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***The Impact of Translanguaging on Oral Proficiency:
A Case Study of First-Year EFL students
at Abbes Laghrou, Khenchela University***

*A dissertation submitted in partial fulfillment of the requirements for the Master's
Degree in Language and culture.*

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Dedication:

***To the soul of my beloved father,
whose presence I carry in my heart each day.
Though you have departed this world,
your love, strength, and wisdom continue to guide every step I take in my life.
This work is a humble tribute to your eternal memory.***

***To my darling mother,
the heart of our home,
whose unwavering love, endless sacrifices, and gentle strength
have shaped the person I am today.
Your presence is my constant comfort and light.***

***To my cherished sisters: Nejwa, Fatima, Chafia, and Meriam,
thank you for your love, support, and unshakable faith in me.
And especially to my grand sister Samia,
whose boundless generosity, deep wisdom, and graceful spirit
have been a guiding star in my life this achievement would not have been possible
without you.***

With all my heart, I dedicate this work to you.

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Abstract:

In the context of English as a Foreign Language (EFL), oral proficiency is a cornerstone of communicative competence. It plays a very crucial role in enabling learners to effectively engage in academic, social, and professional settings. Despite its significance, many EFL students struggle to attain fluent, proficient and confident oral expression. In multilingual classrooms, translanguaging-the strategic use of multiple languages within instruction-has emerged as a pedagogical approach with the potential to support language acquisition. Moreover, limited research has investigated its impact on oral proficiency in EFL environments. This study investigates the extent to which translanguaging affects the oral proficiency of first-year EFL students at University Abbes Laghrour Khenchela. It also examines the influence of translanguaging on students' confidence and fluency. Through a mixed-methods approach, data were collected from teacher questionnaires and classroom observations. The results reveal that translanguaging positively contributes to the development of oral proficiency by enabling students to access prior linguistic knowledge, express themselves more fluently, and participate more actively in classroom discussions. These findings highlight the pedagogical value of translanguaging in EFL contexts, suggesting its implementation can significantly enhance students' oral skills.

Key words: Translanguaging, Oral proficiency, Multilingual education, EFL learners, Code switching.

List of Abbreviations:

EFL: English as a foreign language.

EMI: English Medium Instruction.

CLT: Communicative Language Teaching.

L1: The first language.

L2: English.

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Chapter one

Introduction

1-1-The background of the study.

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Introduction

In today's globalized world, mastering English is more valuable than ever, opening doors to academic advancement, career opportunities, and cross-cultural communication. In the realm of English as a Foreign Language (EFL) education, enhancing students' engagement and interaction is a crucial goal, particularly for first-year university learners who are adapting to new academic demands. Conventional, teacher-centered methods frequently neglect the dynamic and diverse linguistic backgrounds students possess, thereby restricting opportunities for meaningful participation and deeper language acquisition. Embracing students' multilingual repertoires can create a more inclusive learning environment that supports both confidence and communicative competence.

Oral proficiency originates from language education and the field of linguistics, it is the ability to speak a language clearly, accurately, fluently and confidently in different situations. It is not just about using correct grammar and vocabulary, but also about speaking fluently, pronouncing words properly and easily, and being able to interact naturally in conversations and discussions. In English learning, developing oral proficiency is very significant because it helps students express their ideas, take part in discussions, and communicate effectively in both academic and real-life contexts. Building strong oral skills often requires regular speaking practice, supportive environments, and teaching methods that encourage students to use all their language knowledge to communicate more correctly and successfully. It is an important skill for students learning English as a foreign language (EFL) to succeed in their academic studies.

In recent years, translanguaging has emerged as a powerful strategy in language education, allowing learners to use their full linguistic repertoire to support learning. It is a very crucial pedagogical process where multilingual learners switch between the multiple languages they know to help them communicate better, understand, learn, shared thoughts and express ideas in an easy and comfortable way. Instead of keeping languages separate, translanguaging allows learners to move freely between them, depending on what helps them best in understanding and communication. In the classroom, this means students can use their native languages alongside English to better grasp difficult concepts, explain their thoughts more clearly, and build stronger confidence in learning. It views the use of different languages not as a weakness but as a powerful tool that supports deeper learning and more meaningful participation.

Therefore, investigating the impact of translanguaging on students' oral proficiency is essential for

understanding how flexible language practices can enhance learners' ability to communicate effectively in English, foster greater confidence in speaking, and create more inclusive and supportive environments that respect and build upon students' existing linguistic knowledge.

1.1 Background of the Study

Language is an essential tool for building a communication, serving as a medium through which people express ideas, emotions, information and thoughts. In today's globalized world, English has emerged as the most widely international, learned and used language, fostering communication across diverse linguistic and cultural backgrounds. Its role is particularly crucial in the realm of English as a Foreign Language (EFL) learning, where developing oral proficiency is important for effective communication. Translanguaging originated as a pedagogical practice in 1980s within Welsh bilingual education context, introduced by Cen Williams in Welsh language the term was rendered as “trawsieithu” which was later translated into English as “translanguaging” by Colin Baker in 2001 (Lewis, Jones & Baker, 2012). It is grounded in sociocognitive theoretical framework, It encourages the use of multiple languages within the learning environment, has gained attention for its potential to improve language acquisition. Translanguaging allows learners to utilize their entire linguistic repertoire, promoting communication, comprehension and expression. In multilingual societies like Algeria, where students possess varying degrees of proficiency in Arabic, French, Tamazight, and English, translanguaging can serve as a bridge to develop speaking skills and to enhance oral proficiency in English.

Recent studies in Algeria has begun to explore the role of translanguaging in enhancing oral proficiency in Algerian EFL classrooms. For instance, Hamouche (2021) investigated the perceptions of second-year Master's students and their teachers at the University of Bejaia regarding translanguaging. The study found that translanguaging practices, involving the use of multiple languages, improved students' understanding and engagement in learning English. Both learners and teachers recognized the value of translanguaging in enhancing oral proficiency. Serai (2022) conducted a study at Mohamed Lamine Debaghine University in Setif, revealing that both teachers and students employed translanguaging practices in classroom interactions. Teachers used their languages interlingually and intralingually for explanatory and expressive functions, while students deployed their own languages interdiscursively for eliciting information,

feedback, and correction. The study emphasized that translanguaging facilitated communication and supported students' oral language development. Belhadia (2025) examined the effectiveness of pedagogical translanguaging in teaching English grammar, specifically comparative and superlative adjectives. The study revealed that students taught using translanguaging outperformed those taught using English-only instruction, indicating the positive impact of translanguaging on language learning outcomes. Mehiri (2021) discusses translanguaging as a new pedagogy in EFL classes, highlighting its cognitive, behavioral, and social benefits. The study emphasizes the need for EFL teachers to be sensitized about the utility of translanguaging theory not only in teaching and learning the foreign language but also in innovating language policies and language planning. Furthermore, research has shown that traditional assessment methods in Algerian EFL classrooms may not accurately reflect students' oral proficiency. A study by Abdi and Ameur (2018) revealed inconsistencies in teachers' oral assessment practices, indicating a gap between theoretical frameworks and actual classroom practices. The study suggests that adopting dynamic and formative assessment methods could provide a more accurate measure of students' speaking abilities.

Despite Algeria's multilingual environment, English language teaching often follows monolingual approaches and methods that may not effectively address students' linguistic needs and do not fully consider student's diverse language backgrounds. First-year EFL students at University Abbas Laghrour Khenchela face many difficulties and challenges in developing oral proficiency, also in improving speaking skills, such as limited opportunities to practice English, lack of confidence, and anxiety about speaking and pronunciation. These challenges highlight the urgent need to explore alternative pedagogical practices and strategies, such as translanguaging, which can draw upon students' existing linguistic resources to enhance oral communication skills in English.

This study aims to fill this gap by investigating the impact of translanguaging on the oral proficiency of first-year EFL students at University Abbas Laghrour Khenchela. By examining students' and teachers' perceptions, attitudes and practices, the study seeks to investigate whether translanguaging could serve as an effective pedagogical method and valuable tool for enhancing oral proficiency among these multilingual learners.

1.2 Statement of the problem:

Although translanguaging is widely used in multilingual and bilingual education, limited research exists on its effects on oral proficiency, particularly in EFL settings. This study aims to investigate the extent to which translanguaging affects the oral proficiency of first-year EFL students at Abbes Laghrour Khenchela University, addressing a gap in research on its impact in enhancing oral proficiency within multilingual classrooms.

1.3 Research Question:

Taking into consideration, the problematic stated above, it is highly significant to mention the following questions:

- To which extent does translanguaging affect the oral proficiency among First year EFL students at Abbes Laghrour Khenchela University?
- What impact does translanguaging have on students' confidence and fluency in speaking English?

1.4 Research Objectives:

The main objectives of the research is as follows:

- To explore how translanguaging is used by first-year EFL students during oral expression classes.
- To examine the impact of translanguaging on students' oral proficiency in English.
- To identify students' and teachers' attitudes toward the use of translanguaging in EFL classrooms.
- To investigate whether translanguaging supports or hinders students' ability to express themselves orally in English.

1.5 Limitation of the study:

This study is limited to first-year EFL students at Abbes Laghrour University, Khenchela, which may affect the generalizability of the findings to other contexts. Secondly, the study is confined to oral proficiency and does not explore other aspects of language acquisition, like writing, listening, or reading. Thirdly, the study relies on the perspectives of a limited number of students and teachers, which may not fully capture the diversity of experiences, attitudes and opinions regarding translanguaging. Finally, due to time constraints, the study will not include linear data to observe the long-term effects of translanguaging on oral proficiency.

1.6 The Structure of the Study:

The thesis will be structured as follows:

Chapter One: Introduction – This chapter provides an overview of the research background, statement of the problem, research questions, research objectives, limitation of the study, the structure and the formulation of the thesis, the purpose and the significance.

Chapter Two: Literature Review – This chapter contains two sections the first one is about oral proficiency: the definition, the core components, the importance, challenges, the impact of language background on EFL students' oral proficiency, the role of code switching in oral proficiency and how to assess oral proficiency in Algerian EFL classrooms. The second one is about translanguaging: the conceptualization, origins and theoretical foundations of translanguaging. An overview about the translanguaging in bilingual and multilingual classrooms, then a comparison between code-switching and translanguaging, The role of pedagogical and communicative translanguaging in enhancing oral communication skills, the benefits of translanguaging in Algerian EFL classrooms and lastly the effect of using vocabulary from multiple languages on oral proficiency.

Chapter Three: Methodology – This chapter will describe the research design, participants, data collection methods, and data analysis techniques used in the study.

Chapter Four: Results and Discussion – This chapter will present and discuss the findings of the research based on the data collected from students and teachers.

Chapter Five: Conclusion and Recommendations – This chapter will summarize the key findings, offer conclusions based on the results, and provide recommendations for EFL teaching practices and future research.

1.7 The Significance of the study:

This study is significant because it investigates the extent to which translanguaging affects the oral proficiency of first-year EFL students at Abbes Laghrour Khenchela University. By encouraging students to integrate their native languages with English as a foreign language, this study aims to improve fluency, accuracy, confidence, communication, and all aspects of speaking skills. Translanguaging breaks down linguistic barriers and facilitates the learning of English by allowing students to leverage their full linguistic

repertoires, making language learning more authentic and meaningful. The approach can help students overcome challenges such as lack of vocabulary, limited confidence, and the difficulty of using English in real-life situations. The findings of this research can assist students in boosting their confidence, expanding their vocabulary, and communicating more fluently and appropriately in English. This research will contribute to a broader understanding of multilingualism in language education, providing valuable insights for language teachers on how to create more inclusive and effective learning environments that respect and build on students' multilingual backgrounds.

Chapter two

Literature Review

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2-1-2-Core components of oral proficiency.

2-1-3-The importance of oral proficiency in Academic EFL settings.

2-1-4-Challenges in developing oral proficiency among EFL learners.

2-1-5-The impact of language background on the oral proficiency of EFL students.

2-1-6-The role of code switching in oral proficiency (code-switching as a tool for oral proficiency).

2-1-7- Oral proficiency in Algerian EFL classrooms

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2-2-2-Translanguaging in bilingual and multilingual EFL classrooms.

2-2-3-Translanguaging VS Code-switching.

2-2-4- The role of pedagogical translanguaging strategies.

2-2-5- Cognitive and affective benefits of translanguaging in Algerian EFL classrooms.

2-2-6- The role of communicative translanguaging practices in enhancing oral communication skills.

2-2-7- The impact of using vocabulary from multiple languages on oral proficiency.

2-1- Oral proficiency

2-1-1-Definition and scope of oral proficiency:

Oral proficiency in English as a Foreign Language (EFL) is a multidimensional construct that has been defined in various ways by language scholars. Sandlund et al. (2016) define oral proficiency as the learner's ability to engage in conversation with one or more interlocutors, emphasizing interactional competence and the management of real-time communication. Luoma (2004) describes it as the capacity to produce intelligible, fluent, and contextually appropriate speech, involving both linguistic accuracy and interactional management. Goh and Burns (2012) view oral proficiency as the effective and appropriate use of spoken language in authentic situations, integrating linguistic, sociolinguistic, and discourse competencies. Bygate (2009) further elaborates that oral proficiency entails using language spontaneously and flexibly in communication, requiring speakers to integrate knowledge and skills for coherent and meaningful spoken interaction. The scope of oral proficiency extends beyond grammatical and lexical accuracy, encompassing the ability to manage conversations, negotiate meaning, and adapt language to social and contextual demands, making it an essential skill for EFL learners navigating diverse communicative contexts (Sandlund et al., 2016).

Boumaraf (2019) further emphasizes that oral proficiency encompasses more than just the ability to speak; it involves the capacity to effectively convey ideas, engage in meaningful interactions, and adapt language use to various communicative contexts. She highlights the importance of integrating authentic materials into the curriculum to enhance students' speaking skills, enabling them to perform more confidently and competently in real-life communication scenarios.

2-1-2-Core components of oral proficiency:

Oral proficiency in EFL encompasses several interrelated components that collectively contribute to effective spoken communication. Pronunciation involves the accurate production of speech sounds, stress, and intonation patterns; for instance, correctly articulating the /θ/ sound in "think" is essential for intelligibility (Derwing & Munro, 2005). Fluency refers to the ability to speak smoothly and at a natural pace without undue hesitation; an example is narrating a past event coherently without frequent pauses (Götz, 2013). Grammar pertains to the correct use of syntactic structures; for example, properly forming past tense sentences like "She went to the market" demonstrates grammatical competence (Ellis, 2003).

