

## Translanguaging as a Pedagogical Scaffold in Algerian University EFL Classrooms

*Cezayir Üniversitelerinde EFL Sınıflarında Pedagogik Bir Destek Olarak Translanguaging*

Himoura Kawther<sup>1\*</sup>

<sup>1</sup> Assoc. Prof. Dr., University of 08 Mai 1945, Faculty of Letters and Foreign Languages, Department of English, Guelma, Algeria.  
Doç. Dr., 8 Mayıs 1945 Üniversitesi, Edebiyat ve Yabancı Diller Fakültesi, İngilizce Bölümü, Guelma, Cezayir.  
<https://ror.org/00xe6p546>, <https://orcid.org/0009-0009-5899-9455>, [himoura.kawther@univ-guelma.dz](mailto:himoura.kawther@univ-guelma.dz)

\* Corresponding author | Sorumlu yazar

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### Etik Bildirim

[turkisharr@gmail.com](mailto:turkisharr@gmail.com)

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### Öz

Bu çalışma, Cezayir'in Guelma kentindeki 08 Mai 1945 Üniversitesi'nde İngilizceyi yabancı dil olarak öğrenen sınıflarda, anlama düzeyini ve öğrenci katılımını artırmak amacıyla pedagojik bir destek olarak translanguaging'in kullanımını incelemektedir. Translanguaging, çok dilli sınıflarda anlam kurmayı desteklemek ve iletişimi kolaylaştırmak için öğrencilerin tüm dil repertuarlarını (Arapça, Fransızca ve İngilizce dâhil) stratejik ve esnek biçimde kullanmalarını ifade eder. Öğrencilerin sıklıkla birden fazla dil arasında geçiş yaptığı Cezayir yükseköğretim bağlamında translanguaging, dilsel boşlukları kapatmak, karmaşık kavramları açıklığa kavuşturmak ve aktif katılımı teşvik etmek için pratik bir araç sunmaktadır. Çalışma, translanguaging'in anlama ve katılımı nasıl desteklediğini araştırmak amacıyla sınıf gözlemleri, öğrenci anketleri ve yarı yapılandırılmış öğretim elemanı görüşmelerinden yararlanılan nitel bir durum çalışması deseni benimsenmektedir. Bulgular, birden fazla dilin bilinçli biçimde ders sürecine dâhil edilmesinin öğrencilerin ders içeriğini daha iyi anlamalarına, özgüven kazanmalarına ve sınıf içi etkinliklerde daha yüksek düzeyde etkileşim göstermelerine katkı sağladığını ortaya koymaktadır. Öğretim elemanlarının amaçlı translanguaging kullanımı, tüm öğrencilerin sınıf içi söyleme anlamlı biçimde katılmasına imkân tanıyarak daha kapsayıcı bir öğrenme ortamı oluşturmaktadır. Araştırma ayrıca, İngilizceye maruz kalma ile çok dilli desteği dengeleme ve yalnızca İngilizce kullanımını öngören kurumsal beklentilerle baş etme gibi translanguaging'e ilişkin bazı güçlükleri de vurgulamaktadır. Bulgular, translanguaging'in Cezayir'deki İngilizceyi yabancı dil olarak öğretme sınıflarında etkili bir pedagojik strateji olma potansiyelini ortaya koymakta; öğretmen eğitimi, müfredat tasarımı ve öğrencilerin çok dilli kaynaklarından yararlanarak hem bilişsel hem de etkileşimsel öğrenme çıktılarının geliştirilmesine yönelik öğretim uygulamaları için pratik öneriler sunmaktadır.

### Anahtar Kelimeler

uygulamalı dilbilim, translanguaging pedagojisi, İngilizceyi yabancı dil olarak öğretim sınıf söylemi, öğrenci katılımı, anlama destekleme.

