue which is a result of a lack of vocabulary that may lead to language transfer they also would simply ask the student to read what he/she wrote, then, ask his/her friends to help him/her find the right expression. In addition, they stated that It is not appropriate to code mix using Arabic in academic writing and in a formal context which is considered conventional. They still somehow may tolerate it as it seems that they did not find the exact words in English or when it is written for social media communication.

we asked teachers if they would accept their students to translanguage in their written discourse as we showed them in the 2 examples from students' tests, 87,7% answered with no arguing that It defames the coherence and cohesion of their written productions, when this

happens they would tell their students to simplify their language and choose only the words they know since it is a result of lack of vocabulary. They still can use their basic words in different ways to make simple meaningful sentences. Most teachers agreed that Written discourse is more academic and should be well constructed and Code-switching is not part of the academic writing skill because at a certain level students should know basic equivalent words It is not allowed to include Arabic in formal academic texts of English. That is to say, As teachers, they are responsible to teach and train their students to communicate in formal standard English only. They still may tolerate mixing between varieties verbally or use it for informal communicative purposes outside of a classroom. Otherwise, they claim that the whole process of learning will fail if this phenomenon is redundant.

To deduce, Teachers and students in EFL classrooms are both engaged in translanguaging, often used as a pedagogical approach to facilitating learning and teaching. Nevertheless, due to the prevalence of this phenomenon in the EFL class, various perspectives were provided. As a result, the emphasis of this study is on the beliefs and attitudes of students and teachers. Translanguaging can help students understand the teacher's content more clearly and concisely. Translangauging, according to Jones and Lewis (2014, p. 141), is seen as a strategy that helps teachers and students create successful interaction in EFL classroom practices, as well as increase students' motivation, self-esteem, and knowledge of the training resources.

According to Canagarajah, the notion of translanguaging and its presence in EFL classrooms is regarded as essential and crucial as it has no detrimental impact on the students' level and performance (2011, p. 401). As a result, it may play an important role in fostering a

positive learning environment and ensuring that students comprehend the subject matter adequately. The variety of languages used in the classroom reflects the diversity of cultures. Students frequently seek out tools to assist them in comprehending the teacher's feedback. As a result, many pupils return to their native language in the classroom (Yuvayapan, 2019).

As a consequence, all attempts are made in the academic system to create a beneficial environment for students. However, some of them are not used efficiently, which has a negative impact on the learning process. TRL was considered by students as a tool that could be a hindrance in some contexts: for example, it could devalue one language over another, causing students to overlook the target language required. Furthermore, monolingual students consider that TRL is unhelpful to them because they are unable to grasp the other language's linguistic repertoire.

That is to say, language isn't very valuable to its users. As a result, monolingualism is regarded as a barrier. Furthermore, when all of the lessons are presented in the target language, there is no need for students to discuss or engage in communicative interaction. Due to a lack of experience in the classroom, EFL students may claim that they have difficulty speaking fluent English, which can lead to negative attitudes about translanguaging. Because they are encumbered with monoglossic beliefs that promote monolingualism above all else, translanguage suffers linguistic guilt. Bilingual teachers frequently conceal their spontaneous translanguaging habits from administration and others because they have been brainwashed that only monolingual ways of talking are "acceptable" and "useful." Nonetheless, they are aware that they must translanguage to teach efficiently in bilingual classrooms (Zein, 37: 2018).

3.2   Limitations of the Study

A study's limitations are the restrictions or challenges that researchers face. The researcher's ability to recognize these constraints suggests that he or she thought deeply about the study challenge and was well-versed in the literature on the subject.

During our research, we encountered some challenges and roadblocks in terms of research design and technique, which impacted and influenced the application of our findings. Some issues relating to data gathering or the current situation in which we find ourselves, i.e. the grouping university system due to the Covid-19 situation. We created two questionnaires and a test that were shared with both EFL students and teachers to assert validity and reliability. However, because of the lack of time, we had to share them online.