Vocabulary involves the appropriate and varied use of words; employing synonyms such as "purchase" instead of "buy" can enhance expression (Nation, 2001). Comprehension is the ability to understand spoken language; for instance, accurately following oral instructions during a classroom activity indicates strong listening skills (Field, 2008). Interactional Competence encompasses the skills needed to manage conversations effectively, such as initiating topics, turn-taking, and repairing misunderstandings; for example, using phrases like "Could you clarify that?" to navigate communication breakdowns (Young, 2011). Together, these components form the foundation of oral proficiency, enabling learners to communicate effectively in diverse contexts.

2-1-3-The importance of oral proficiency in Academic EFL settings:

Oral proficiency, the ability to express ideas clearly, fluently, appropriately and effectively through spoken language, is a vital and significant component of language competence especially for EFL learners. It plays a crucial role in academic settings, enabling students to participate in classroom discussions, convey complex ideas, and perform successfully in oral tasks such as presentations and debates (Bambaeroo & Shokrpour, 2017; Manire et al., 2023). Beyond academia, speaking proficiency is essential in the professional world, where effective verbal communication supports career advancement, persuasive interaction, and teamwork (Bharathi, 2011; Burleson, 2007). The Communicative Language Teaching (CLT) approach frames oral proficiency as the ability to use language authentically and interactively in meaningful contexts (Rabi et al., 2023; Qasserras, 2023). From a sociocultural viewpoint, oral proficiency also involves learning through social interaction, where communication helps learners construct knowledge and develop critical thinking skills (Vygotsky, 1978; Swain, 1995). Thus, the range of oral proficiency extends from academic and professional effectiveness to cognitive and social development.

Boumaraf (2019) emphasized that oral proficiency is crucial for EFL students in academic contexts because it enables them to actively participate in classroom discussions, express their ideas clearly, and engage in meaningful communication with peers and instructors. Developing oral skills supports not only language learning but also academic success, as it helps students present arguments, ask questions, and collaborate effectively. Oral proficiency is seen as a key factor in building confidence and improving overall communicative competence in an English-medium academic environment. Boumaraf (2017) further

discussed speaking as a key skill through which learners express their cultural understanding and negotiate meaning in intercultural interactions. She emphasizes that speaking is not just about linguistic accuracy but also about being able to adapt one's language and behavior to different cultural contexts. This means learners should develop the ability to communicate effectively and appropriately in diverse settings, which involves both language skills and cultural sensitivity.

2-1-4-Challenges in developing oral proficiency among EFL learners:

EFL learners encounter multiple difficulties and barriers when striving to enhance their oral proficiency. Firstly, limited vocabulary impedes their ability to express ideas effectively, often resulting in communication breakdowns (Kulsum et al., 2025). Secondly, pronunciation difficulties, including challenges with stress, intonation, and articulation, lead to misunderstandings and reduce speech intelligibility (Kulsum et al., 2025). Thirdly, grammatical inaccuracies are prevalent, with students frequently constructing sentences with incorrect structures, thereby hindering clear communication (Kulsum et al., 2025). Fourthly, fluency issues, such as frequent pauses and hesitations, disrupt the natural flow of conversation, making interactions less effective (Kulsum et al., 2025). Fifthly, communication anxiety—manifesting as fear of making mistakes or being judged—significantly restricts students' willingness to participate in speaking activities (Dewitt & Moosavi, 2022). Sixthly, lack of confidence often stems from previous negative experiences or fear of negative evaluation, leading to reduced classroom participation (Ghafar & Amin, 2023). Lastly, insufficient exposure to English outside the classroom limits opportunities for authentic language practice, thereby slowing the development of speaking skills (Guncay, 2023). Addressing these challenges requires a multifaceted approach, including curriculum adjustments, increased speaking opportunities, and supportive learning environments.

2-1-5-The impact of language background on the oral proficiency of EFL students:

In linguistics, "language background" refers to an individual's prior linguistic experiences, encompassing their first language (L1), additional languages learned, and the contexts in which these languages were acquired and used. This background influences cognitive processing and language acquisition. For instance, research indicates that a learner's language background can affect their cognitive processing in language tasks, affecting how they acquire and use new languages (Bialystok, 2009).

Generally, a learner's language background significantly influences their oral proficiency in English as a Foreign Language (EFL). The structural and phonological differences between a learner's native language and English can lead to challenges in pronunciation, syntax, and fluency. For example, learners whose L1 lacks certain phonemes present in English may struggle with accurate pronunciation, affecting intelligibility (Derwing & Munro, 2005). Additionally, syntactic differences can result in grammatical errors during speech, hindering effective communication (Ellis, 2006).

Specifically, in the Algerian context, the predominant use of Arabic and Berber languages, which differ from English in phonology and syntax, poses specific challenges for EFL learners. Studies have shown that Algerian students often exhibit reduced fluency in English due to these linguistic differences. For instance, the absence of certain English phonemes in Arabic can lead to pronunciation difficulties, while syntactic disparities may cause grammatical errors in speech (Benrabah, 2007). Furthermore, cultural factors, such as educational practices that emphasize rote learning over communicative competence, can impede the development of oral proficiency (Boukhatem, 2023).

2-1-6-The role of code switching in oral proficiency (code-switching as a tool for oral proficiency):

Code-switching, the deliberate alternation between a learner's first language (L1) and the target language (L2), serves as a strategic pedagogical tool to bolster oral proficiency in EFL classrooms. Research indicates that controlled use of code-switching can enhance learners' speaking abilities by providing cognitive support and reducing language anxiety, for instance, a study by Ayub (2017) demonstrated that Iranian EFL learners who engaged in code-switching exhibited significant improvements in speaking accuracy and fluency. Similarly, Noorbar and Mamaghani (2021) found that elementary EFL learners who utilized code-switching showed increased willingness to communicate and better oral performance. In the Algerian context, Zidouni (2016) observed that students' strategic use of code-switching facilitated better communication and interaction in EFL classrooms. These findings suggest that, when employed judiciously, code-switching can be an effective mechanism to enhance oral proficiency among EFL learners.

2-1-7- Oral proficiency in Algerian EFL classrooms

Assessing oral proficiency in Algerian EFL classrooms presents multifaceted and various challenges that stem from pedagogical, institutional, and linguistic factors. One important issue is the absence of standardized assessment criteria, leading to subjective evaluations and inconsistencies in measuring students' speaking abilities. Berregui and Naoua (2024) highlight that the multi-componential nature of speaking, ambiguity in assessment criteria, and time constraints contribute to the complexity of conducting summative speaking tests. These challenges are further exacerbated by large class sizes and limited resources, which hinder the implementation of effective oral assessments.

In addition, the linguistic background of Algerian students, primarily influenced by Arabic and its various dialects, impacts their English speaking competence. Yahia (2024) notes that differences in morphology, phonology, syntax, and orthography between Arabic and English lead to common errors and reduced fluency among EFL learners. This linguistic interference complicates the assessment process, as students struggle with pronunciation, sentence structure, and vocabulary usage.

However, the lack of teacher training in speaking assessment methodologies contributes to the challenges faced in evaluating oral proficiency. Bouab and Benettayeb (2023) emphasize that insufficient experience with speaking assessment among teachers, coupled with technical problems such as inadequate materials and classroom environments, impede the progress of learning and assessment. These factors collectively undermine the reliability and validity of oral proficiency assessments in Algerian EFL settings.

To address these challenges, several recommendations have been proposed. Berregui and Naoua (2024) suggest the use of formative speaking assessments, provision of clear assessment criteria, rater training, and technology integration to enhance the accuracy, objectivity, and feasibility of speaking assessments. Furthermore, Yahia (2024) advocates for raising students' awareness of the impact of their Arabic background on English fluency and developing targeted strategies to overcome linguistic obstacles. Implementing these measures can contribute to more effective and equitable assessment practices in Algerian EFL classrooms.

2-2-Translanguaging:

2-2-1-Conceptualization, origins and theoretical foundations of translanguaging:

Translanguaging is an approach that encourages multilingual students to use all their linguistic resources and repertoires—such as home languages and dialects—to understand and express academic content.

This strategy challenges traditional monolingual norms by viewing languages as interconnected rather than separate systems. The term "translanguaging" was first introduced by Welsh educator Cen Williams in the 1980s, who used it to describe a pedagogical practice where students alternate between languages within a lesson to reinforce learning (Lewis, Jones, & Baker, 2012). The theoretical foundations of translanguaging are grounded in the idea that bilinguals possess a single, integrated linguistic repertoire, rejecting the notion of separate language systems. This perspective aligns with sociolinguistic and psycholinguistic theories that view language as a dynamic and socially constructed practice, emphasizing the legitimacy of diverse linguistic practices in educational settings (Otheguy, García, & Reid, 2015).

In the context of education, translanguaging serves as a transformative pedagogical approach that recognizes and leverages the full linguistic repertoire of students. By doing so, it not only facilitates deeper understanding and learning but also challenges monolingual ideologies that often marginalize bilingual and multilingual learners. This is particularly relevant in settings like Algerian higher education, where students often navigate multiple languages in their academic and social lives. Implementing translanguaging pedagogies can thus promote inclusivity, equity, and enhanced oral proficiency among first-year EFL students at institutions like the University of Abbas Laghrour Khenchela.

2-2-2-Translanguaging in bilingual and multilingual EFL classrooms:

Translanguaging has gained prominence as an effective, successful and pedagogical strategy in bilingual and multilingual EFL classrooms globally, enhancing learners' oral proficiency by leveraging their full linguistic repertoire. In bilingual classrooms, Pacheco and Rodríguez (2021) examined the use of translanguaging in a Colombian EFL classroom where students alternated between Spanish and English to better understand complex texts. This approach not only increased comprehension but also allowed students to actively use their first language to negotiate meaning and clarify concepts in English. Similarly, in a study in a bilingual EFL classroom in Canada, Garcia and Wei (2020) observed that students who used

translanguaging to explain new vocabulary in both French and English were able to reinforce their understanding, demonstrating that translanguaging supports both language retention and active engagement in the learning process.

In multilingual settings, Kotesky (2022) explored the practices of translanguaging in an EFL classroom in Hong Kong, where teachers and students switched between English, Cantonese, and Mandarin to facilitate communication. The study found that using multiple languages allowed students to express complex ideas more easily and ensured more inclusive participation. Similarly, in a study conducted in a multilingual EFL classroom in South Africa, Naidoo and McKinney (2021) investigated how students used translanguaging between English, Zulu, and Afrikaans to engage in discussions and complete tasks. This approach helped students to bridge language barriers and improved their ability to participate in academic discourse.

2-2-3-Translanguaging VS Code-switching:

In English as Foreign Language (EFL) classrooms, code-switching and translanguaging are two distinct yet interrelated practices that involve the use of multiple languages, but they differ in their underlying principles and pedagogical implications.

Haugen (1956) was the first to use the term “code switching” referring it to the alternation and interference between two or more languages by bilingual speakers and Crystal (1987,p.363) points out that as “the definition of language is tenuous at best, perhaps it is better to say switching between varieties in addition to switching between languages”. Milroy and Muysken (1995, p.7) define code switching as “the alternative use by bilinguals of two or more languages in the same conversation.” Therefore, we notice that switching can occur not only between languages but also dialects or varieties of the same language.

In contrast, translanguaging is a pedagogical approach that views the bilingual or multilingual speaker's language practices as an integrated system. Ofelia García and Li Wei (2014) describe translanguaging as "the process whereby multilingual speakers utilize their languages as an integrated communication system." Rather than switching between separate language systems, translanguaging involves the simultaneous and holistic use of multiple languages, challenging traditional boundaries and promoting a more inclusive and flexible language learning environment.

2-2-4- The role of pedagogical translanguaging strategies:

Pedagogical translanguaging has emerged as a crucial practice in English as Foreign Language (EFL) classrooms, particularly in enhancing oral proficiency. This strategy involves the deliberate integration of students' entire linguistic repertoires, including their first language (L1), to facilitate learning and communication. Research indicates that such practices can support teachers in utilizing multilingual and multimodal resources to facilitate teaching and learning in various subjects, such as mathematics and science (Tai & Wei, 2020; Pun & Tai, 2021; Tai, 2021). Furthermore, studies have revealed the positive impact of pedagogical translanguaging on students' learning processes in multilingual classrooms (Zhou & Mann, 2021). Teachers' practices of translanguaging have also been found to influence students' attitudes towards it as an approach, in addition to positive outcomes reported in some investigations (Wang & Shen, 2023). It has also been recognized as an effective pedagogical practice that makes learners' linguistic and cultural practices visible, thereby enhancing learning (Shi & Rolstad, 2022). Translanguaging has been studied in different educational contexts, including English as a Foreign Language (EFL) classrooms (Yüzlü & Dikilitaş, 2021), such as those conducted in Indonesian EFL classrooms (Raja et al., 2022), and English Medium Instruction (EMI) settings (Zhou et al., 2021; Tai & Wei, 2020). These studies have emphasized the importance of creating translanguaging spaces in classrooms where teachers and students can engage in diverse meaning-making systems to enhance language and pedagogical practices (Tai & Wei, 2020). Overall, research on pedagogical translanguaging highlights its significance in promoting teaching practices, leveraging students' multilingual repertoires, and creating effective learning environments through the deployment of the learner's linguistic repertoire. These studies provide insights about the theoretical foundations, practical implications, and benefits of incorporating translanguaging as a pedagogical strategy.

2-2-5-Cognitive and affective benefits of translanguaging in Algerian EFL classrooms:

Translanguaging, as an instructional strategy in Algerian EFL classrooms, offers several cognitive and affective benefits that enhance students' language learning experiences. Drawing from both international and Algerian contexts, the following seven benefits have been identified:

- 1. Enhanced Comprehension and Meaning-Making:** By allowing students to utilize their full linguistic repertoire, translinguaging facilitates deeper understanding of complex concepts. This approach enables learners to access and process information more effectively, leading to improved comprehension in EFL settings (Stihi, 2021).
- 2. Creation of Safe Learning Spaces:** Translinguaging fosters an environment where students feel emotionally secure, reducing anxiety associated with language learning. This safe space encourages risk-taking and experimentation with language use (Stihi, 2021).
- 3. Improved Self-Confidence and Participation:** Allowing the use of multiple languages in the classroom creates a more inclusive environment where students feel comfortable expressing themselves. This comfort leads to increased participation and confidence in using the English language (Benaissa, 2023).
- 4. Promotion of Collaborative Learning:** By integrating multiple languages, translinguaging supports collaborative learning experiences where students can co-construct knowledge and support each other's learning processes (Benaissa, 2023).
- 5. Development of Positive Learner Identities:** Translinguaging acknowledges and values students' linguistic backgrounds, contributing to the development of positive self-identities. This recognition enhances motivation and engagement in language learning (Garcia & Wei, 2014).
- 6. Increased Learner Autonomy:** Translinguaging encourages students to take control of their learning by drawing upon their linguistic resources. This empowerment fosters a sense of responsibility and independence, promoting self-directed learning and critical thinking skills (Garcia & Wei, 2014).
- 7. Enhanced Metalinguistic Awareness:** Engaging in translinguaging practices helps students develop an understanding of language structures and functions across different languages. This awareness supports language transfer and the acquisition of new linguistic skills (Cenoz & Gorter, 2017).