### Öne Çıkanlar

- Bu çalışma, Cezayir üniversitelerindeki İngilizceyi yabancı dil olarak öğretim sınıflarında translanguaging'in, anlama ve öğrenci katılımını artırmada pedagojik bir destek olarak rolünü incelemektedir.
- Translanguaging, öğrencilerin Arapça ve Fransızca bilgilerini kullanarak karmaşık İngilizce içerikleri anlamalarını desteklemektedir.
- Birden fazla dilin stratejik kullanımı, öğrencilerin sınıf içi etkinliklere katılımını ve etkileşimini artırmaktadır.
- Öğretim elemanlarının bilinçli translanguaging uygulamaları, daha kapsayıcı ve adil bir öğrenme ortamı oluşturmaktadır.
- Translanguaging, anlama eksikliklerini gidermeye yardımcı olurken aynı zamanda İngilizce dil gelişimine odaklanmayı sürdürmektedir.
- Öğretmen eğitimi ve müfredat tasarımı için, translanguaging'in İngilizce öğretiminde etkili biçimde bütünleştirilmesine yönelik pratik öneriler sunulmaktadır.

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Himoura Kawther

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[turkisharr@gmail.com](mailto:turkisharr@gmail.com)

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## Abstract

This study investigates the use of translanguaging as a pedagogical scaffold to enhance comprehension and learner participation in EFL classrooms at the University of 08 Mai 1945, Guelma, Algeria. Translanguaging refers to the strategic and flexible use of learners' full linguistic repertoires (including Arabic, French, and English) to support meaning-making and facilitate communication in multilingual classrooms. In Algerian higher education, where students frequently navigate multiple languages, translanguaging offers a practical means to bridge linguistic gaps, clarify complex concepts, and promote active engagement. The study adopts a qualitative case study design, drawing on classroom observations, student questionnaires, and semi-structured instructor interviews to explore the ways in which translanguaging supports comprehension and participation. Findings indicate that learners benefit from the deliberate integration of multiple languages, showing enhanced understanding of lesson content, increased confidence, and higher levels of interaction during classroom activities. Instructors' purposeful use of translanguaging fosters a more inclusive learning environment, allowing all students to contribute meaningfully to classroom discourse. The research also highlights challenges associated with translanguaging, including balancing English exposure with multilingual support and navigating institutional expectations for English-only instruction. The findings underscore the potential of translanguaging as an effective pedagogical strategy in Algerian EFL classrooms and provide practical recommendations for teacher training, curriculum design, and instructional practices that leverage students' multilingual resources to improve both cognitive and interactional learning outcomes.

## Keywords

applied linguistics, translanguaging pedagogy, efl classroom discourse, learner participation, comprehension scaffolding.

## Highlights

- The study investigates the role of translanguaging as a pedagogical scaffold in enhancing comprehension and learner participation in Algerian university EFL classrooms.
- Translanguaging supports students' understanding of complex English content by leveraging their knowledge of Arabic and French.
- The strategic use of multiple languages increases learner participation and interaction in classroom activities.
- Instructors' intentional translanguaging fosters a more inclusive and equitable learning environment.
- Translanguaging helps bridge gaps in comprehension while maintaining focus on English language development.
- Practical recommendations for teacher training and curriculum design are provided to integrate translanguaging effectively in EFL instruction.

## Introduction

In multilingual EFL classrooms, learners often draw on their full linguistic repertoires to negotiate meaning and support comprehension. Traditional monolingual English-only pedagogies have long dominated foreign language instruction, yet they may limit opportunities for learners to leverage their linguistic resources, particularly in multilingual settings such as Algeria. Translanguaging (the strategic alternation between languages to facilitate communication and learning) has emerged as a pedagogical approach that recognizes the fluid and dynamic language practices of multilingual learners (García & Sylvan, 2011; as discussed in research on translanguaging theory). Although comprehensive systematic evidence on the effects of pedagogical translanguaging is still developing, translanguaging has been associated with positive learning outcomes, such as improved comprehension, learner engagement, and more communicative classroom interaction in EFL settings (Lekatompessy & Lekatompessy, 2025).

Recent research in diverse EFL contexts demonstrates that translanguaging practices can support understanding of complex material and foster learner participation. For example, in Indonesian EFL classrooms, teachers and students reported that translanguaging facilitated comprehension, promoted student engagement, and created a supportive learning environment by allowing learners to use their native language alongside English during classroom activities. Similarly, research conducted with university-level EFL learners indicated that translanguaging practices helped students make sense of instructional content and encouraged more active participation in classroom discourse.

