



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abbes Laghrour University of Khenchela
Faculty of Letters and Languages
Department of English

**Translanguaging as a pedagogical practice in content and language
integrated learning (CLIL)**

A case study of first year students at the department of computer science,
khenchela university Abbes Laghrour

A dissertation submitted in partial fulfillment of the requirements for the
degree of Master in Language and Culture

Submitted By:

ABBADA Hadhami
AMMARI Ayet Erahmene

Supervised By:

Dr. Salim OUNIS

Board of Examiners

President: kefali walid

Examiner: Belahj zineb

June 2024



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Dedication 1

This work is dedicated to my beloved parents, who never stopped believing in me.

**My mother, Fatiha Saoudi, who sacrifices for me and pushes me to reach the stars,
and my father, Ammari Belekbir, who always believed in my abilities and gave me
the wings to fly. They have been the guiding light throughout my academic journey.**

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**To my beloved family members, Ammari and Saoudi, for their unwavering love
and a shared sense of belonging. Wahiba, Nessma, Ghazala, and Alima.**

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will remain forever .**

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**My dear supervisor Dr. Salim Ounis for his encouragement and guidance. Thank you
for your kindness and welcoming us always throughout this work .**

Dedication 2

**I, Mrs. Abbada Hadhami, dedicate this work to my beloved husband Ghouelm my
constant source of love and my biggest supporter. His love, encouragement, and
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heights.**

Thank you for always being there. I love you endlessly.

To my beautiful and lovely children Ayten, Amir and Ayla; may you find success

in every endeavor you pursue, and may your determination and hard work be rewarded. I hope that happiness becomes the guiding light of your lives. I am here to support and guide you every step of the way. Your happiness, success, and health will always be my utmost priority.

I love you unconditionally and believe in your limitless potential.

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Abstract

The study aims to shed light on the effectiveness of using translanguaging as a pedagogical practice in CLIL in the Computer Science Department at Khenchela University, particularly among first-year degree students. The main objectives were to examine the impact of translanguaging practice in CLIL by encouraging students to acquire linguistic awareness, investigate the role of translanguaging in CLIL in impacting learners' critical thinking, and outline to what extent teachers' attitudes and aptitudes in using translanguaging impact learners' effectiveness and develop their communicative competence. A convergent parallel mixed methods study design was used to collect both qualitative data from teachers' interviews and quantitative data from students' questionnaires. The results obtained from the utilization of both tools demonstrated that translanguaging has a positive impact on students' linguistic competence. Hence, translanguaging is considered a bridge between the language and the content, which improves students' critical thinking. Finally, teachers' attitudes and aptitudes during lessons by implementing translanguaging motivate students to be more engaged and enhance their communicative competence.

Key words: translanguaging, CLIL, implementation, computer science.

List of abbreviations and acronyms

CLIL : Content and Language Integrated Learning

EFL : English as a Foreign Language

ESOL : English for Speakers of Other Languages

FFL: French as a Foreign Language

FL : Foreign Language

L1 : First language

L2 : Second language

USA : United States of America

T: Teacher

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General introduction

I. Background of the study

Over the last few decades, English has become the most widely used language in the world. It has been integrated into all domains, including economics, medicine, and engineering, particularly in the educational system as a second language (L2) in several countries. Languages were taught separately, but now many scholars are aligning with the idea of softening the boundaries between languages in the classroom (e.g., Cenoz&Gorter et al., as cited in Oihana& Eider, 2023). Throughout the years, after discussions and various thoughts, the term "translanguaging" was coined in 1996 to transition from a monolingual ideology to a multilingual policy, as well explained in the example: "shifting away from monolingual conceptions about language teaching to more ecological teaching and learning practices" (Hornberger, as cited in Oihana& Eider, 2023, p.1). This means that after integrating a second language, especially English, into the teaching process, scholars have created a transformative approach with the expectation that it will help learners in acquiring multiple languages.