2-2-6- The role of communicative translanguaging practices in enhancing oral

communication skills:

Oral communication skills encompass the ability to effectively convey and interpret messages through spoken language, incorporating elements such as clear articulation, appropriate tone, active listening, and nonverbal cues like facial expressions and gestures. In Algerian EFL classrooms, communicative translanguaging, where students and teachers fluidly alternate between English and their native languages, plays an important role in enhancing these skills. By integrating students' first language (L1) alongside English (L2), translanguaging fosters a more inclusive and supportive learning environment that encourages active participation and reduces language anxiety. For instance, Boukhentache (2024) emphasized that Algerian EFL teachers perceive translanguaging as a valuable strategy to improve students' speaking abilities and overall engagement in language learning activities. Azza (2022) highlighted that incorporating students' native languages in EFL instruction not only aids comprehension but also encourages active participation and confidence in oral communication. Serai (2022) found that translanguaging practices in Algerian university EFL classrooms facilitated deeper understanding and retention of new vocabulary and grammatical structures, enabling students to express complex ideas more confidently and engage more meaningfully in discussions. Then, communicative translanguaging serves as a valuable strategy in developing oral communication skills, particularly in multilingual educational settings.

2-2-7-The impact of using vocabulary from multiple languages on oral proficiency:

In Algerian EFL classrooms, using vocabulary from multiple languages like French and Arabic through translanguaging practices significantly enhances learners' oral proficiency. Algerian students often possess a rich multilingual repertoire, enabling them to utilize their knowledge of French and Arabic when encountering challenges in English. This strategic use of multiple languages facilitates clearer expression and comprehension, leading to more confident and fluent oral communication. For instance, a study by Hassani (2021) explored that French cognates positively influenced English vocabulary acquisition among Algerian university students, emphasizing the beneficial impact of leveraging linguistic similarities between languages. Additionally, research by Yahia (2024) found that first-year Algerian EFL students

frequently used Arabic to clarify complex English concepts, thereby enhancing their speaking competence. Hence, the intentional incorporation of French and Arabic vocabulary through translanguaging practices serves as an effective and valuable strategy to bolster and enhance oral proficiency in Algerian EFL learners.

Chapter three

Research Methodology

3-1- Setting of the research.

3-2- The method of the research.

3-3- The population and Sample of the Research.

3-3-1- The population.

3-3-1-1-Students' population.

3-3-1-2-Teachers' population.

3-3-2-The sample.

3-3-2-1-Students' sampling.

3-3-2-2-Teachers' sampling.

3-4- Focus of the research.

3-5- Research design.

3-6- The data collection technique.

3-7- The instruments.

3-7-1- Definition of observation and questionnaire.

3-7-2- Description of The students' observation.

3-7-3- Description of The teachers' questionnaire.

3.1 Setting of the Research:

This research was conducted during the second semester of the 2024/2025 academic year in the Department of English at the University of Abbas Laghrour, Khenchela. The focus was on first-year students enrolled in the Department who often share a common linguistic background in Arabic and/or Tamazight. The research was carried out in regular oral expression classes, where both the teacher and students participated in communicative activities. This academic context provided a suitable environment to explore the presence and impact of translanguaging practices on learners' oral proficiency in English. Hence, the study setting provides a rich context for observing natural language practices, including translanguaging, in the EFL classroom.

3.2 The Method of the Research:

To investigate the impact of translanguaging on oral proficiency among first year EFL students at University of Abbas Laghrour Khenchela, this current study employs mixed methods research approach. The qualitative aspect involves classroom observation of student interactions and language use, while the quantitative aspect includes the analysis of structured questionnaire responses from English language teachers at University Abbas Laghrour Khenchela. This methodological triangulation enhances the reliability and depth of the findings.

3.3 The Population and Sample of the Research:

3.3.1 The Population:

3.3.1.1 Students' Population:

The student population targeted in this study consists of all 190 first-year English language students registered during the 2024/2025 academic year at Abbas Laghrour University. This group was chosen because first-year students are in the early stages of developing their oral skills in English and are more likely to rely on their full linguistic repertoire, including Arabic and/or Tamazight, making them ideal participants for investigating translanguaging practices in EFL oral classrooms.

3.3.1.2 Teachers' Population:

The teachers' population comprises all 16 English language professors who are responsible for teaching first-year students during the same academic year. These teachers play a pivotal and crucial role in shaping

the classroom linguistic environment and are key informants on pedagogical practices such as translanguaging.

3.3.2 The Sample:

3.3.2.1 Students' Sampling:

A purposive sample of 50 students was selected from Groups 3 and 4 for observation. These groups were chosen based on logistical convenience and their active participation in oral classroom activities. The sample was considered sufficient to reflect typical classroom behaviors and interactional patterns.

3.3.2.2 Teachers' Sampling:

Given the small size of the population (16 teachers), a total population sampling technique was employed. All teachers were invited to complete the structured questionnaire to ensure comprehensive data collection on the institutional teaching practices and attitudes. Only 12 of teachers answered.

3.4 Focus of the Research:

This study aims to investigate the extent to which translanguaging practices influence the oral proficiency of first-year EFL students. It seeks to understand how the use of multiple languages within the classroom affects students' ability to speak English fluently and accurately in academic settings.

3.5 Research Design:

The research adopts a descriptive mixed methods design. This includes qualitative observations to document real-time classroom language practices and quantitative questionnaire responses to analyze trends in teacher perceptions. The integration of these methods allows the researcher to construct a more holistic understanding of translanguaging in the EFL context.

3.6 The Data Collection Technique:

Data were collected through two primary techniques:

- Classroom observation focusing on student oral activities, conducted in natural classroom settings.
- A structured questionnaire completed by teachers, which captured their perceptions and reported practices regarding translanguaging.

3.7 The Instruments:

3.7.1 Definition of Observation and Questionnaire:

Observation, as defined by Creswell (2012), involves taking detailed field notes of participant behaviors and interactions in their natural setting. It is particularly effective for identifying spontaneous language practices and social interactions.

A questionnaire, according to Creswell (2012), is "a research instrument consisting of a series of questions for the purpose of gathering information from respondents." It enables researchers to collect quantifiable data on participants' attitudes, beliefs, and reported behaviors.

Hence, Data were collected through two primary techniques to ensure a comprehensive understanding of translanguaging practices in the classroom:

- Classroom observation was conducted in natural classroom settings, focusing on students' oral activities. This method was chosen to capture authentic language use and spontaneous instances of translanguaging during oral interactions, providing direct insight into learners' communicative behaviors.
- A structured questionnaire was administered to EFL teachers to gather their perceptions and self-reported practices regarding translanguaging. This tool was selected to complement the observational data by exploring the pedagogical attitudes and strategies teachers employ, offering a broader perspective on the role of translanguaging in oral instruction.

3.7.2 Description of the Students' Observation:

Each classroom observation session was guided by a standardized observation form, which included the following:

- Date of Observation
- Class
- Group
- Lesson Topic
- Duration of Observation

The observation checklist was structured into three sections:

1. General Classroom Environment (5 items): number of students, setting position, language context, student engagement, teacher behaviors and attitudes.
2. Classroom Interaction (10 items): language switching patterns, teacher-student and peer-to-peer communication, participation in oral tasks, and use of L1 in scaffolding.
3. Other Relevant Information or Impressions: any notable occurrences, nonverbal interactions, or unexpected behaviors linked to language use.

3.7.3 Description of the Teachers' Questionnaire:

The structured questionnaire distributed to teachers consisted of 23 closed-ended questions and three open ended questions divided into four thematic sections:

1. Teacher Background (7 questions): Age, gender, teaching experience, qualifications, Academic rank.
2. Translanguaging in Classroom Activities (6 questions): use of L1 and L2, types of classroom tasks and activities, observed student responses.
3. Oral Proficiency (7 questions): indicators of student performance, confidence, pronunciation, accuracy, and fluency.
4. Teachers' Beliefs and Attitudes (5 questions): perceptions of translanguaging, challenges, and pedagogical implications.

Chapter Four

Results and Discussion

4-1- Analysis of Teachers' questionnaire.

4-2- analysis of Students' observation.

4--3- Interpretation.

4-1- Analysis of Teachers' questionnaire.

Section one: Teacher background

Question 01: Age:

Table 01: Table represents Age groups of teachers' sample who answered the questionnaire

Age	Numbers
[30-35 [2
[35-40 [6
[40-45 [2
[45-50 [2
Total	12

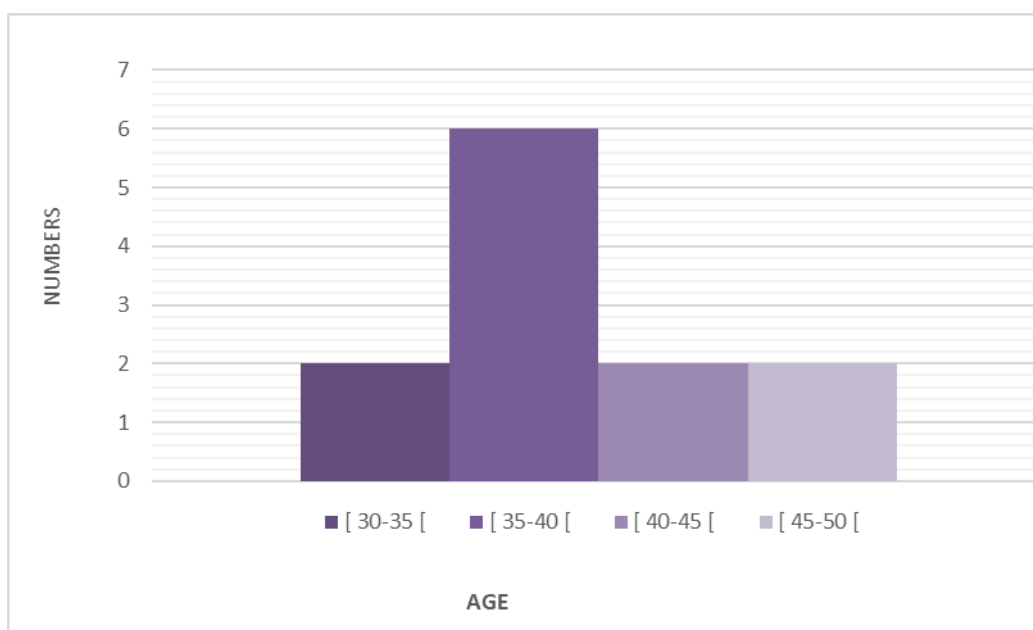


Figure 01: Histogram represents Age groups of teachers' sample who answered the questionnaire

The results reveal that teachers' sample ages are range between 30 and 50 years old. The half of sample (6teachers) aged from 35 to 40 years old, while 2 teachers are 30 to 35 years old. Whereas, 2 teachers' ages are comprised between 40 and 45, and 2 others aged between 45 and 50 years old.

Question 02 Gender:

Table 02: Table represents gender of teachers' sample who answered the questionnaire

Gender	Number	percentage
Male	4	33%
female	8	67%

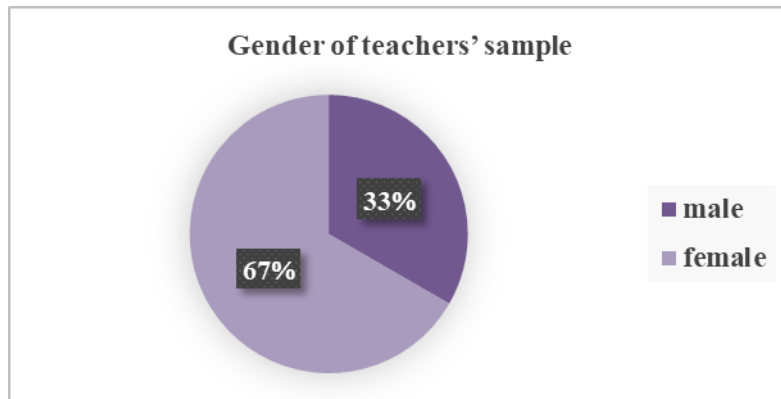


Figure 02: Circle diagram represents gender of teachers' sample

The results show that 67% of sample are females and 33% are males. This indicates the dominance of females.

Question 03: Years of teaching experience:

Table 03: Table represents Years of teaching experience of teachers' sample

Years of teaching experience	Number
[1-5 [4
[5-10 [4
[10-15 [3
[15-20 [1
Total	12

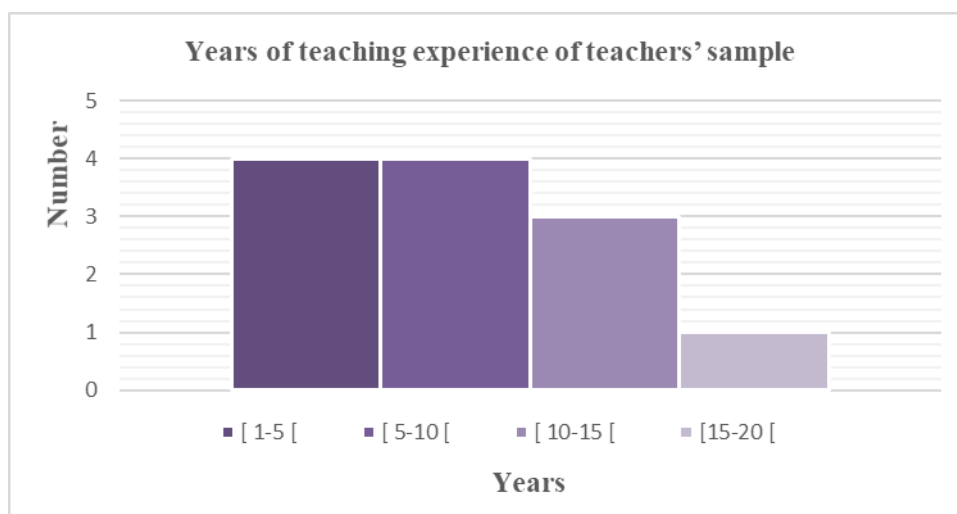


Figure 03: Histogram represents Years of teaching experience of teachers' sample

The result indicates that only **4** teachers have a short term of teaching experience (1-5 years). However, the rest of sample (8 teachers) have a long term of teaching experience from **5** to **20** years.