To commence with, the sample size was insufficient, because it was hard to find second-year students online and some participants did not answer several questions. Furthermore, available and credible data on the research issue was difficult to come across because we were dealing with translanguaging. Some of the data were difficult to obtain in our Algerian educational setting due to a lack of resources; as a result, we had to rely on some foreign materials connected to our issue. Since it has only been investigated in foreign countries such as Sweden, Spain, and a variety of others. For this reason, we have made a concerted effort to think critically about the study problem and comprehend the available

literature published on the subject, as well as make an accurate appraisal of the methodologies used. Additionally, we have experienced difficulty with certain teachers and students not responding.

3.3   Recommendations for Future Researchers

A researcher's recommendations are pieces of advice for future researchers who want to use the same data and field. This is critical in order to prevent other researchers from running into problems or difficulties with the topic matter.

During writing this dissertation, we discovered several areas in which more research was required. The following suggestions are based on methodological expertise and a theoretical foundation of the research's primary variables

1. The researcher must have sufficient methodological competence.
2. When beginning a research project, the researcher must guarantee that the research problem is relevant; it should be well-planned and should not be questioned during the investigation.
3. If a researcher needs to find a better work using a qualitative research approach, interviews are preferable because they allow for more candid reactions and perspectives on the issue.

We addressed critical factors in the EFL classroom after discussing the results of the current study based on existing literature. However, there are numerous places where more research is needed to answer additional questions. As a result, the following

recommendations are made to individuals who want to perform further research on the same topic.

The first suggestion is that it is found that 52.6% of students think in other varieties when writing in English Thus, another research can be carried out on the role of Translanguaging for students"‟ foreign language writing motivation.

Second, it is found that 63.2% of the students face difficulties with speaking skills and teachers may tolerate translanguaging in oral or at the level of speaking. Thus, to replicate this study by exploring translanguaging as an effective tool to raise students' self-esteem when speaking a foreign language and help reduce anxiety.

Third, as seen in the previous findings, the use of Translanguaging may help students with comprehension and grasping the teachers' input. one can investigate how Translanguaging mediates understanding and co-construct the meaning of what the other is saying.

3.4   Pedagogical Implications

All teachers in the twenty-first century must be bilingual (Adelman, Reyes, and Kleyn, 2010; Garcia, 2009a); that is, they must see themselves as expanding and growing their students' multiple languages while teaching them. However, in most teacher education

programs around the world, learners' multilingualism is treated as incidental, and teachers learn almost nothing about individuals' rich and flexible language practices.

Following the analysis of the data and discussion of the study's findings, it was discovered that TRL could be an effective and beneficial method for supporting learners with and comprehending complex content and texts to help improve their writing. Also facilitating both communication and learning when teachers use Arabic, as well as helping students cognitively and increasing students' motivation and self-confidence to participate in classroom discussions. In light of these findings, the following research provides a number of implications for both students and teachers to benefit and enhance both teaching and learning processes.

1. Translanguaging is being emphasized as an effective approach for improving students' conversational skills as seen by the discussion of the findings, both teachers and students believed that Translanguaging is a useful method for encouraging more speaking in the classroom since it enables students to better their comprehension when they struggle the level of lack of vocabulary

2. Students and teachers interact in complex discourse that provides All the linguistic patterns of ALL students in the classroom in order to build innovative language practices and preserve old ones, verbalize and adequate understanding, and give voice to new sociocultural complexities by interrogating linguistic social inequalities.

3. Translanguaging provides learners with prior knowledge so that they can make sense of the topic being delivered and the different ways of expressing themselves in the class.

4. Translanguaging, In multilingual classrooms, discriminate between students' skills and adjust instruction to various categories of students, such as bilinguals, monolinguals, and emerging bilinguals.

5. Using Translanguaging to improve educational outcomes: Teachers should consider incorporating Translanguaging and the use of additional languages in the EFL classroom to meet students' needs. As a result, rather than seeing Translanguaging as a barrier, educators should explore including it as a viable teaching and learning technique.

6. Using Translanguaging as a way to increase students' motivation to be more engaged in the classroom: according to the findings, students' Translanguaging helps them articulate and transmit messages more effectively. As Translanguaging is used to explain various issues and ensure comprehension, it could be a useful method for sharing views and improving productivity and competency in the target language learning process.