Nowadays, the concept of translanguaging has attracted considerable attention in various educational contexts, particularly in the scientific community. It is considered a new innovative approach to multilingual development by enhancing new language practices and

sustaining old languages. As it stated in the following quote “Echoing the growth in general attention, the number of very recent academic studies about translanguaging in applied educational contexts have been on a sharp increase” (e.g., Bieri et al., 2018, as cited in SUBIN, 2022, p.4). Additionally, implementing translanguaging in Content and Language Integrated Learning (CLIL) classrooms has become a crucial topic worldwide due to its beneficial impact on multilingual development and the fruitful achievements in various educational communities as it has been illustrated in the following example "These pedagogical strategie

encourage students to use their multilingual repertoire to raise metalinguistic awareness and benefit from their multilingualism" (Cenoz & Santos, 2020; ascited in Oihana & Eider, 2023, p.3).

However, most studies highlight the need for further research to shed light on students' and teachers' experiences with translanguaging as a pedagogical practice in CLIL. In particular, there is a need for more evidence of its impact on students' outcomes, teachers' attitudes, effectiveness in the classroom, influence on language development, and academic achievement. This includes its effect on students' critical thinking and communicative competence, as well as the integration of translanguaging to enhance linguistic competence within the CLIL framework. Finally, there is a focus on maximizing students' engagement and participation within translanguaging practices.

2. Statement of the problem

It's true that language separation ideologies are well-rooted at Algerian universities; however, due to the increasing use of multiple languages and the mobility of populations, our universities have started implementing translanguaging as a pedagogical practice in CLIL. Among them is the University of ABBES LAGHROUR, Khenchela. The research is a result of the need to evaluate the extent to which teachers' attitudes and aptitudes when using translanguaging affect learners' engagement and develop their communicative competence. It

is also designed to evaluate the effectiveness of using translanguaging as a pedagogical practice in CLIL classrooms in the Department of Computer Science. Therefore, the study aims to shed light on the effectiveness of using translanguaging as a pedagogical practice in CLIL in the Computer Science Department at Khenchela University, particularly among first-year degree students.

3. Research questions

- 1 –what is the impact of translanguaging in various CLIL on student’s linguistic competence?
- 2- How is the integration of translanguaging as a pedagogical practice in variant classrooms affects students critical thinking?
- 3- what is the impact of translanguaging on teacher’s attitudes in developing student’s engagements and communicative competence?

4. Objectives of the study

This study is an attempt to fulfill the following objectives:

- 1- To examine the impact of translanguaging practice in CLIL by encouraging the students for acquiring linguistic awareness.
- 2- To investigate the role of translanguaging in CLIL impacting learner’s critical thinking.

3- to outline to which extent teacher's attitudes and aptitudes by using translanguaging

impacts learner's effectiveness and develop their communicative competence.

5. Research methodology and design

5.1 . Choice of the method

The current study employs a convergent parallel mixed methods study design, in order to answer this study's research questions. In this research, a convergent parallel "is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem" (Creswell, J.W and Creswell ,J. D,2018, p63). This approach is adopted to gain a clear and deep understanding of the research gap being addressed, thereby discussing the complexities involved in the topic from different perspectives. Ultimately, it enables the formulation of more comprehensive findings.

5.2 . Sampling

The data is collected from the first-year computer science department at Abbess Laghrour University, Khenchela. The research sampling population involves 149 students, which is 62% of the whole population of 240 students. The questionnaire was administered to

different groups.

5.3 . Data gathering tools

The study is based on using two data gathering tools, which are as follows:

Interviews

Firstly, interviews are defined as "primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audiotapes are utilized to allow for more consistent transcription" (Creswell, 2012). Interviews have several advantages, such as” involving unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants”. (Creswell, 2014, p.294).

Questionnaires

Secondly, questionnaires as a quantitative data gathering tool, which is defined as "a research instrument consisting of a series of questions for the purpose of gathering information from respondents" (Creswell, 2012). Questionnaires are used in order to reach as large an amount of respondents as needed.