Question 04: Specialty:

Table 04: Table represents distribution of teachers' sample according to their specialties

Specialty	Number
Didactics	04
Language and civilization	02
TEFL	01
Linguistics	01
Literature	04
Total	12

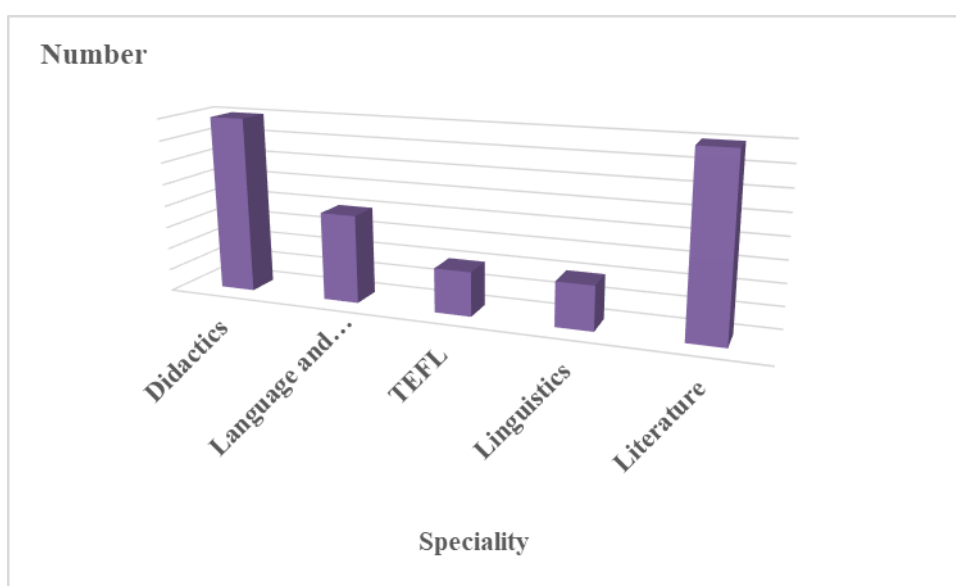


Figure 04: Stick Diagram represents distribution of teachers' sample according to their specialties.

The stick diagram shows that the teacher sample comes from a variety of specialties, including Literature, Linguistics, TEFL, Language and Civilization, and Didactics. This variety reflects a diverse academic background among the participants (the teachers).

Question 05: Academic Rank:

Table 05: Table represents numbers and percentages of Academic Ranks teachers' sample.

Academic Rank	Numbers	Percentages
PR	1	8%
MCA	3	25%
MCB	2	17%
MAA	2	17%
MAB	1	8%
MA	3	25%
Total	12	100%

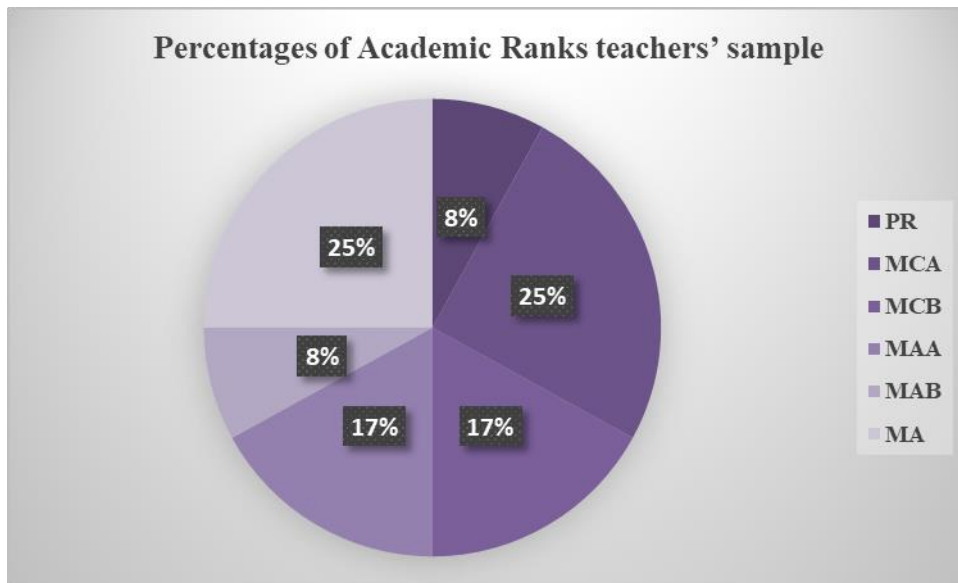


Figure 05: Circle diagram represents numbers and percentages of Academic Ranks teachers' sample.

The circle diagram shows a diverse distribution of academic ranks among teachers. The majority (PR, MCA, and MCB) hold higher academic positions, indicating that the sample includes experienced and well-qualified educators.

Question 06: What languages do you speak?

Table 06: Table represents frequency of languages spoken by teachers' sample

Language	Frequency
Arabic	12
French	10
English	12
Other languages	6
Total	40

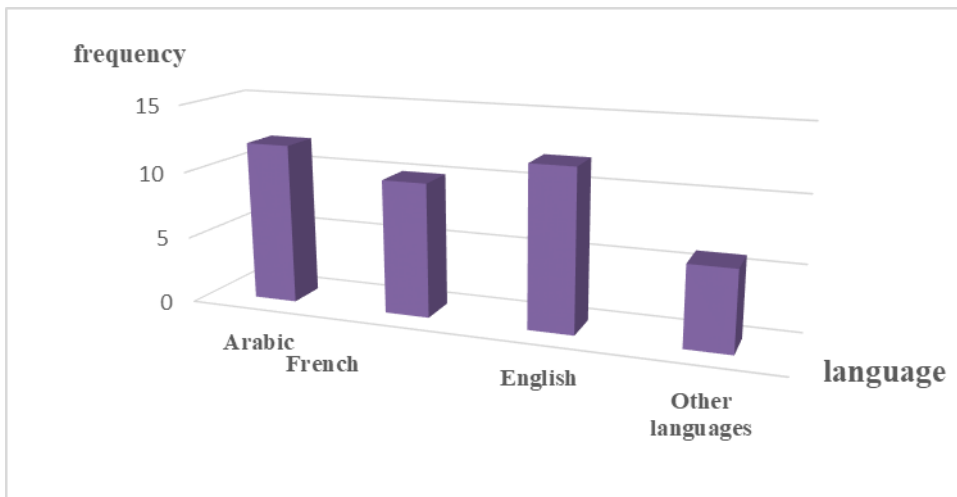


Figure 06: Stick diagram represents frequency of languages spoken by teachers' sample.

The stick diagram affirms that English is the most commonly spoken language among the teachers, followed by French, then other languages, and finally Arabic. This suggests that the sample has strong multilingual competence, with a notable emphasis on English and French.

Question 07: Have you received any training related to multilingual or bilingual education?

Table 07: Table represents numbers and percentages of teachers who receive training related to multilingual or bilingual education of teachers' sample.

Options	Numbers	Percentages
Yes	9	75%
No	3	25%
Total	12	100%

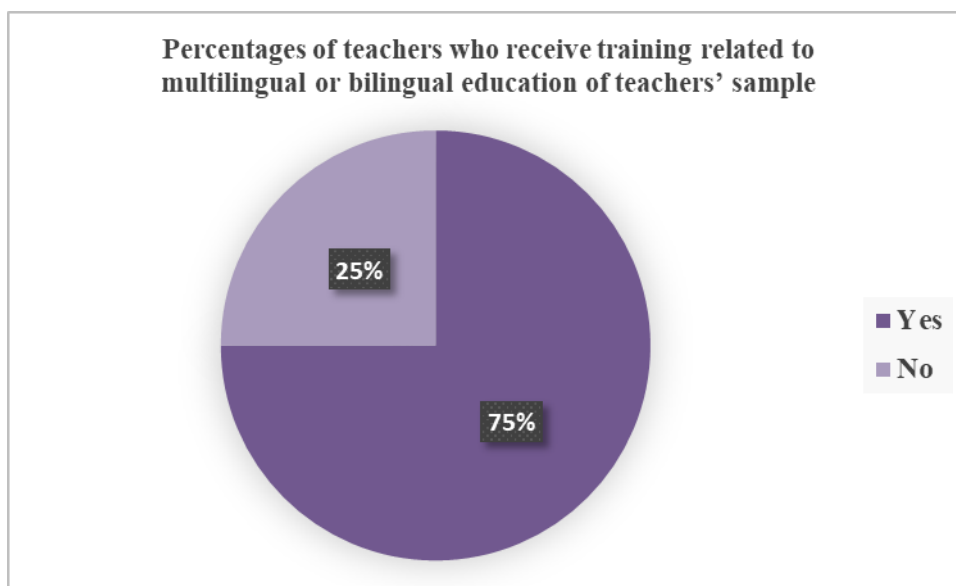


Figure 07: Circle diagram represents percentages of teachers who receive training related to multilingual or bilingual education of teachers' sample.

The data indicates that a large majority of teachers (75%) receive training in multilingual or bilingual education, which reflects a strong awareness of the importance of translanguageing in EFL teaching. However, the 25% who do not receive such training highlight the need for more inclusive professional development opportunities.

Section two: Translanguaging in class activities

Question 08: In your classes, how often do your students use their native language(s) when learning English?

Table 08: Table represents numbers and percentages of teachers who notice the frequency of students native language use in English learning context.

Options	Numbers	Percentages
Always	1	8%
Often	6	50%
Sometimes	2	17%
Rarely	2	17%
Never	1	8%
Total	12	100%

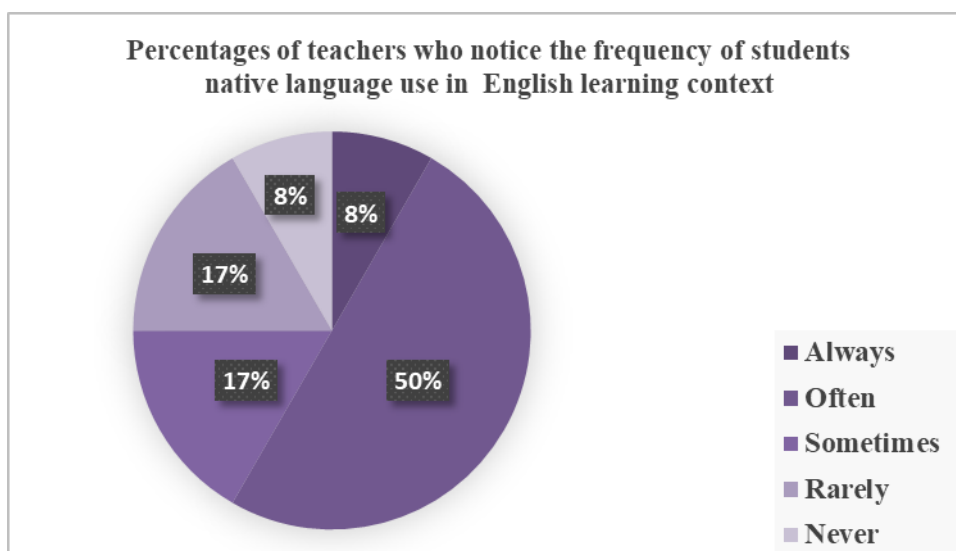


Figure 08: Circle diagram represents percentages of teachers who notice the frequency of students native language use in English learning contexts.

These results represent that the majority (50% of teachers) said that their students are often use the native language(s) when learning English. While only 8% said always, 8% said never, 17% said sometimes and 17% said rarely. This indicates that the use of native language is significant in EFL learning classrooms, and this is consistent with the studies of Zhou and Mann (2021) which show that translanguaging has a positive impact on students' learning processes in multilingual classrooms.

Question 09: Do you allow your students to use their native language(s) in the classroom?

Table 09: Table represents numbers and percentages of teachers who allow their students to use their native language(s) in the classroom.

Options	Numbers	Percentages
Always, I encourage it	5	41%
Only during group work or peer interaction	2	17%
Only when they need help	3	25%
Never, I discourage it	2	17%
Total	12	100%

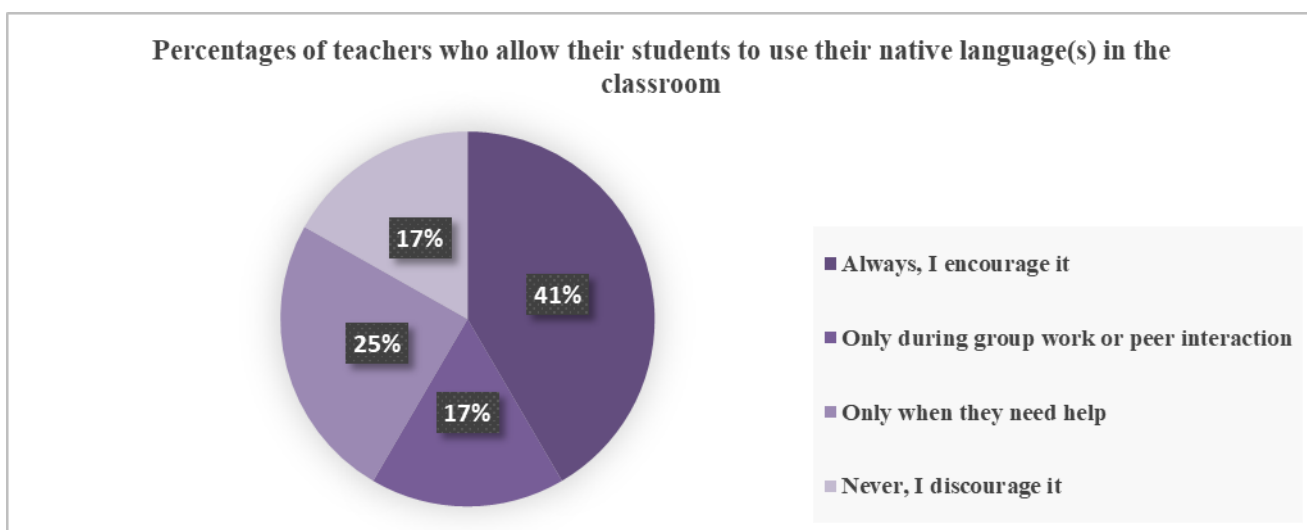


Figure 09: Circle diagram represents percentages of teachers who allow their students to use their native language(s) in the classroom.