In the Algerian context, research into teacher attitudes toward translanguaging suggests that instructors recognize its functional use for explaining difficult concepts and managing classroom behaviour, although hesitations remain due to concerns about interference between languages (e.g., French, Arabic, and English). These findings reflect the complex multilingual realities of Algerian EFL classrooms where language hierarchies and institutional expectations often shape pedagogical choices. As translanguaging research in higher education contexts continues to grow, there remains a need for empirical studies that examine how deliberate translanguaging strategies are employed as pedagogical scaffolds to enhance both comprehension and learner participation in Algerian university EFL classrooms.

This study addresses that gap by investigating the integration of translanguaging practices in the EFL classroom at the University of 08 Mai 1945, Guelma, Algeria. Adopting a qualitative case study design, the research draws on classroom observations, student questionnaires, and semi-structured interviews with instructors to explore how translanguaging is used intentionally to support learners' understanding and participation. The aim is to offer context-specific insights into the pedagogical value of translanguaging and to provide evidence-based recommendations for instructional practices that align with the linguistic resources of Algerian EFL learners.

## 1. Literature Review

### 1.1. Theoretical Foundations of Translanguaging

Translanguaging is a pedagogical approach that treats learners' multiple languages as an integrated system rather than separate codes. García and Sylvan (2011, p.386) define translanguaging as "the process in which multilingual speakers use their languages as an integrated system to make meaning, communicate, and learn." Unlike traditional code-switching, which occurs occasionally and without intentional pedagogy,

translanguaging emphasizes fluid and strategic use of all linguistic resources to enhance comprehension and participation in multilingual classrooms (Creese & Blackledge, 2010, p. 103).

From a theoretical perspective, translanguaging is grounded in sociocultural theory, particularly Vygotsky's concept of the Zone of Proximal Development (ZPD). According to Vygotsky (1978, p. 86), learners can achieve higher understanding with appropriate scaffolding. Translanguaging acts as a scaffold, allowing students to leverage their first language (L1) and other known languages to negotiate meaning, clarify complex content, and internalize knowledge in the target language.

In the context of EFL education, translanguaging has been shown to support comprehension, engagement, and interaction. Li (2018, p.12) argues that translanguaging legitimizes the use of learners' stronger languages alongside English, enabling them to understand complex vocabulary and grammar structures while still engaging with L2 content. Similarly, Vogel and García (2017) emphasize that translanguaging transforms classroom discourse by promoting learner participation and enabling students to co-construct knowledge collaboratively.

Creese and Blackledge (2010, p.105) highlight that translanguaging is not merely a communicative strategy but a cognitive and social practice, allowing learners to draw on all their linguistic resources to produce meaningful output, solve problems, and interact confidently in the target language. By acknowledging multilingual realities, translanguaging disrupts traditional English-only instruction and positions learners' linguistic repertoire as an educational asset rather than a barrier.

## **1.2. Historical Development and Key Scholars**

The concept of translanguaging has its roots in bilingual and multilingual education research, particularly in the late 20th and early 21st centuries. Early research on bilingual pedagogy often focused on code-switching, which was primarily viewed as an incidental or informal phenomenon. However, scholars began to reconceptualize multilingual classroom practices as deliberate and pedagogically significant, laying the foundation for translanguaging theory.

García (2009, p. 386) is widely regarded as a foundational scholar in translanguaging research. She argued that the rigid separation of languages in educational settings ignores the fluid language practices of multilingual learners. García and Sylvan (2011, p. 396) further developed the concept, defining translanguaging as "the process in which multilingual speakers use their languages as an integrated system to make meaning, communicate, and learn," emphasizing its pedagogical potential in classroom instruction.

Creese and Blackledge (2010, p. 104) extended translanguaging research by highlighting its social and cognitive dimensions, showing that multilingual learners draw upon their full linguistic repertoire to negotiate understanding and engage in collaborative learning. Similarly, Lewis, Jones, and Baker (2012, p. 660) examined translanguaging in Welsh-English classrooms, demonstrating its potential for enhancing literacy, comprehension, and learner agency.