Conclusion

We discussed the study's findings in this chapter and concluded that Translanguaging can be applied to help students negotiate complex academic assignments, comprehend and convey meaning, and enhance their written discourse by integrating their L1 (mother tongue) with their L2 (English). It can also be used as a tool to assist students to improve communication and grasp information more quickly, as well as to increase their engagement, interaction, vocabulary, and comprehension. It does, however, have negative attitudes toward mixing Arabic and English in writing according to the teacher's feedback. As the research

hypothesis has been validated and all of the research questions have been answered, we have compiled a list of implications and some research proposals at the conclusion of the study.

In this chapter, we also discussed the study's limitations, which included a lack of time and an insufficient sample. We also gave future researchers advice on how to do research more effectively.

GENERAL CONCLUSION

General Conclusion

The current study investigated Translanguaging as an integrated English-Arabic linguistic repertoire for Improving second-year University students written discourse , we believed that second-year students at Ibn Khaldoun University's Department of English at Tiaret were the prime choice because they had already good enroll with the English language and had the right profile to answer our questions clearly and completely. As a result, the research is based on three hypotheses. to begin with, the first hypothesis is students would voice positive attitudes towards translanguaging as is it a common natural , though often covert , practice .In addition, we suggest that translanguaging can support university EFL students to analyse and use models of complex content and texts to improve their writing .Finally , we think that tolerance in using other linguistic varieties can help university EFL students to reduce anxiety and raise self-esteem when writing .

The major objective of this research is to bring attention to both students' and teachers' attitudes toward the use of Translanguaging in EFL classrooms and written discourse. Our study attempts to investigate the impact of translanguaging in improving EFL written discourse on the academic achievement of second-year EFL students at the University of Ibn Khaldoun Tiaret and to explore whether or not EFL students of the Ibn Khaldoun University of Tiaret interfere with their L1 in L2 and how that interference helps them to develop their repertoires of academic writing practices. Furthermore, to analyze the teachers' and students' attitudes toward integrating L1 in L2 in one linguistic mixture.

This research was divided into three chapters. The first chapter dealt with our research's theoretical background. Our methodological aspects and data analysis were presented in the second chapter. Finally, the findings of our research were discussed and interpreted in the third and final chapters.

Our dissertation's first chapter provides a theoretical background on the status of English in Algeria, as well as definitions of monolingualism, bilingualism, and multilingualism. A definition of code-switching and code-mixing is also included. It also contains a definition of translanguaging as well as the key elements associated with it. The difference between code-switching and translanguaging is also highlighted. Pedagogical Translanguaging in Education, as well. Aside from that, we talked about the benefits, dimensions, practices, and challenges of translanguaging.

In the second chapter, we discussed the descriptive mixed-method approach we used for data collection procedures and analysis, which includes sampling approaches. We chose this method to get open and honest responses and perspectives on the subject. We designed both a test and a questionnaire distributed to nineteen second-year students at the department of the English university of Tiaret ibn khaldoun as well as a questionnaire submitted to EFL teachers at the English department to collect data. The questionnaires consisted of closed-ended questions, in addition to open-ended questions and the test contained 2 topics to choose from.

As a result of the data we analyzed, we concluded that using Translanguaging in an EFL classroom is more of a strategy than an obstacle because it allows learners to expand their vocabulary in the target language and express themselves more freely. As a consequence, it can be used to assist them to improve their written discourse. On the other hand, we can see from the data obtained from the teachers' questionnaire that, whilst still teachers had negative attitudes toward translanguaging practice when integrating Arabic and English in students' written discourse, they may tolerate it at the level of speaking because it helps students enrich their vocabulary by providing efficient and sufficient input. However we confirmed that students have positive attitudes towards translanguaging .

Furthermore, translanguaging has the potential to increase students' motivation for classroom involvement and self-confidence as well as include students with cognitive loads.

Finally, the current study may not have been able to examine all aspects of the widely discussed topic. This allows other researchers to build on it and add more similar topics that could have been overlooked.

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Appendices

Appendix A: online Questionnaire

"Students"

Dear students, this questionnaire is a part of masters' dissertation research about Translanguaging in improving written discourse when integrating English and Arabic.The questionnaire aims to investigate how translanguaging can be applied to improve written discourse.

We would be grateful if you could answer the following questions as sincerely as possible

1/ what is your gender :

( ) Male

( ) Female

2/ what is your age?