6. Significance of the study

❖ To increase knowledge about the process of using translanguaging as a pedagogical practice in CLIL and teachers' strategies in teaching while using this process at the university.

❖ For ABBES LAGHROUR University, the results of this study can be used as input to improve the quality of language development in the future.

❖ Forming positive attitudes towards using translanguaging as a pedagogical practice in CLIL.

❖ For other universities, the results of this research can be used as a reference in teaching using translanguaging as a pedagogical practice in CLIL.

❖ For teachers, the results of this research can be used as a study to correct themselves, then as an effort to improve the quality of themselves as professional teachers in applying translanguaging as a pedagogical practice in CLIL, enabling students to achieve maximum results.

7. Limitations and delimitations

❖ We are concerned to work with the Department of Computer Science, which has a problem answering questions in English; most of them answered the open-ended questions in Arabic.

❖ We administered the questionnaire to 149 students, but only 102 responded after a

long time due to the absence of students.

- ❖ We faced a problem with the sources due to the newness of the topic.

- ❖ Only three teachers agreed to conduct interviews with us because they are the only ones who teach in English.

8. Definition of terms

8.1. Translanguaging:

Translanguaging refers to “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (García, 2009, p. 45) in addition, “include all the language practices of students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality” (García & Kano, 2014, p. 261).

8.2. CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING):

“CLIL is refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language”. (Georgiou, 2012, p. 495)

8.3. Bilingualism:

“Bilingualism is someone who is able to use more than one language. Everyone who can use two languages such as using Indonesian and English in communication is called bilingual. Bilingual has several types namely Simultaneous and successive bilingualism, additive and subtractive bilingualism, balanced bilingualism and ESL bilingualism. Therefore, bilingualism means students or children who are able to use two languages”. (AYU IRIANI FEBRIANTI, 2019, p7)

9. Structure of the study

The dissertation consists of two chapters: the first chapter is theoretical in nature, while the second one is practical.

Chapter one contains the conceptualization and operationalization of translanguaging and its impact on both students' education and teachers' experiences, alongside the benefits of implementing content and language integrated learning.

Chapter two will be devoted to data analysis and interpretation.

Chapter one: Literature review

Introduction

In this chapter, the literature will review the impact of translanguaging as a pedagogical practice in CLIL (Content and Language Integrated Learning) on both students' and teachers' attitudes and aptitudes. Several studies conducted on this approach in many universities around the world will be reviewed, and the existing research on translanguaging within CLIL will be synthesized, examining the characteristics in terms of their objectives, methodologies, and results, as well as proposing avenues for future research in this area.

I. 1. Conceptualization of translanguaging

Williams is one of the prominent founders of the term "translanguaging" (1996), which Its origins stem from the Welsh word "trawsieithu" (Yiran, 2022). "In class, the teacher would deliberately switch between Welsh and English, and students would be asked to receive input in one language (e.g., Welsh) and produce output in the other language (e.g., English) " (García, 2018 as cited in Yiran, 2022, p. 312). "In the Welsh context, translanguaging simultaneously retains and develops the learner's bilingualism and deepens

understanding of the subject matter” (Lewis et al., 2012b, as cited in Yiran, 2022, p. 312). Since then, many researchers have carried out research to investigate the impact of translanguaging as a pedagogical practice in content and language integrated learning (CLIL).

I. .2. Benefits of the implementation of Content and language Integrated

Learning (CLIL)

The main focus of this phase, in relation to previous studies on the implementation of Content and Language Integrated Learning (CLIL), is to address the key characteristic of CLIL, which Aryawan (2020) conducted research using a qualitative approach. The data were gathered through a document study of the curriculum of the study program, syllabus, and semester lesson plan of the course (Aryawan, 2020). The objective of Aryawan's research is to investigate both Content and Language Integrated Learning (CLIL) implementation in English as a supplement of Diploma 3 of the English Department (Aryawan, 2020). The findings show that the curriculum declares that students are expected to have the competence of using English in the field of tourism, which means that English proficiency and content in tourism must be given to the students in a mandatory way. The syllabus and semester lesson plan are much concerned with the students' mastery of English (Aryawan , 2020).