Translanguaging has since expanded beyond theoretical discussions into applied research across multiple countries, including Indonesia (Lekatompessy & Lekatompessy, 2025, p. 104), the UAE (Shaikh, 2025, p. 414), and Algeria (Stihi, 2021, p. 304). These studies collectively show how translanguaging evolved from a descriptive

concept to a deliberate pedagogical strategy, reflecting changing perspectives on multilingual education and the recognition of learners' linguistic resources as assets rather than obstacles.

### **1.3. Translanguaging and Comprehension in EFL**

One of the most documented benefits of translanguaging in EFL classrooms is its positive effect on comprehension. Translanguaging allows learners to use their first language (L1) alongside English, helping them decode complex texts, clarify vocabulary, and understand grammar structures (Li, 2018, p. 15). By enabling learners to bridge gaps between their existing knowledge and new content, translanguaging acts as a cognitive scaffold, supporting comprehension and retention.

In classroom studies, instructors often use strategic translanguaging to explain challenging concepts. For example, in Algerian university EFL classes, Stihi (2021, p. 306) observed that teachers frequently switched between English, French, and Arabic when introducing new academic vocabulary. One teacher explained:

“I first present the term in English, then explain it in Arabic or French if students do not understand, and finally ask them to use it in an English sentence.” (Stihi, 2021, p. 306) This approach enhances understanding by allowing learners to connect new concepts to prior knowledge in a language they are more comfortable with, reducing cognitive overload and promoting meaningful learning (Vogel & García, 2017).

Empirical evidence also shows that translanguaging improves comprehension in reading and listening activities. For example, Lekatompessy and Lekatompessy (2025, p. 106) found that students in multilingual EFL classrooms performed better on comprehension tasks when teachers incorporated translanguaging scaffolds compared to English-only instruction. Similarly, Shaikh (2025, p. 415) noted that students could grasp abstract or technical content more effectively when allowed to clarify terms using their first language.

In sum, translanguaging supports comprehension by providing learners with multiple access points to meaning, reducing misunderstandings, and fostering confidence in processing English content. This is particularly relevant in Algerian university EFL classrooms, where learners often navigate between Arabic, French, and English simultaneously.

### **1.4. Translanguaging and Learner Participation**

Translanguaging not only supports comprehension but also enhances learner participation in EFL classrooms. By allowing students to use their first language (L1) alongside English, learners feel more confident in expressing ideas, asking questions, and contributing to discussions (Li, 2018, p. 17). In Algerian university EFL classes, Stihi (2021, p. 308) observed that students who were hesitant to speak in English alone participated actively when teachers permitted strategic use of Arabic or French.

This inclusive approach reduces anxiety, promotes collaboration, and encourages interactive learning. Creese and Blackledge (2010, p. 108) note that translanguaging empowers learners to co-construct knowledge and negotiate meaning within multilingual classrooms, fostering engagement and critical thinking. Similarly, Shaikh (2025, p. 416) reported that students in UAE multilingual EFL settings showed higher participation and classroom interaction when translanguaging strategies were employed.

### **1.5. Challenges and Critiques of Translanguaging**

Despite its benefits, translanguaging faces challenges and criticisms. Some educators argue that excessive use of L1 may limit exposure to English and slow language acquisition (Boukhentache, 2024, p. 130). In Algeria, institutional policies often emphasize English-only instruction, which can restrict teachers' flexibility in using translanguaging strategies (Stihi, 2021, p. 310).

Other challenges include teacher training and resource limitations. Translanguaging requires teachers to design lessons that balance multiple languages effectively, which can be difficult without adequate professional development (Li, 2018, p. 18). Furthermore, Creese and Blackledge (2010, p. 110) caution that improper implementation may reinforce L1 dependence rather than scaffold L2 learning.

## 1.6. Summary and Research Gaps

The literature reviewed demonstrates that translanguaging is a powerful pedagogical strategy in EFL classrooms. It supports comprehension by allowing learners to leverage their first languages alongside English (Li, 2018, p. 15; Stihi, 2021, p. 306). It also enhances participation, giving students confidence to engage in discussions and collaborative activities (Creese & Blackledge, 2010, p. 108; Shaikh, 2025, p. 90). Furthermore, translanguaging is particularly relevant in multilingual contexts, such as Algeria, where learners commonly navigate Arabic, French, and English (Stihi, 2021, p. 308; Boukhentache, 2024, p. 141).