These results state that the majority (41% of teachers) allow their students to use their native language(s) in the classroom when learning English. However, 17% said that they allow them to use native languages only during group work and peer interaction or when they need help. In the other hand, 25% of teachers discouraged the use of native languages by their students during learning English in the classroom.

Question 10: Do you allow your students to take notes with their native language?

Table 10: Table represents numbers and percentages of teachers who allow students to take notes with their native language.

Options	Numbers	Percentages
Yes	4	33%
No	8	67%
Total	12	100%

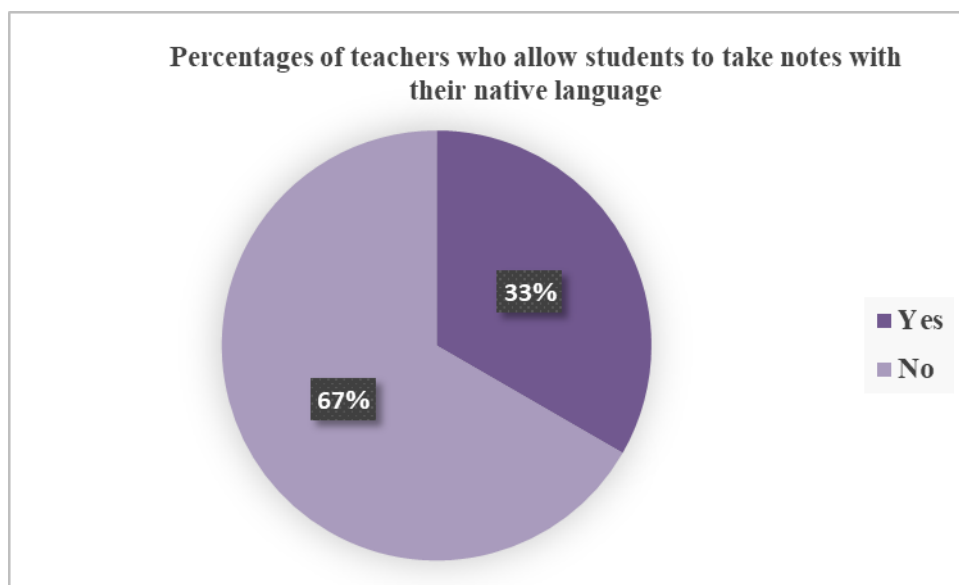


Figure 10: Circle diagram represents percentages of teachers who allow students to take notes with their native language.

These results highlight that the majority (67% of teachers) allow their students to take notes using their native language(s) during the explanation of lectures or listening topics. However, 33% said no, they do not allow their students to take notes using their native language(s) when they learn English.

Question 11: Do you ever translate or explain using L1 student answers to help clarify or extend their responses?

Table 11: Table represents numbers and percentages of teachers who translate students' answers to help clarify or extend their responses.

Options	Numbers	Percentages
Yes	9	75%
No	3	25%
Total	12	100%

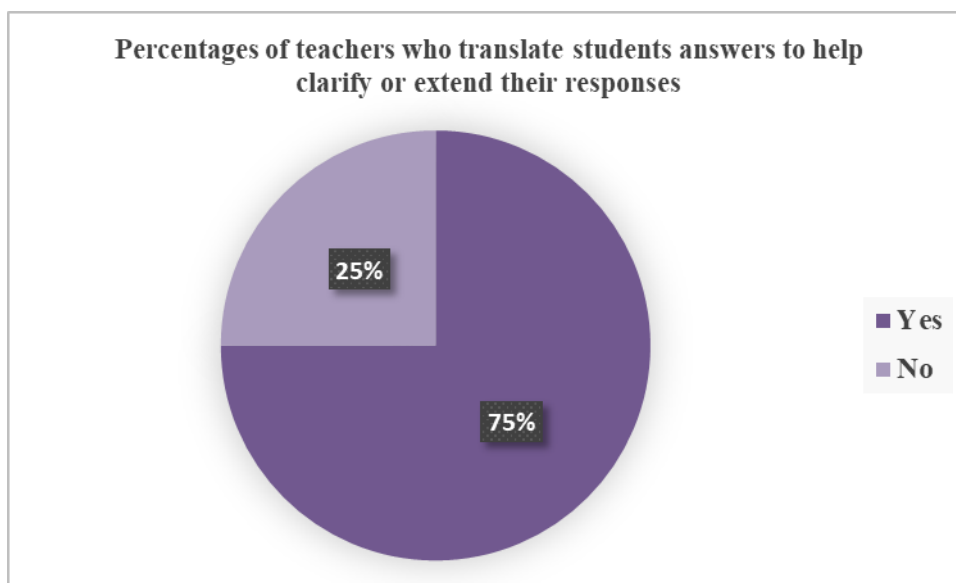


Figure 11: Circle diagram represents percentages of teachers who translate students' answers to help clarify or extend their responses.

The study shows that the majority (**75%** of teachers) translate and explain using L1 student answers to help clarify or extend their responses during learning English. While, **25%** of teachers they do not translate and explain using L1 student answers to help clarify their responses.

Question 12: What teaching activities enhance oral proficiency in your classroom?

Table 12: Table represents numbers and percentages of teaching activities that enhance students’ oral proficiency.

Options	Numbers	Percentages
Group discussions	8	27%
Peer support and translation	12	40%
Storytelling	6	20%
Vocabulary and grammar tasks	4	13%
Total	30	100%

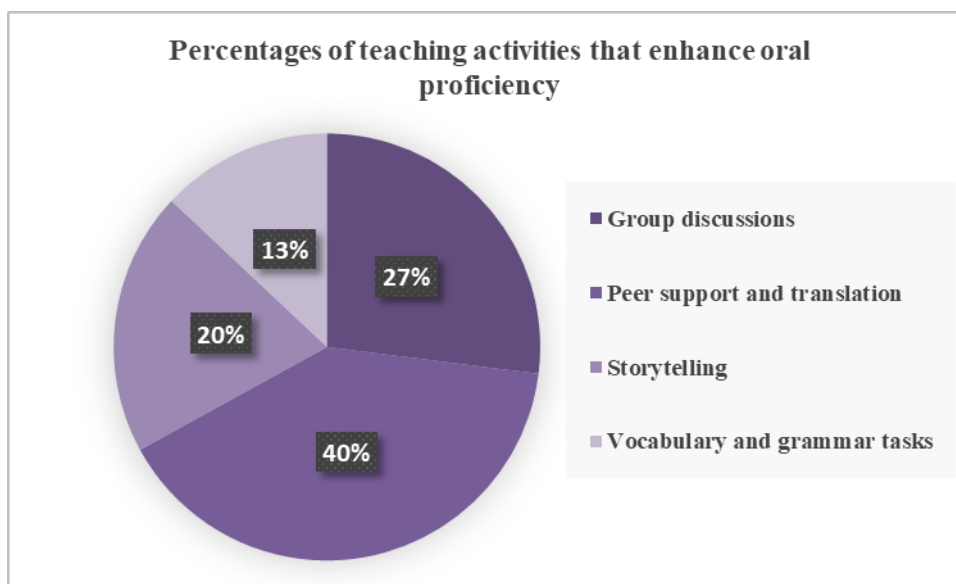


Figure 12: Circle diagram represents percentages of teaching activities that enhance oral proficiency.

These results explore that the majority (40% of teachers) emphasize that peer support and translation is the most successful and effective teaching activity which enhance students’ oral proficiency during learning English. Moreover, 27% of them said that group discussions activity is helpful to improve oral proficiency. In addition, 20% of teachers support storytelling activities. Lastly, 13% of teachers state that vocabulary and grammar tasks develop oral proficiency among EFL students.

Question 13: Do you permit code-switching during oral activities?

Table 13: Table represents numbers and percentages of teachers who permit code-switching during oral activities.

Options	Numbers	Percentages
Yes	9	75%
No	3	25%
Total	12	100%

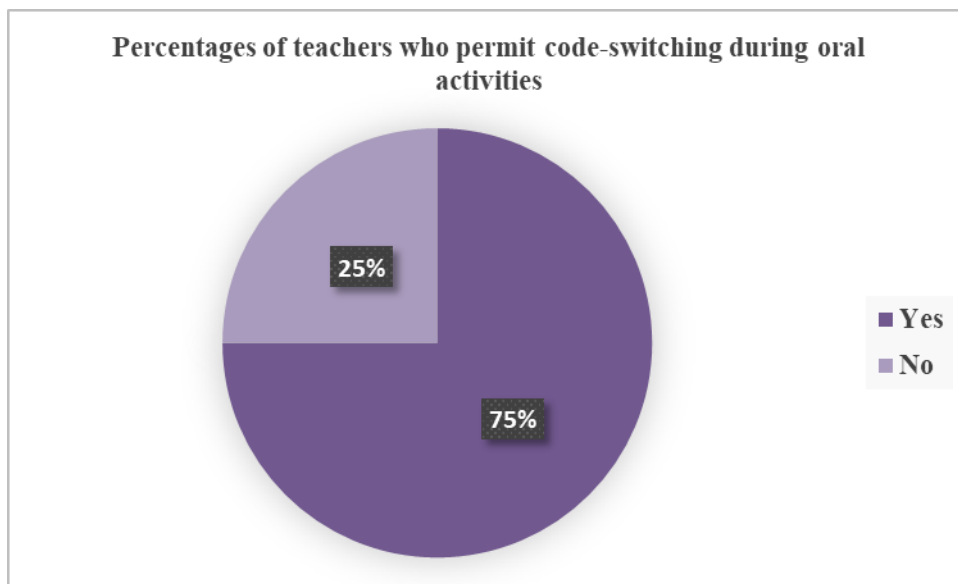


Figure 13: Circle diagram represents percentages of teachers who permit code-switching during oral activities.

The study shows that the majority (75% of teachers) permit the use of code switching during oral activities. While, 25% of teachers they do not permit it.

Section three: Oral proficiency

Question 14: Do you encourage students to speak only in English during oral tasks?

Table 14: table represents numbers and percentages of teachers who encourage students to speak only in English during oral tasks.

Options	Numbers	Percentages
Yes	5	42%
No	7	58%
Total	12	100%

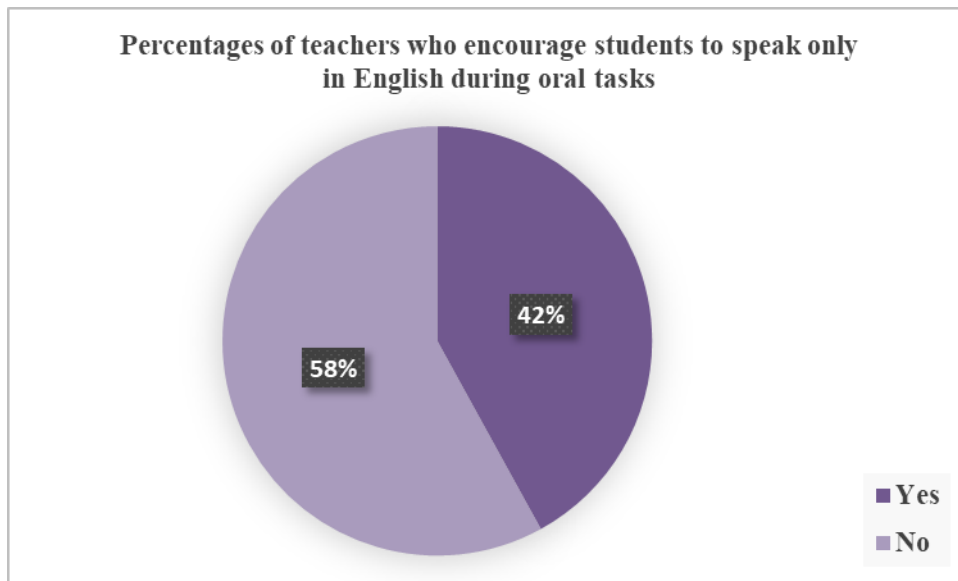


Figure 14: Circle diagram represents percentages of teachers who encourage students to speak only in English during oral tasks.

These results indicate that the majority (58% of teachers) encourage their students to use other languages and switch between them during oral tasks. However, 42% of them encourage students to speak only in English during oral tasks. This shows that teachers use translanguaging practices in their oral sessions to facilitate and enhance English learning.

Question 15: What do you notice about the student when speaking the L1?

Table 15: table represents numbers and percentages of teachers who notice the level of students' confidence when speaking the L1.

Options	Numbers	Percentages
More confident	3	25%
Confident	7	58%
Less confident	2	17%
Total	12	100%

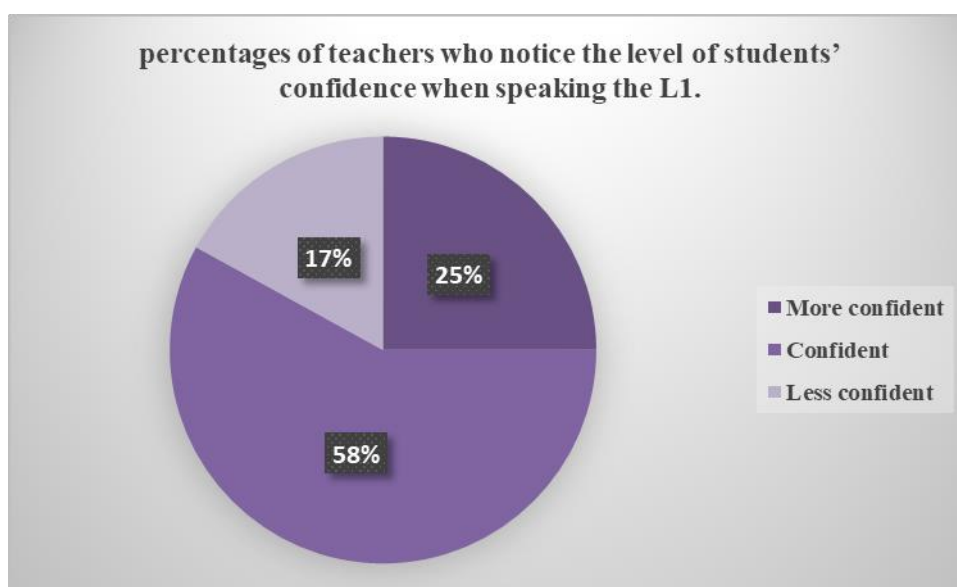


Figure 15: Circle diagram represents percentages of teachers who notice the level of students' confidence when speaking the L1.