In the same wave, Norhasanah and Rozi (2023) conducted a study case in the University of Pendidikan Indonesia, Bandung, Indonesia. Data was collected through classroom observation of two English teachers who have implemented CLIL in their teaching practice and through focus group discussions with those teachers to confirm the application of CLIL (Norhasanah&Rozi , 2023). The objective of their study is to explore the CLIL implementation in Indonesia for English teaching and its use in the EFL learning context (Norhasanah&Rozi , 2023). The findings of this study show that it is very important to implement CLIL in teaching English because it is able to enhance students' language skills and expand their global vision. Additionally, it was displayed that teachers must have an idea about students' level of proficiency when selecting materials for an adequate and successful learning process (Norhasanah&Rozi, 2023).

I. 3. The impact of translanguaging on student's education

Several researches concerned with the integration of translanguaging in order to address its findings on the impact of this tool on students' learning process. As a study from Angel & Yuen (2016) assisted in a discussed research in... contexts using observation. There were 70 students in the two grade 10 classes involved in the observed lessons. Students were

learning content using their first language (L1), tying on literature concepts because of its rich existing on the role of language in learning and on its role in knowledge in the science classroom to analyze science lessons in an L2 (second/foreign language) (Angel & Yuen, 2016). Their findings show that even if the teachers encounter a number of restraints, consisting of both the challenge of teaching content in L2 and the gaps in students' L2 proficiency; the literature concepts can be further built on and extended to understand the role of languaging and translanguaging in academic language learning in CLIL classrooms. The main objective of this study is to discuss how these literature concepts can be further built on and developed to understand the role of translanguaging in academic language learning in CLIL classroom (Angel & Yuen, 2016).

As for, Angel&Peichang (2017) developed an ethnographic observation and interviews to analyze translanguaging in the dynamic flow of interactions among South Asian ethnic students and their science teacher in a CLIL classroom in Hong Kong (Angel & Peichang, 2017). The findings after the analysis show that translanguaging naturally occurs

from the dynamic interactions and activities in the classroom when the teacher and students are strongly engaged in meaning-making around the lesson topics (Angel & Peichang, 2017). This study provides a new vision into the nature of translanguaging, which allows the rejection of the traditional view of the separation of languages and falsifies translanguaging as speakers selecting and backing up linguistic systems of separation (Angel & Peichang, 2017).

In the same vein, an ethnographic study held by Annika et al, (2018) that characterizes the multilingual student's use of their first and second languages in a translanguaging science classroom from a sociocultural perspective at a primary school for three years (Annika et al,2018). The objectives of this study are to investigate how language serves and to comprehend the meaning semantically by linking paradigmatic relations, and the way they act in linguistics through languages and discourses (Annika et al,2018). The findings in this study show how a translanguaging science classroom creates a resource in the scientific content and its related language for multilingual students, and benefits the student' s competence to relate and contextualize the science content to prior

experience (Annika et al,2018).

in the same spirit, Joana (2019) conducted a qualitative study in four secondary schools, involving 59 10th grade students aged 15 years old. Data were collected through videography in mathematics and social science classes and analyzed using sociocultural discourse analysis (Joana, 2019). The study aimed to analyze the impact of implementing translanguaging in mainstream education (Joana, 2019). The findings revealed that students tended to align more with using their mother tongue in the classroom, indicating that translanguaging in peer-to-peer interaction enhances students' engagement with tasks due to linguistic diversity (Joana, 2019). However, teachers held a different view, opposing the use of mother tongue in the classroom, fearing it would dominate and lead to neglecting the use of English (Joana, 2019). On the other hand, applying translanguaging in the class facilitated understanding and knowledge construction by creating a relationship between language,

content, and context (Joana, 2019). This, in turn, maintains the ongoing use of translanguaging. Additionally, the role of multilingual policy can provide rich insights into the process of acquiring knowledge (Joana, 2019).