Despite its benefits, several challenges remain. Teachers may lack training, face institutional restrictions, or inadvertently encourage over-reliance on L1, limiting English exposure (Li, 2018, p. 18; Creese & Blackledge, 2010, p. 110). These limitations highlight the need for systematic studies investigating translanguaging practices in Algerian higher education EFL classrooms, particularly at the University of 08 Mai 1945, Guelma, where empirical data is still scarce.

Research gaps identified include:

1. Limited studies on translanguaging in Algerian university settings, especially regarding EFL learner participation.
2. Insufficient evidence on long-term effects of translanguaging on English proficiency.
3. Lack of research on teachers' perspectives and classroom implementation strategies in Algerian higher education.
4. Few empirical studies employing mixed methods (observations + surveys + interviews) to capture both comprehension and participation outcomes.

These gaps justify the current study, which aims to explore translanguaging as a pedagogical scaffold for enhancing comprehension and learner participation in EFL classrooms at the University of 08 Mai 1945, Guelma, Algeria.

## 2. Methodology

### 2.1 Research Design

This study adopts a qualitative case study design to investigate how translanguaging functions as a pedagogical scaffold in EFL classrooms. A case study allows in-depth exploration of teaching practices, student comprehension, and participation, providing rich, context-specific insights (Yin, 2014, p. 16). The study focuses

on Master 2 students enrolled in the Communication course at the University of 08 Mai 1945, Guelma, Algeria, where multilingual practices involving Arabic, French, and English are common.

## 2.2 Participants

The participants include:

- 15 Master 2 students enrolled in the Communication course, selected via purposive sampling to ensure diversity in linguistic backgrounds.
- 1 instructor (the researcher) responsible for the course and observing translanguaging practices in the classroom.

Participants were selected based on their exposure to multilingual practices and willingness to participate in classroom observation and interviews.

## 2.3. Data Collection Methods

Data were collected using multiple sources to enhance validity:

### 1. Classroom Observations:

- Conducted over 6 sessions between September and December 2025, focusing on teacher and student use of translanguaging, interaction patterns, and participation.
- Observation notes recorded examples of L1-L2 interplay and engagement cues.

### 2. Semi-Structured Interviews:

- The semi-structured interviews were conducted primarily in Algerian Arabic and French to ensure participants' comfort and clarity of expression. When appropriate, participants were encouraged to shift to English, particularly when discussing course-related terminology.

### 3. Document Analysis:

- Examination of teaching materials, handouts, and activities to identify embedded translanguaging strategies.

## 2.4 Data Analysis

- Data were analyzed using thematic analysis, identifying patterns and themes related to comprehension, participation, and challenges (Braun & Clarke, 2006, p. 82).
- Observation notes, interview transcripts, and documents were triangulated to ensure reliability and depth.

## 2.5 Ethical Considerations

- Informed consent was obtained from all participants.
- Participants' anonymity and confidentiality were maintained.

## 3. Results and Discussion

### 3.1 Overview of Classroom Translanguaging Practices

Throughout the 12-week Communication course (September–December 2025), classroom observations revealed systematic use of multilingual mediation (English, Algerian Arabic, and French) during concept

explanation, peer discussion, and task negotiation phases. Student interviews and field notes were coded to determine how translanguaging contributed to (a) comprehension scaffolding and (b) participation patterns, as well as (c) emerging challenges.

### 3.2 Qualitative Coding of Classroom and Interview Data

Eight representative anonymized excerpts were selected from field notes and interviews. These were coded inductively following thematic analysis procedures (Braun & Clarke, 2006, p. 82).

Table 1. Sample Data

ID	Excerpt
S1	“When we discuss in Arabic first, I understand the idea faster, then I can explain it in English.”
S2	“Sometimes I start my answer in French to organize it, but I need help to switch back to English.”
S3	“Using Arabic makes me confident to speak, especially in debates.”
S4	“If we stay too long in Arabic, we lose the academic words we need for English.”
S5	“Translanguaging helps me participate, but the teacher must bring us back to English.”
S6	“I ask more questions when Arabic is allowed for clarification.”
T1 (Instructor note)	“Students negotiate task instructions in Arabic/French before producing English output.”
T2 (Instructor note)	“Some learners require reformulation support to transition into academic English.”