( ) 19-25

( ) 26-30

( ) more than 30

3/ Is studying English your personal choice?

( ) Yes

( ) No

4/ How long have you been studying English, and at which level?

( ) Less than 4

( ) 4-8

( ) More than 8

5/ How would you describe your present level in English?

- ( ) Pre Intermediate/ Beginner
- ( ) intermediate
- ( ) Upper intermediate
- ( ) Advanced

6/ What is the most difficult skill you think EFL students face while learning a foreign language?

- ( ) Speaking
- ( ) reading
- ( ) writing
- ( ) listening

7/ Do you like writing ?

- ( ) Yes
- ( ) No

why

_____

8/ How often do you practice writing ?

- ( ) Always
- ( ) sometimes
- ( ) rarely
- ( ) Never

9/ Do you face difficulties in expressing your thoughts and feelings in clearwell-structured text in English?

○ Yes

○ No

why

_____

10/ when you write in English do you think in :

○ Arabic

○ English

other language

_____

11/ Does your teacher use Arabic in the classroom ?

○ Yes

○ No

If yes, when

_____

12/Do you think the use of Arabic in the classroom helps you to learn English?

- ◯ Not at all
- ◯ Very little
- ◯ Fairly
- ◯ muchQuite
- ◯ a lot A lot

If yes, please specify why:

_____

13/ Does your teacher tolerate the bilingual written discourse?

- ◯ Yes
- ◯ No

If yes, which linguistic variety is used? Tick two or three linguistic varietiesthat can mostly occur in written discourse

- ◯ English
- ◯ French
- ◯ Modern Standard Arabic
- ◯ Algerian Spoken Arabic

Other linguistic varieties:

_____

Appendix B:Test

Choose one topic and write a composition of 8 lines in English.

N.B. you are free to use any other language variety ofyour choice such as Modern Standard Arabic, French, Algerian Spoken Arabic...etc when you can not find the right equivalent word in the target language.

◯ **Topic 1:** what, in your opinion, are the characteristics of a good friend?

◯ **Topic 2:** write about what do you think about the module of Written expression?

The answer

Appendix C : Online Questionnaire

"Teachers"

This questionnaire is a part of masters' dissertation research about Translanguaging in improving written discourse when integrating English and Arabic. The questionnaire aimsto investigate how Translanguaging can be applied to improve written discourse.

We would be grateful if you could answer the following questions.

1- What is your gender?

◯ Male

◯ Female

2- Degree (s) held:

◯ BA (License)

◯ MA (master/ magister)

◯ PhD (doctorate)

3- Do you allow your students to use Arabic inside the classroom?

◯ Yes

◯ No

-Why

_____

4- do you think that using Arabic inside the EFL classroom has a positiveeffect on mastering the English language in general?

◯ Yes

◯ No

Please specify why

_____

5- according to you, when students are more likely to use Arabic?

_____

6- do you tolerate the bilingual written discourse?

     ( )   Yes

     ( )   No

7- how would you react if your students mixed English with other varieties?

          _____

8- here are 2 examples from the data we collected using a test for L2 students, where we asked them to choose a topic to write about in English and to use any other language variety of their choice when stuck at finding the equivalent wordin the target language.

Topic 1: what, in your opinion, are the characteristics of a good friend?

> Emotions can sometimes be vague and incomprehensible by our parents, friends on the other hand can notice within a blink of an eye. A good friend dedicates time to talk to you about your ingoing progress in life, the issues you're facing and pretty much anything you are willing to share. They provide support when needed and shift their attention towards positivity. in addition to that, a good friend should also ينبه his friend when commiting a negative behavior as it may resolve in bad consciences. to sum up, a good friend is a loyal soul mate that you can rely on whenever needed.

Topic 2: write about what do you think about the module of Written expression?

> Personally I think that written expression module is a good module and fun one because it gives us the chance للتعبير عن افكارنا and to learn how to creat well written paragraphs without worrying about صحة اللغة because we're learning to stay away from mistakes and لتطوير our level of English language to the highest level possible close to the English native speakers

What is your reaction about the previously mentioned data?

     _____

     _____

     _____

     _____

     _____

     _____

-Would you accept it to occur in your students written discourse?