In a related study, Tran (2021) conducted an observational study with 70 students from a university in the south of Vietnam to develop speaking fluency. The study showed positive outcomes, as it revealed that the implementation of translanguaging enhances students' communicative proficiency and the use of their mother tongue during lessons encouraged them to boost their confidence, enabling them to participate and communicate when learning English as an L2 (Tran ,2021). Additionally, students became much more motivated, which led to their engagement in the class (Tran ,2021). Overall, translanguaging succeeded in maximizing students' speaking fluency. However, it can be said that there is still a need for training for teachers to be aware of language programs and their implementation (Tran ,2021).

After that,Subin (2022) engaged his study with 14 students in a German secondary school, specifically in the 10th grade. All the students were involved in the CLIL program in Politics and economics classrooms, where L1 is German and L2 as FL is English. The research process utilized triangulated data, focusing on assessment of subject competence and

English language competence (Subin, 2022). Surveys were conducted anonymously to capture the genuine reactions of students towards CLIL, depending on L2 as FL (Subin,2022). The study revealed that the implementation of translanguaging practices in CLIL classrooms had a positive impact on L2 development (Subin, 2022). It encouraged students' communication and participation, fostering a sense of democratic participatory structure where students did not feel constrained by using only one language (Subin,2022). This reduction in complexity supported students in achieving more and enhancing their multicompetences (Subin, 2022). Furthermore, it aligned with proficiency growth in both language and subject matter, enabling students to overcome language barriers (Subin,2022). CLIL was found to be beneficial for motivation as it allowed students to learn language through specific content (Subin,2022). However, despite the numerous advantages of CLIL, certain elements such as exam-related stress and pressure could potentially impact outcomes (Subin,2022). These factors introduce uncertainty regarding the overall effectiveness of CLIL implementation (Subin,2022).

Williams (2022) engaged in quantitative research on a fifth-grade content-based science class, taught in English, at an independent school in Hong Kong (Williams, 2022). This study aims to investigate how fifth-grade emergent bilinguals draw from their semiotic repertoires during translanguaging in content-based science lessons to contribute to the broadening of bilingualism research (Williams, 2022). The findings clarify that

bilinguals enhance their science discourse through a specific process: replacement, support, demonstration, and imitation using nonlinguistic modes. The review of language as a semiotic system constitutes the application of the bilingual's semiotic repertoires for translanguaging in a content-based science class (Williams, 2022). This study concludes that students' competence in participating in science discourse, practicing the target language, and even understanding the meaning of science content was enhanced through the practice of translanguaging. The findings from this study also advocate that the use of gestural and tactile modes can lead to similar benefits as using the students' L1 (Williams, 2022).

On a similar note, Ohiana& Eider (2023) in their study with 72 primary school education students from 5th and 6th grade. They were engaged in an intervention based on translanguaging pedagogies. In this study, they shifted from a monolingual policy to a multilingual policy (using Basque, Spanish, and English) purposefully to enhance students' communicative competence in the classroom (Ohiana& Eider,2023). The study utilized a qualitative approach and collected data through focusgroups and observations. After analyzing the data using content analysis, the study revealed that most students aligned with implementing translanguaging materials, stating that it wasfruitful and enjoyable (Ohiana& Eider,2023). This approach created more opportunities for them to comparebetween languages and enrich their vocabulary, encouraging them in the learning process. Moreover,

engaging students' repertoire helped solve problems with unfamiliar words. They discovered similarities between words across languages, which developed students' metalinguistic awareness (Ohiana& Eider,2023). Students stated that shifting between languages facilitated understanding because it helped them make connections between the content and the three languages, leading to enhanced participation in class (Ohiana& Eider,2023). However, a few students declared that they found it difficult to learn with three languages simultaneously because they were confused about when to shift and which language to use (Ohiana& Eider,2023).