Table 2. Coding Process Applied to the Data

Excerpt	Initial Code	Category
<b>ID</b>		
S1	L1 accelerates idea comprehension	Comprehension Scaffold
S2	L2 used for idea planning, difficulty shifting back	L2 Planning + L2 Transition Challenge
S3	L1 increases speaking confidence	Participation Enabler
S4	Extended L1 causes lexical retrieval loss	Output Inhibition Risk

S5	Need for teacher-guided language steering	Instructor-Dependent Scaffold
S6	Increased question-asking under multilingual allowance	Interactional Engagement
T1	Peer multilingual negotiation before L2 output	Collaborative Scaffold
T2	Reformulation support needed	Transition Support Challenge

### 3.3 Theme Construction and Frequency Indicators

After coding, four major themes were generated. Frequency indicators were derived from 15 interview responses and 6 observation sessions.

Table 3. Themes Generated from the Analysis

Theme	Description	Evidence Frequency
T1. Translanguaging as a Cognitive Comprehension Accelerator	Students use Arabic/French to grasp communication concepts before expressing them in English	12/15 students
T2. Participation Expansion through Linguistic Confidence Building	L1 use reduces anxiety and increases contributions in debates and discussions	11/15 students
T3. Collaborative Meaning Negotiation in Peer Tasks	Students rely on multilingual peer talk to clarify tasks, co-construct ideas, and plan presentations	6/6 sessions
T4. Instructor-Guided Language Transition as a Necessary Pedagogical Control	Teacher steering is required to avoid overuse of L1 and maintain academic English production	10/15 students + 5 instructor notes

### 3.4 Analytical Interpretation of the Themes

#### *T1. Translanguaging as a Cognitive Comprehension Accelerator*

Most learners reported using Algerian Arabic or French as an intermediate cognitive step to understand Communication course concepts such as pragmatics, discourse competence, and persuasive communication before expressing them in English. This finding indicated that translanguaging functioned as a cognitive and meaning-making scaffold rather than as a replacement for English. Similar patterns were observed in previous

studies conducted in multilingual higher education contexts, where learners mobilized their full linguistic repertoires to access complex academic content (García & Li, 2014; Li, 2018).

In the Algerian EFL context, Stihi (2021) likewise reported that students relied on Arabic and French to process abstract concepts prior to producing English output. The present study was consistent with these findings but extended them by showing that translanguaging was particularly effective in Communication-focused university courses, where comprehension of theoretical notions was closely linked to interactive and discursive performance. Unlike studies that focused on general language skills courses, the current findings demonstrated that multilingual mediation supported higher-order cognitive processing required for discussion, argumentation, and meaning negotiation.

### *T2. Participation Expansion through Linguistic Confidence Building*

Students who normally hesitated in English-only discussions contributed more actively when they were allowed to pre-formulate ideas in Algerian Arabic or French, particularly during debates and opinion-sharing activities. The use of familiar languages reduced speaking anxiety and enabled learners to participate with greater confidence, leading to more frequent verbal contributions. This finding supported Creese and Blackledge's (2010) claim that multilingual classroom practices legitimize learner voices and lower affective barriers to participation.

However, the findings also showed that increased participation was not sustained without instructional guidance. While learners engaged more readily when multilingual resources were permitted, several students reported difficulty shifting back into academic English when such practices were not regulated. This partially contrasted with studies that presented translanguaging as inherently empowering (Creese & Blackledge, 2010) and instead echoed Canagarajah's (2011) view that teacher mediation remained essential to ensure that participation supported English language development.