The study illustrates teachers' perceptions of students' confidence levels when speaking their first language (L1). According to the data, a majority of teachers (58%) observe that students appear confident when using L1, while (25%) note that students are more confident. In addition, (17%) of teachers indicate that students seem less confident. This distribution suggests that the use of L1 significantly boosts students' self-assurance during oral communication, likely due to their greater familiarity and fluency in their native language. The result highlights the potential value of translanguaging strategies in EFL contexts, where leveraging L1 may enhance oral proficiency and classroom participation.

Question 16: What do you notice about the student when speaking the English language?

Table 16: table represents numbers and percentages of teachers who notice the level of students' confidence when speaking the English language.

Options	Numbers	Percentages
More confident	2	17%
Confident	7	58%
Less confident	3	25%
Total	12	100%

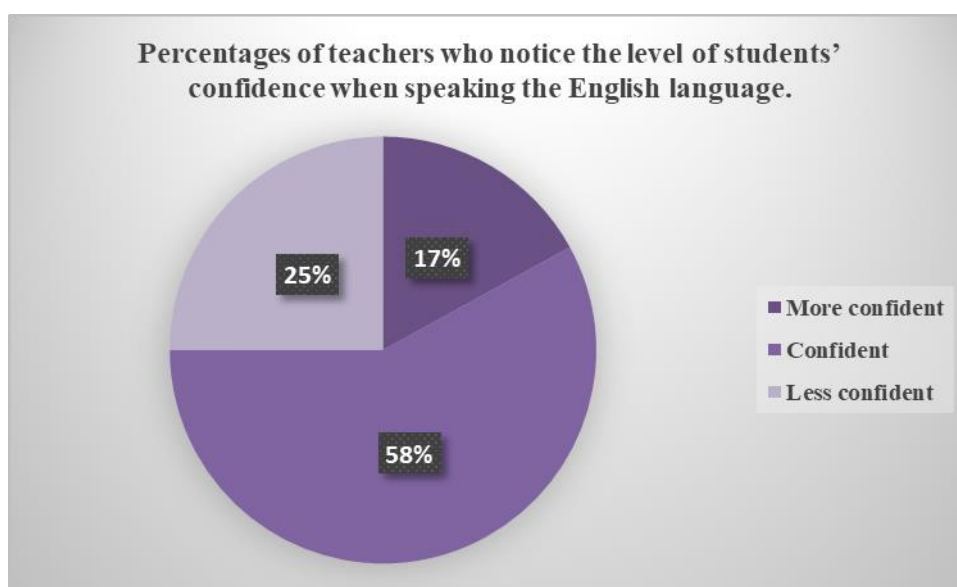


Figure 16: Circle diagram represents percentages of teachers who notice the level of students' confidence when speaking the English language.

The results present the percentages of teachers who notice students' confidence levels when speaking the English language (L2). According to the data, 58% of teachers (7 out of 12) report that students are confident when using English. In contrast, 25% (3 teachers) perceive students as less confident, while only 17% (2 teachers) observe them as more confident. The corresponding circle diagram visually confirms this distribution. These findings indicate that while a majority of students are viewed as relatively confident when speaking English, a considerable proportion still exhibit low confidence. The limited percentage of students rated as "more confident" underscores the challenges many learners face in achieving high oral proficiency in a foreign language environment.

Question 17: Is the student able to use a rich range of vocabulary?

Table 17: table represents numbers and percentages of teachers who emphasize that the student able to use a rich range of vocabulary.

Options	Numbers	Percentages
Yes	10	83%
No	2	17%
Total	12	100%

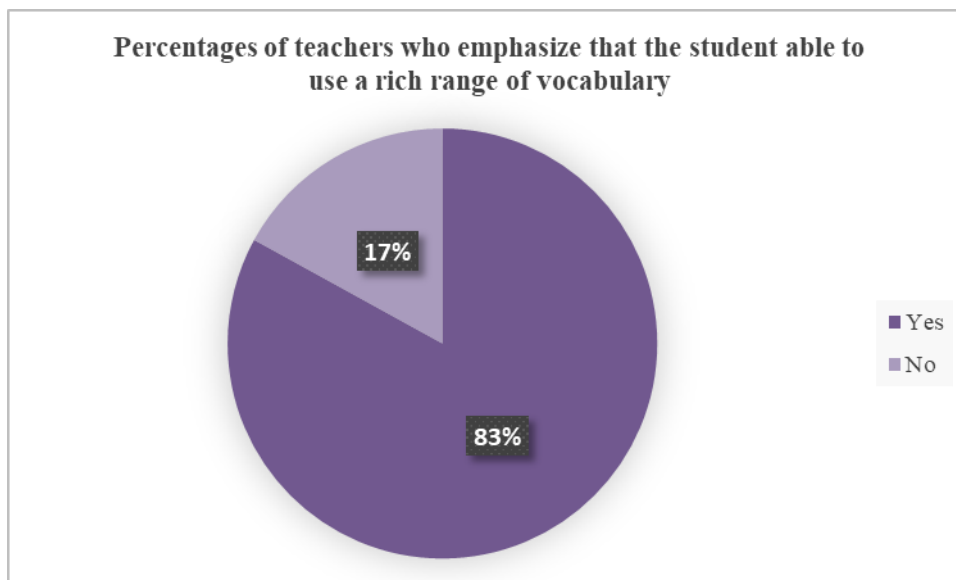


Figure 17: Circle diagram represents percentages of teachers who emphasize that the student able to use a rich range of vocabulary.

The study indicates the percentages of teachers who emphasize the importance of students using a rich range of vocabulary in their language production. As shown in the figure, 83% of teachers affirm that students should be able to use a rich and varied vocabulary, while 17% do not place emphasis on this aspect. This significant majority suggests a strong pedagogical focus on lexical richness in EFL learning. It reflects a general consensus among teachers regarding the importance of vocabulary diversity for effective oral communication. The data supports the view that encouraging students to use a wide range of vocabulary is a key component in developing oral proficiency, aligning with communicative language teaching principles.

Question 18: Do you remark your students are enhancing their speaking skills over time?

Table 18: table represents numbers and percentages of teachers who remark that students are enhancing their speaking skills over time.

Options	Numbers	Percentages
Yes	11	92%
No	1	8%
Total	12	100%

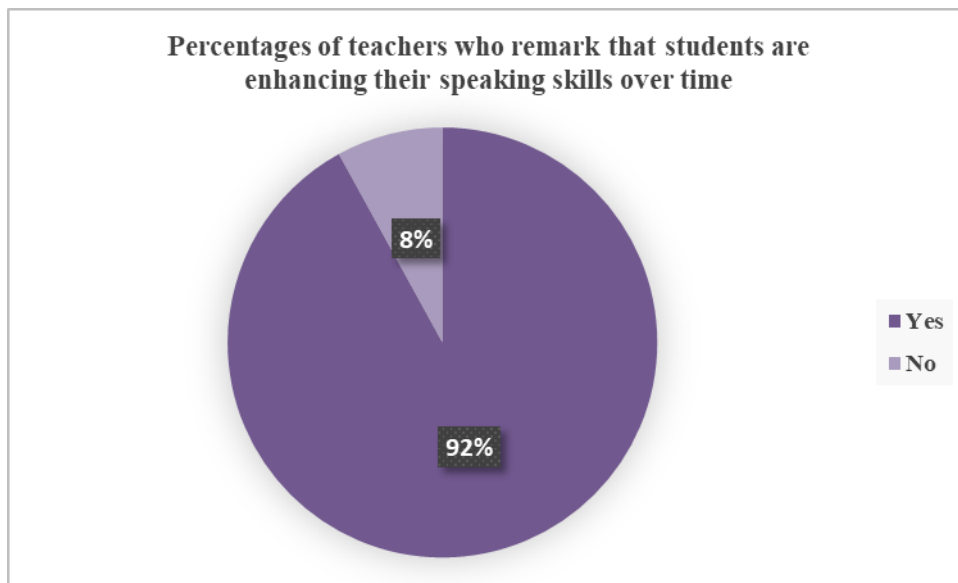


Figure 18: Circle diagram represents percentages of teachers who remark that students are enhancing their speaking skills over time.

The figure clearly demonstrates strong perspectives among teachers regarding students' progress in speaking skills. With 92% affirming improvement, the data suggests a positive trend in oral language development. This overwhelming majority highlights the effectiveness of current instructional strategies or interventions aimed at enhancing speaking proficiency. In contrast, the 8% who report no improvement may point to contextual or individual learner challenges that warrant further investigation.

Question 19: Do students speak fluently in oral tasks?

Table 19: table represents numbers and percentages of teachers who affirm that the students speak fluently in oral tasks.

Options	Numbers	Percentages
Yes	10	83%
No	2	17%
Total	12	100%

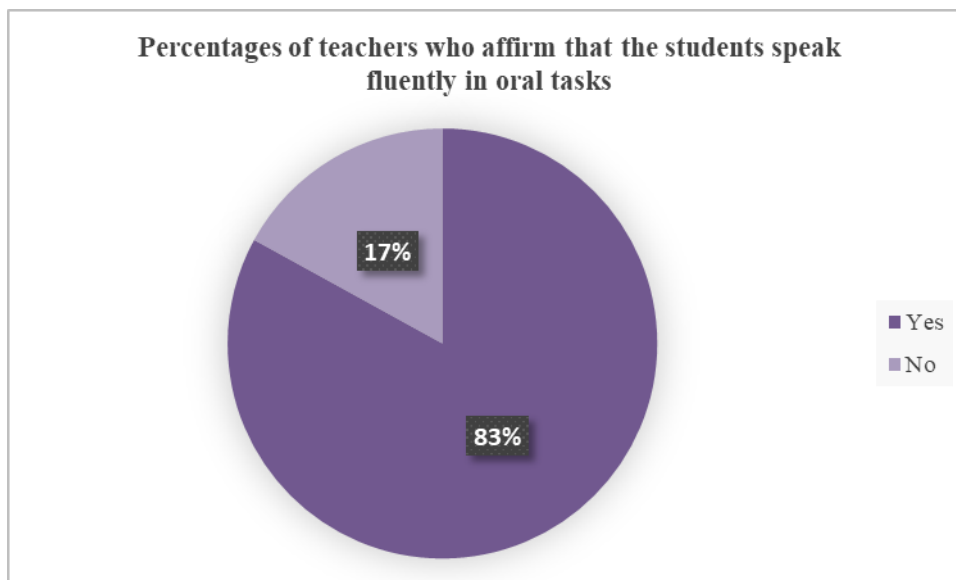


Figure 19: Circle diagram represents percentages of teachers who affirm that the students speak fluently in oral tasks.

The study shows that 83% of teachers believe students speak fluently in oral tasks. This suggests that most learners are developing strong speaking skills. Translanguaging may be a key factor supporting this fluency. By allowing students to use both their first language and English, they gain confidence and express ideas more clearly. The 17% who see less fluency might be in settings where translanguaging is not encouraged.

Question 20: Do students use English or other language to communicate with each other in collaborative tasks?

Table 20: table represents numbers and percentages of teachers who emphasize that the students use English and another language to communicate with each other in collaborative tasks.

Options	Numbers	Percentages
Yes	10	83%
No	2	17%
Total	12	100%

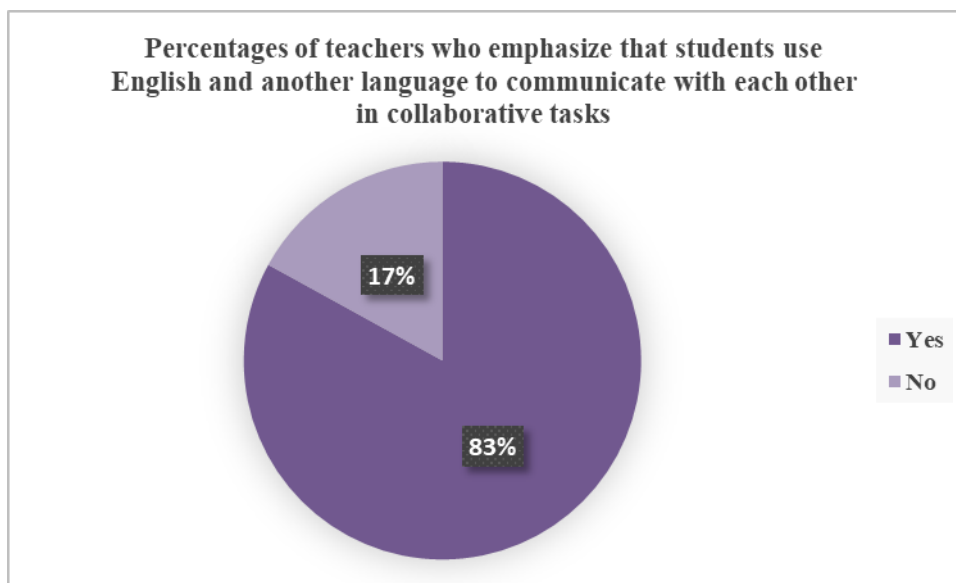


Figure 20: Circle diagram represents percentages of teachers who emphasize that students use English and another language to communicate with each other in collaborative tasks.

The data shows that **83%** of teachers observe students using both English and another language during collaborative tasks. This highlights the common use of translanguaging among students to support communication with each other. It suggests that switching between languages helps learners express ideas more effectively. Only **17%** of teachers do not notice this practice. This indicates that translanguaging is widely present in classroom interactions.

Question 21: Does the students speak appropriately and correctly without grammatical errors during oral expression?

Table 21: table represents numbers and percentages of teachers who state that their students speak appropriately and correctly without grammatical errors during oral expression.