( ) Yes

( ) No

-Why

_____

Resumé

Actuellement, tout le monde reconnaît la valeur de l'anglais en tant que langue mondiale, c'est pourquoi de nombreux pays, comme l'Algérie, l'ont inclus dans leur programme d'enseignement. les étudiants qui affluent dans les universités pour l'étudier comme un défi majeur face à l'apprentissage de l'anglais comme langue seconde; par exemple, dans la tâche la plus difficile, l'écriture, de nombreux étudiants avec des charges cognitives ont du mal à s'exprimer dans la langue cible, les incitant à utiliser leur langue maternelle comme outil de support, un processus appelé « Translanguaging ». Cette recherche traite de ce qu'est le translanguaging, comment il est défini par diverses études, pédagogie et pratiques, et comment il aide à l'écriture EFL. Nos recherches ont porté sur les étudiants de deuxième année en LMD au département d'anglais de l'Université Tiaret Ibn Khaldoun. Nous avons tendance à souligner comment le translanguage peut aider les étudiants d'EFL à améliorer leurs compétences en rédaction. Nous avons utilisé des méthodes mixtes pour répondre à la question principale de la recherche et confirmer ou rejeter l'hypothèse; nous avons recueilli et évalué des données quantitatives et qualitatives auprès des participants à notre étude. Nous avons utilisé une analyse de corpus et un questionnaire pour évaluer les enseignants d'expression écrite et les attitudes des étudiants sur le mélange linguistique dans un produit. Le résultat de l'étude a montré que Translanguaging permet aux apprenants d'élargir leur vocabulaire dans la langue cible et de s'exprimer plus librement. Ainsi, il peut être utilisé pour les aider à améliorer leur discours écrit. De plus, le translanguage a le potentiel d'accroître la motivation et la confiance en soi des élèves pour les interactions en classe

Mots-clés : Translanguage, multilinguisme, discours écrit, mélange linguistique

الـ مُلخَّص:

في الوقت الحالي، يدرك الجميع قيمة اللغة الإنجليزية كلغة عالمية، وهذا هو السبب في أن العديد من الدول، مثل الجزائر، قد أدرجتها في مناهجها التعليمية. ويواجه الطلاب الذين يدرسون على الجامعات لدراستها باعتبارها تحديات رئيسية عند تعلم اللغة الإنجليزية كلغة ثانية ؛ على سبيل المثال، في أصعب مهمة، الكتابة، يكافح العديد من الطلاب الذين يعانون من الأحمال المعرفية للتعبير عن أنفسهم باللغة المستهدفة، مما يدفعهم إلى استخدام لغتهم الأصلية كأداة دعم، وهي عملية تسمى

«التحول». يناقش هذا البحث ماهية الازدواجية اللغوية ، وكيف يتم تحديدها من خلال الدراسات المختلفة، وعلم التربية،» في LMD والممارسات، وكيف تساعد طلاب اللغة الإنجليزية الجنبية في الكتابة. ركز بحثنا على طلاب السنة الثانية من قسم اللغة الإنجليزية بجامعة ابن خلدون في تيارت. نهدف إلى تسليط الضوء على كيف يمكن أن تساعد الازدواجية اللغوية طلاب اللغة الإنجليزية الجنبية على تحسين مهاراتهم في الكتابة. استخدمنا أساليب مختلطة للإجابة على السؤال الرئيسي للبحث وتأكيد الفرضية أو رفضها ؛ بينما بجمع وتقييم البيانات الكمية والنوعية من المشاركين في دراستنا. استخدمنا تحليل مجموعة واستبيان لتقييم معلمي التعبير المكتوب ومواقف الطلاب حول الخليط اللغوي في منهج واحد. أظهرت نتيجة الدراسة أن الازدواجية اللغوية تسمح للمتعلمين بتوسيع مفرداتهم باللغة المستهدفة والتعبير عن أنفسهم بحرية أكبر وبالتالي، يمكن استخدامه لمساعدتهم على تحسين خطابهم المكتوب. علاوة على ذلك، فإن الترجمة لديها القدرة على زيادة دافع الطالب وثقته بنفسه من أجل التفاعل في الفصل الدراسي.

الكلمات المفتاحية : الازدواجية اللغوية، الخطاب ، الخليط اللغوي .