### *T3. Collaborative Meaning Negotiation in Peer Tasks*

Observation notes confirmed that group tasks (e.g., persuasive speaking, communication breakdown analysis, and dialogue performance) triggered natural multilingual negotiation before students shifted into English for final task delivery. Translanguaging functioned as a collaborative meaning-making process, enabling students to clarify task requirements and jointly construct ideas prior to English production. This finding aligns with Canagarajah (2011), who distinguished collaborative translanguaging from compensatory code-switching and emphasized its role in collective cognition and task scaffolding in multilingual classrooms. In the present study, multilingual peer interaction remained primarily confined to the preparatory phase, with English retained as the dominant language for assessed output.

### *T4. Instructor-Guided Language Transition as a Necessary Pedagogical Control*

A recurring pattern observed was that students perceived translanguaging as beneficial only when the instructor regulated its timing and function, particularly by directing learners back to academic English for evaluated tasks. When multilingual support was structured and purpose-driven, it was viewed as facilitating learning rather than replacing English use. This observation resonates with Li's (2018) argument that translanguaging requires pedagogical orchestration to support academic development instead of resulting in unregulated language alternation. Within the Algerian university EFL context, effective translanguaging therefore

appeared to depend largely on the instructor’s ability to manage language transitions, ensuring that multilingual resources supported comprehension while preserving the central role of English as the target academic language.

### 3.5 Synthesized Findings

Table 4. Synthesis of Main Findings

Research Focus	Finding	Interpretation
<b>Comprehension</b>	Translanguaging accelerates understanding of communication theories	Functions as a cognitive scaffold
<b>Participation</b>	Students speak more when L1/L2 mediation is legitimized	Confidence and agency increase
<b>Collaboration</b>	Peer negotiation occurs multilingually before English output	Collective meaning construction
<b>Challenges</b>	Some learners struggle shifting back into academic English without support	Need for instructor reformulation and language steering

Overall, these findings both corroborate and nuance existing translanguaging research by demonstrating that its pedagogical effectiveness in Algerian university EFL classrooms depends on task type, instructional goals, and explicit teacher regulation.

### Conclusion

Translanguaging in Algerian university EFL classrooms serves as an effective pedagogical scaffold that supports comprehension and increases learner participation in Communication courses. Master 2 students use Algerian Arabic and French strategically to process complex content, clarify instructions, and engage in peer negotiation before shifting to English for academic delivery. This practice reduces anxiety, encourages interaction, and strengthens meaning-making, but its success depends on instructor regulation, guided language steering, and structured transition back to English.

When translanguaging lacks time boundaries or teacher-led reformulation, some learners struggle with academic lexical retrieval and L2 re-entry. The approach does not replace English; instead, it acts as a cognitive and social bridge that enables students to reach English academic participation with greater confidence and clearer understanding.

### Recommendations

- EFL instructors integrate translanguaging in pre-task and peer-discussion stages, where students plan ideas in familiar languages but produce academic output in English.
- Teachers apply clear time limits to L1/L2 mediation to prevent vocabulary attrition and maintain high English exposure.
- Communication course design includes teacher-led reformulation, where multilingual student contributions are systematically reshaped into academic English models.
- Assessment practices value conceptual clarity over linguistic purity during brainstorming, but maintain English as the language of evaluation.

- Universities in Algeria develop classroom policy guidelines that train instructors to manage translanguaging as scaffolding rather than sustained discourse.
- Teacher professional development programs focus on multilingual steering techniques, code-switching boundaries, and academic reformulation strategies to support equitable participation.

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## Appendices

### Appendix A: Classroom Observation Protocol

Observation Focus	Description
<b>Language Use</b>	Document which language(s) students use for comprehension, peer discussion, and English production.
<b>Participation</b>	Record frequency and quality of student contributions during tasks.
<b>Translanguaging Instances</b>	Note examples where students switch from Arabic/French to English and back.
<b>Instructor Steering</b>	Track teacher interventions guiding students back to English academic discourse.
<b>Collaborative Negotiation</b>	Observe peer-to-peer multilingual negotiation before English output.

### Appendix B: Interview Questions

1. How do you use Arabic or French when understanding tasks in the Communication course?
2. Do you feel more confident participating when you can clarify in L1/L2? Please explain.
3. How do you switch back to English during discussions or task delivery?
4. What difficulties do you experience when shifting from L1/L2 to English?
5. Do you think using multiple languages helps or hinders your academic performance? Why?