Options	Numbers	Percentages
Yes	5	42%
No	7	58%
Total	12	100%

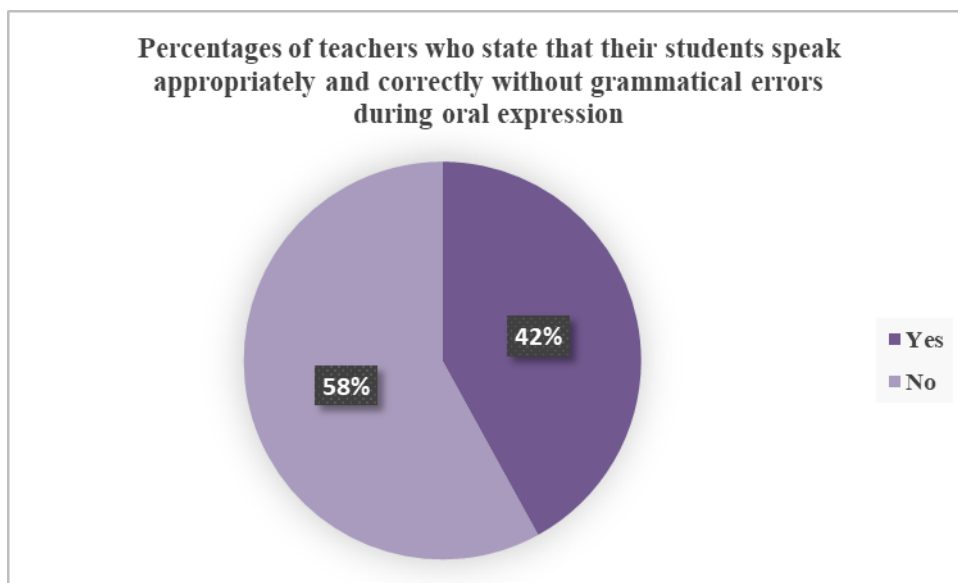


Figure 21: Circle diagram represents percentages of teachers who state that students speak appropriately and correctly without grammatical errors during oral expression.

This diagram shows that while many teachers (42%) notice their students speak correctly, appropriately and use good grammar during oral sessions, a large group (58%) still observe grammar errors. This means there is progress, but more work is needed to improve speaking and grammatical skills in EFL classrooms.

Section four: Beliefs and Attitudes

Question 22: Do you consider translanguaging a valid pedagogical strategy?

Table 22: table represents numbers and percentages of teachers who consider translanguaging as a valid pedagogical strategy.

Options	Numbers	Percentages
Yes	9	75%
No	3	25%
Total	12	100%

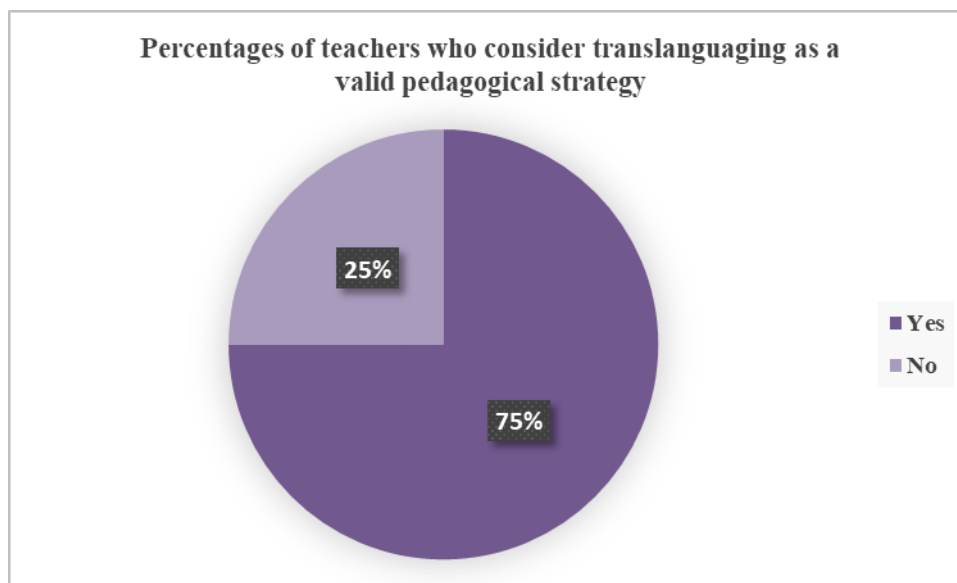


Figure 22: Circle diagram represents percentages of teachers who consider translanguaging as a valid pedagogical strategy.

The study shows the percentage of teachers who consider translanguaging a valid pedagogical strategy. According to the data, 75% of teachers agree that translanguaging is a useful, helpful and valid method for teaching English, especially for beginners, while 25% do not support its use. This high percentage (75%) suggests that many teachers recognize the benefits of allowing students to use their first language to support their learning of English and to facilitate oral communication. Translanguaging can help learners better understand lessons, express their thoughts more clearly, and build confidence in using English. It creates a bridge between what students already know and what they are learning, making the classroom more effective.

Research by García and Wei (2014) supports this view, showing that translanguaging is a powerful educational tool, especially in multilingual settings. It helps learners make meaning, develop deeper understanding, and feel more comfortable participating in class. Thus, the diagram indicates a strong

teacher awareness of the value of translinguaging as a supportive and flexible teaching strategy for English language learners.

Question 23: Do you believe that translinguaging supports students’ English language learning?

Table 23: table represents numbers and percentages of teachers who believe that translinguaging supports students’ English language learning.

Options	Numbers	Percentages
Yes	9	75%
No	3	25%
Total	12	100%

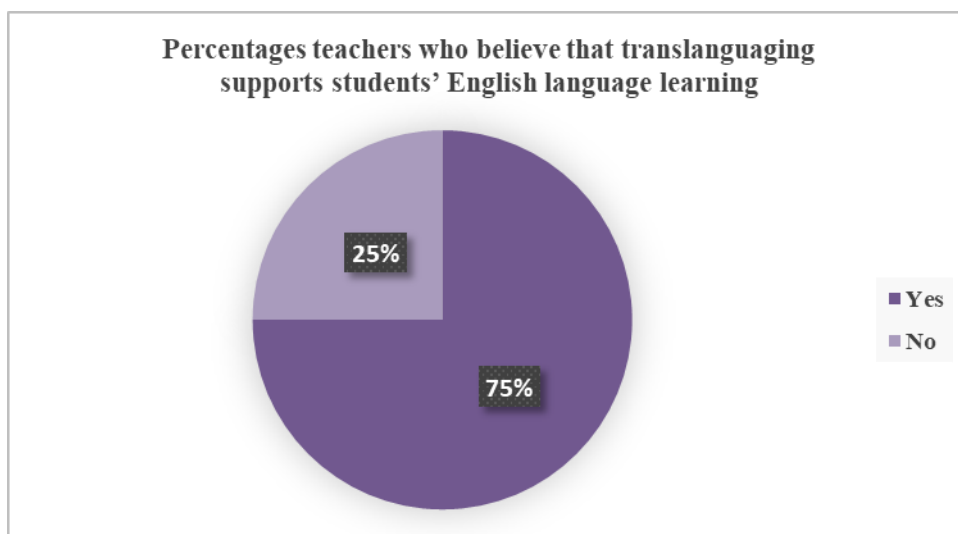


Figure 23: Circle diagram represents percentages of teachers who believe that translinguaging supports students’ English language learning.

The data explores teachers' opinions and attitudes on whether translinguaging supports students’ English language learning. The results show that a strong majority 75% of teachers believe translinguaging helps students learn English more effectively, while only 25% do not share this belief. This finding indicates that most teachers recognize the educational value of allowing students to use their first language as a support tool when learning English. Translinguaging can help learners understand difficult concepts, participate more actively in class, and gradually build confidence in using English. Especially for beginners, switching between languages can reduce anxiety and improve comprehension. These views are supported by research, which shows that translinguaging is not only a natural part of bilingual learning but also enhances cognitive development and academic performance (García & Wei, 2014). When used thoughtfully, it can create a more inclusive and supportive learning environment.

Question 24: What is the significance of oral proficiency in students' academic achievement?

Table 24: table represents the significance of oral proficiency in students' academic achievement.

Elements	Frequency
Self confidence	07
Communicate classroom participation	06
Presentations and public speaking	03
Collaboration and team work	02
Filling the vocab gap	01

The significance of oral proficiency in students' academic achievement, as represented in the table, is that it highlights several key elements and their frequency, suggesting their importance in academic success. Self-confidence appears most frequently (7), indicating it is highly significant. Communicating in classroom participation (6) is also important. Presentations and public speaking (3), collaboration and teamwork (2), and filling the vocab gap (1) are less frequent but still contribute to oral proficiency and academic achievement.

In summary, the table suggests that self-confidence and classroom communication are particularly important aspects of oral proficiency that contribute to students' academic achievement.

Question 25: A-What challenges do you face when students use multiple languages in class?

Table 25: table represents challenges faced by teachers when students use multiple languages in class.

Elements	Frequencies
Communication barriers	10
Difficulty understanding students and managing discussions in English	06
Heavy reliance on the native language and translate it into English	05
Lack of feedback	01

The data reveals that teachers face several challenges when students use multiple languages in class. The most common issue is communication barriers (10 responses), followed by difficulties in understanding students and managing discussions in English (6), and students' over-reliance on their native language (5). A lack of feedback was the least reported challenge (1), suggesting it is a minor concern compared to the others.

B- How do you overcome these challenges?

Table 26: table represents strategies used by teachers to overcome multilingual classroom challenges.

Elements	Frequency
Use of audio-visual aids	08
Leave L1 out of the classroom, and learn by correcting mistakes	05
Relying on L1 as a means of communication than as a language of learning	04
Use simple vocabulary to construct basic sentences	04
Provide support for students who may need language assistance	03
Encourage students to be spontaneous and not to worry about making errors or mistakes while speaking.	03

The table shows that most teachers use audio-visual aids (8 responses) as a main strategy to manage language challenges. Other common methods include correcting mistakes without using L1, simplifying vocabulary, and offering student support, showing a variety of approaches to help learners improve their English skills.

Question 26: What are the suggested strategies to improve students' oral proficiency?

Table 27: table emphasizes the suggested strategies to improve students' oral proficiency.

Elements	Frequency
Class discussions	10
Presentations	08
Audio and visual recording	07
Encourage students to read in their free time for vocabulary improvement	05
Master listening	04
Listen to native speakers and read literary texts	03
Self-assess	03
Role play	02
Real life task based learning	02
Integrating social skills and 21st century skills so called 4 Cs	02

The frequencies in the table indicate how often each strategy was mentioned or considered important in the context of improving students' oral proficiency. A higher frequency suggests that a strategy is more commonly recommended or emphasized.

- Class discussions (10): This is the most frequently mentioned strategy, suggesting it is considered a very important or common method for improving oral proficiency.
- Presentations (8): Presentations are also highly emphasized, indicating their significance.
- Audio and visual recording (7): This strategy is also frequently recommended.

- Encourage students to read in their free time for vocabulary improvement (5): Reading for vocabulary improvement is also an important strategy.
- Master listening (4): Listening skills are considered important.
- Listen to native speakers and read literary texts (3) / Self-assess (3): These strategies are mentioned with the same frequency, indicating a moderate level of importance.
- Role play (2) / Real life task-based learning (2): These strategies have the lowest frequencies, but still contribute to oral proficiency.

Overall, the frequencies provide a sense of the relative importance or commonality of each strategy in improving students' oral proficiency. The higher the frequency, the more emphasis is placed on that particular strategy.

4-2- analysis of Students' observation.

Date: 8th April 2025, 15th April 2025, 22th April 2025.

Class: First year.

Group: three and four.

Lesson Topic: My dreams, the impact of Social media on Student life, the effective use of Artificial intelligence on education.

Duration of Observation: 45 minutes per session.

Section one: General classroom environment:

Items	Observation Notes
Number of students in class.	Between (20 to 25 students)
Student setting position.	In a longitudinal organized manner.
Main language of instruction used by the teacher.	English.
Were other languages used during the class? If yes, which ones?	English and sometimes she switches between Arabic French and English.
Teacher's attitude toward students using other languages.	Positive, the teacher encourages the use of other languages to help students understand.

Section two: Classroom observation:

Theme 1: Translanguaging as a Communicative Strategy:

One of the most salient themes emerging from the observations was the strategic use of translanguaging by students to sustain communication. Students frequently switched between English and their native languages (Arabic or French) during oral activities. This behavior was observed often, particularly when students encountered lexical gaps or struggled with sentence formulation. Additionally, students often used their L1 to ask questions or clarify instructions, either with peers or the teacher.

These observations suggest that students rely on translanguaging not as a sign of linguistic failure but as a resource to maintain the flow of communication. It allowed them to construct meaning, avoid communication breakdowns, and remain engaged in classroom discourse. This aligns with García and Wei's (2014) view of translanguaging as a dynamic and adaptive linguistic practice that supports meaning-making in multilingual contexts.

Theme 2: Translanguaging in Peer Mediation and Collaborative Learning:

Another prominent theme was the role of translanguaging in peer support and group collaboration. Students were observed often translating or interpreting instructions for their peers and using L1 to facilitate collaborative tasks. While English was used as the initial mode of interaction, students routinely reverted to L1 for clarification or to explain complex vocabulary.

This pattern reveals how translanguaging fosters a collaborative learning environment. Peer mediation through translanguaging appeared to support inclusion, especially for students with lower English proficiency. The practice allowed learners to co-construct knowledge and engage with content they may have otherwise found inaccessible

Theme 3: Translanguaging as a Cognitive and Academic Support:

Students also engaged in translanguaging using bilingual tools and note-taking strategies. Observations revealed that learners often used bilingual dictionaries or mobile translation apps during speaking and vocabulary tasks. In their written notes, they frequently combined English terms with Arabic or French explanations, a practice that helped them retain new vocabulary and understand lesson content. These findings demonstrate how translanguaging supports cognitive processing in the EFL classroom.

Theme 4: Oral Proficiency Development through Translanguaging:

The final theme concerns the observable outcomes of translanguaging on students' oral proficiency. Across sessions, students often demonstrated confidence in expressing ideas in English, albeit with the occasional use of L1 as a fallback. Pronunciation was often clear, especially for familiar words, though challenges persisted with longer or less frequent terms. Grammar use was moderate, with several students making tense or syntactic errors likely influenced by their first language. Fluency levels also varied: students often paused or hesitated, but translanguaging allowed them to sustain interaction.

Section three: Other relevant information or impressions

(Specific instances, teacher interventions, or student behaviors that illustrate translanguaging or oral language development)

During the observation sessions, students were frequently observed switching between Arabic, French, and English to support understanding and facilitate communication. This strategic language shifting allowed

them to clarify instructions, explain concepts to peers, and collaboratively construct meaning before expressing their thoughts in English. Such practices enhanced their confidence, improved participation in discussions, and contributed to the gradual development of oral proficiency.

The teacher's positive response to this dynamic encouraging the pedagogical use of all available linguistic resources helped foster a learning environment that was both inclusive and conducive to academic growth.

4--3- Interpretation:

This chapter presented and analyzed the findings collected through two primary research instruments: teachers questionnaire and classroom observation. These tools were specifically designed to investigate the impact of translanguaging on the oral proficiency of first-year EFL students at the University of Abbes Laghrour Khenchela, as stated in the research aim.

The analysis of the questionnaire responses and classroom observation data confirms that the research aim has been effectively addressed. The results clearly demonstrate that translanguaging has a positive and significant impact on students' oral proficiency. Teachers frequently utilize translanguaging strategies such as code-switching, incorporation of L1 vocabulary (mainly Arabic and French), and encouraging multilingual peer interactions to support students in oral tasks. These strategies help learners speak more fluently, express ideas more confidently, and maintain the flow of communication. Classroom observations further revealed that translanguaging reduces students' anxiety, increases their engagement, and improves their ability to communicate orally in English.

In the other side, both the qualitative and quantitative data collected in this study support the conclusion that translanguaging has a noticeable and beneficial effect on students' oral proficiency. Through both teachers feedback and observed classroom behaviors, it became evident that students perform better in speaking activities when allowed to use their full linguistic repertoire. This includes using L1 elements to aid comprehension and expression in English. The data strongly indicate that translanguaging serves not as a hindrance, but as a facilitating strategy for developing oral skills in the EFL classroom.

In addition, the results show that using vocabulary from students' native languages plays an important role in oral communication. Teachers observed that learners often insert Arabic or French terms when they lack the English equivalent. This process enables them to continue speaking without interruption, thereby

enhancing fluency and encouraging participation. From the teacher responses and observed lessons, it is evident that allowing such vocabulary use helps reduce hesitation and build confidence, particularly among lower proficiency students. Therefore, this objective was fully achieved, and the impact of multilingual vocabulary use on oral proficiency was clearly validated.

Therefore, code-switching emerged from both the questionnaire and observation data as a strategically used and effective practice in the EFL classroom. Teachers confirmed that allowing students to switch between languages when needed helps them express themselves more fully, clarify meanings, and reduce communication breakdowns. Observations also revealed that students who engaged in code-switching were able to formulate more complete and meaningful responses. Therefore, code-switching does not hinder oral proficiency; on the contrary, it supports expression and strengthens learners' spoken interaction. This confirms that the second objective was met, and that code-switching positively influences oral communication in EFL settings.

The findings from both data sources indicate that pedagogical translanguaging is actively and intentionally used by teachers to enhance students' oral language development. Teachers reported using multilingual explanations, encouraging group work in mixed-language formats, and allowing students to express ideas in their L1 before translating them into English. Observations confirmed these practices in action and showed that such techniques fostered a supportive and inclusive classroom environment. This made students feel more comfortable and willing to participate in oral tasks. As a result, this objective was fully accomplished, and the impact of pedagogical translanguaging on oral proficiency was found to be highly positive.

In conclusion, the results obtained from the teacher questionnaire and classroom observation clearly demonstrate that translanguaging has a positive and measurable impact on the oral proficiency of first-year EFL students at the University of Abbes Laghrour Khenchela. The research aim has been fulfilled, all research questions have been answered, and each objective has been met through the analysis of real teaching practices and teacher perceptions. Translanguaging is confirmed to be an effective pedagogical approach that supports the development of learners' oral communication in EFL contexts.

General Conclusion

- **Conclusion.**
- **Recommendations.**
- **References.**
- **Students 'Observation.**
- **Teachers 'Questionnaire.**
- **Résumé.**

General conclusion:

In the contemporary global academic and professional environments, mastery of oral proficiency in English is essential for learners of English as a Foreign Language (EFL). It enables not only effective communication but also greater self-confidence and engagement. Oral skills are particularly critical in multilingual settings, where students often rely on multiple linguistic resources to make meaning and interact in the classroom. Within this context, translanguaging has emerged as a valuable pedagogical strategy, yet its impact on oral proficiency remains under-researched in EFL settings.

Although translanguaging is widely recognized in bilingual and multilingual education, there is a noticeable gap in its application within EFL contexts, especially regarding its impact on oral proficiency. This study was undertaken to address this gap by investigating the extent to which translanguaging affects the oral proficiency of first-year EFL students at University Abbas Laghrour Khenchela. The research aimed to examine the impact of using vocabulary from multiple languages on oral proficiency, investigate the effect of code-switching on students' ability to express themselves effectively in English and analyze the role of pedagogical translanguaging in improving oral skills.

Data were gathered through a questionnaire distributed to first-year English department teachers and classroom observations of students. The quantitative data showed that teachers generally held positive attitudes toward the use of translanguaging to support students' oral development. Meanwhile, the qualitative observation revealed that translanguaging helped students better understand, speak more confidently, and communicate more fluently. These findings affirm that translanguaging significantly and positively affects oral proficiency among first-year EFL students.

Ultimately, this study concludes that translanguaging is not merely a bridge between languages, but a powerful educational practice that enhances oral communication, builds learner confidence, and fosters a more inclusive and supportive classroom environment. Embracing translanguaging as a pedagogical tool can transform the EFL learning experience and pave the way for more effective language learning.

Recommendations:

Based on the findings of this study, which indicated that the strategic use of translanguaging can significantly enhance students' oral proficiency in English, several practical recommendations are offered to support more effective teaching and learning outcomes. Translanguaging not only fosters greater student engagement and confidence, but also facilitates comprehension and fluency by allowing learners to draw on their full linguistic repertoire.

The following recommendations are addressed to teachers, curriculum designers, and researchers:

To the Teachers:

In light of the observed benefits of translanguaging in the classroom, English teachers are encouraged to adopt translanguaging as a supportive strategy in teaching oral communication. Teachers should:

- Recognize students' first language (L1) as a valuable resource rather than a hindrance in the EFL classroom.
- Use translanguaging deliberately to clarify complex instructions, explain grammar, introduce vocabulary, and encourage peer interaction.
- Create a safe and inclusive environment where students feel comfortable switching between languages during speaking tasks.
- Encourage students to brainstorm or plan speaking activities in their L1 before presenting in English to reduce anxiety and boost fluency.
- Continuously observe and adjust the balance between L1 and English use to ensure that translanguaging supports, rather than replaces, English language exposure.
- Provide training or classroom discussions on how students can use translanguaging purposefully to aid their language development.

To the University and Program Designers:

- Integrate translanguaging approaches into teacher education programs to prepare future EFL educators for multilingual classrooms.
- Offer professional development sessions that guide teachers in using translanguaging pedagogically, rather than informally.

- Develop materials and classroom activities that support the strategic use of students' L1 alongside English.

To the Researchers:

- Conduct further studies on the long-term effects of translanguaging on various language skills, especially speaking and listening.
- Explore the attitudes of both teachers and students toward translanguaging to better understand its implementation challenges.
- Investigate the impact of translanguaging across different levels of proficiency and different sociolinguistic contexts.

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Appendices

Appendix 01:

Teachers' questionnaire

Dear Teachers

This questionnaire is part of an academic research study investigating the attitudes of English language teachers regarding the impact of translanguaging on students' oral proficiency. Your responses will be kept anonymous and will only be used for academic purposes. We sincerely appreciate your time and contribution.

Please tick (✓) the appropriate box or write your answer in the space provided.

Teacher background:

1- Age:

2- Gender:

3- Years of teaching experience:

4- Specialty:

5- Academic Rank:

6- What languages do you speak?

Arabic **French** **English** **Other languages**

.....

7- Have you received any training related to multilingual or bilingual education?

Yes **No**

Translanguaging in class activities

8- In your classes, how often do your students use their native language(s) when learning English?

Always **Often** **Sometimes** **Rarely** **Never**

9- Do you allow your students to use their native language(s) in the classroom?

- Always, I encourage it.**
- Only during group work or peer interaction.**
- Only when they need help.**
- Never, I discourage it.**

10- Do you allow your students to take notes with their native language? Yes **No**

If yes, in what contexts? / Or when and where?

.....
.....

11- Do you ever translate or explain using L1 student answers to help clarify or extend their responses?

Yes **No**

12- What teaching activities enhance oral proficiency in your classroom? (You can select more than one)

- Group discussions**
- Peer support and translation.**
- Storytelling.**
- Vocabulary and grammar tasks.**
- Other.**

.....
13- Do you permit code-switching during oral activities? **Yes** **No**

Oral proficiency

14-Do you encourage students to speak only in English during oral tasks?

Yes **No**

15- What do you notice about the student when speaking the L1?

More confident **Confident** **Less confident**

16- What do you notice about the student when speaking the English language?

More confident **Confident** **Less confident**

17- Is the student able to use a rich range of vocabulary? **Yes** **No**

18- Do you remark your students are enhancing their speaking skills over time?

Yes **No**

19- Do students speak fluently in oral tasks? **Yes** **No**

20- Do students use English or other language to communicate with each other in collaborative tasks?

Yes **No**

21- Does the student speak appropriately and correctly with few grammatical errors during oral expression? **Yes** **No**

Beliefs and Attitudes

22- Do you consider translanguaging a valid pedagogical strategy? **Yes** **No**

23- Do you believe that translanguaging supports students' English language learning?

Yes **No**

24- In what ways do you think oral proficiency contributes to students' academic success?

.....
.....

25- In your opinion, what challenges do you face when students use multiple languages in class?

In addition, how do you overcome these challenges?

.....
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26- What are the suggested strategies to improve students' oral proficiency?

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Appendix 02:

Classroom Observation about the research topic: The Impact of Translanguaging on Oral proficiency: Case study 1st year English Students, University Abbas Laghrour Khenchela.

Observer Name:
Date:
Class:
Group:
Lesson Topic:
Duration of Observation:

1- General classroom environment:

Item	Observation Notes
Number of students in class.	
Student setting position.	
Main language of instruction used by the teacher.	
Were other languages used during the class? If yes, which ones?	
Teacher's attitude toward students using other languages.	

2- Classroom observation:

Item	Always	Often	Never	Notes
Students switch between English and another language while speaking.				
Students use their native language to ask questions or clarify understanding.				
Students able to pronounce words clearly (clarity and intelligibility in pronunciation).				
Students use bilingual materials or tools (e.g., dictionaries, apps).				
Students take notes using more than one language.				
Students translate or interpret for peers.				
Students use correct sentence structure, verb tenses, and syntax (they speak without grammatical errors).				
Students express their ideas in English with confidence.				
Students use English to communicate and help each other during collaborative tasks.				
Students speak fluently and correctly without long pauses, hesitations or fillers (fluency and smoothness of speech).				

3- Other relevant information or impressions:

.....

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.....

Résumé:

Dans le contexte de l'anglais langue étrangère (EFL), la maîtrise de l'oral est un élément fondamental de la compétence communicative. Elle joue un rôle crucial pour permettre aux apprenants de s'engager efficacement dans des contextes académiques, sociaux et professionnels. Malgré son importance, de nombreux étudiants en EFL peinent à s'exprimer à l'oral avec fluidité, compétence et assurance. Dans les classes multilingues, le translanguagisme – l'utilisation stratégique de plusieurs langues dans l'enseignement – s'est imposé comme une approche pédagogique susceptible de favoriser l'acquisition du langage. De plus, peu de recherches ont examiné son impact sur la maîtrise de l'oral dans les environnements EFL. Cette étude examine dans quelle mesure le translanguagisme affecte la maîtrise de l'oral des étudiants de première année d'EFL à l'Université Abbes Laghrour Khenchela. Elle examine également l'influence du translanguagisme sur la confiance et la fluidité des étudiants. Grâce à une approche mixte, les données ont été collectées à partir de questionnaires adressés aux enseignants et d'observations en classe. Les résultats révèlent que le translanguagisme contribue positivement au développement de la compétence orale en permettant aux étudiants d'accéder à leurs connaissances linguistiques antérieures, de s'exprimer plus couramment et de participer plus activement aux discussions en classe. Ces résultats soulignent la valeur pédagogique du translanguagisme dans les contextes d'apprentissage de l'anglais langue étrangère, suggérant que sa mise en œuvre peut améliorer significativement les compétences orales des étudiants.

Mots clés: Translangage, Compétence orale, Éducation multilingue, Apprenants d'anglais langue étrangère, Changement de code.

ملخص:

في سياق اللغة الإنجليزية كلغة أجنبية، تُعدّ الكفاءة الشفهية ركناً أساسياً من أركان الكفاءة التواصلية. فهي تلعب دوراً بالغ الأهمية في تمكين المتعلمين من الانخراط بفعالية في البيئات الأكاديمية والاجتماعية والمهنية، وعلى الرغم من أهميتها يواجه العديد من طلاب اللغة الإنجليزية كلغة أجنبية صعوبة في تحقيق تعبير شفهي سلس ومتمقن وموثوق في الفصول الدراسية متعددة. برزت تقنية النقل اللغوي - وهي الاستخدام الاستراتيجي للغات متعددة في التدريس - كنهج تربوي قادر على دعم اكتساب اللغة، ومع ذلك لم تتناول سوى أبحاث محدودة تأثيرها على الكفاءة الشفهية في بيئات اللغة الإنجليزية كلغة أجنبية. تبحث هذه الدراسة في مدى تأثير النقل اللغوي على الكفاءة الشفهية لطلاب السنة الأولى في قسم اللغة الإنجليزية كلغة أجنبية بجامعة عباس لغرور خنشلة، كما تدرس تأثير النقل اللغوي على ثقة الطلاب وطلاقتهم، باستخدام منهج متعدد الأساليب، جُمعت البيانات من خلال استبيانات موجهة للأساتذة وملاحظات الفصول الدراسية، تكشف النتائج أن النقل اللغوي يُسهم إيجاباً في تطوير الكفاءة الشفهية، إذ يُمكن الطلاب من الوصول إلى معارف لغوية سابقة، والتعبير عن أنفسهم بطلاقة أكبر، والمشاركة بفعالية أكبر في مناقشات الصف. تُبرز هذه النتائج القيمة التربوية للنقل اللغوي في سياقات اللغة الإنجليزية كلغة أجنبية، وتشير إلى أن تطبيقه يُمكن أن يُعزز بشكل كبير مهارات الطلاب الشفهية.

الكلمات المفتاحية: النقل اللغوي، الكفاءة الشفهية، التعليم المتعدد اللغات، متعلمو اللغة الإنجليزية كلغة أجنبية، التبديل بين الشفريات.