lastly, Charalampoglou&Karras (2023) utilized a qualitative research method, with participants consisting of a third-grade primary school class in Drama, North-eastern Greece, comprising 13 students, including Greek and Albanian students (Charalampoglou&Karras , 2023). The researchers investigated students' experiences in a translanguaging CLIL lesson using interviews, pre- and post-tests, and observations (Charalampoglou&Karras, 2023). The objective of this study was to examine learners' exposure in a class that uses translanguaging and CLIL learning settings, where students can use their native languages. Additionally, the study aimed to develop learners' multicultural and multilingual realization concerning students' languages and cultures (Charalampoglou&Karras, 2023). The findings of this study revealed that students' experiences in a translanguaging CLIL lesson assisted in developing

intercultural alertness and building language competence in English. The study also highlighted the importance of teachers receiving more training and adjusting monolingual principles (Charalampoglou&Karras 2023).

I. 4. The impact of translanguaging on teacher's experiences

This previous study highlights the role of translanguaging on teachers' experiences and the teaching process, according to Catherine & Claudia (2014), in which they conducted an ethnographic study on a science classroom in the Department of English at the University of Puerto Rico at Mayaguez, USA. Their data was gathered through notes from 11 observed classes, audio recordings, an interview with the professor, the professor's presentations, academic readings assigned, quizzes, and exams (Catherine & Claudia, 2014). The objective of their ethnographic study was to portray the professor's translanguaging practices in a science course at a bilingual university (Catherine & Claudia, 2014). The findings in their study show translanguaging as a strategic, dynamic, and interwoven method in the presentation of academic content (Catherine & Claudia, 2014). Additionally, the practices of translanguaging highlight the potentiality for other multilingual university classrooms around the world (Catherine & Claudia, 2014).

In addition, Jessica 2021) conducted a qualitative study at Western Oregon

University with three teachers who participated in the study as participants in their classes. Data was gathered through semi-structured interviews and observations (Jessica,2021). The main objective was to explore the impact of the implementation of translanguaging on teachers' experiences in ESOL and bilingual education (Jessica,2021). The research found positive results, with translanguaging being beneficial for both teachers and students, leading to the continuity of its implementation (Jessica,2021). This is because it establishes an environment that encourages multilingualism within educational settings, resulting in increased student participation (Jessica,2021). The implementation of this approach has a significant impact on students' understanding of instructions and subject matter content, as well as promoting the development of lesson content and language learning (Jessica,2021). Furthermore, it enhances critical thinking by facilitating group discussions and fostering identity formation. However, most teachers require professional development to apply translanguaging effectively, and it should not be used spontaneously (Jessica,2021). Instead, investigating its programs is necessary to ensure its successful implementation (Jessica,2021).

I. .5. Operationalization of translanguaging

In the last phase, we shed light on the practical operation of the integrating translanguaging,

focusing on the feedback from both students and teachers in the classroom.

Daniel et al (2016) conducted a study by selecting 13 teachers and 124 students from primary and secondary levels to explore how a dynamic bilingual education model, integrating as a pedagogical tool and CLIL in the classroom, impacts teachers' and students' learning processes (Daniel et al, 2016). The research employed a qualitative method study by gathering data through focus groups, placement tests, and video-stimulated recall (Daniel et al, 2016). After analyzing the data, the study found that, firstly, related to translanguaging: according to the teachers, it plays a crucial role in the execution of a dynamic bilingual model, meaning that it is an empowered tool to reinforce knowledge and foster the ability of the learning process because using the native tongue scaffolds making the content in L2 achievable (Daniel et al, 2016). However, using just the target language can pose a problem in memorizing difficult words, as stated in the article: "it portrayed that translanguaging is a bridge between knowledge and understanding" (Daniel et al., 2016, p. 46). Moreover, translanguaging is a tool to enhance students' participation and comprehension. Teachers claimed that they use translanguaging to engage their students and capture their attention by shifting between languages at specific moments because when students don't understand the language, they obviously cannot comprehend a particular content (Daniel et al, 2016). Secondly, related to implementing CLIL, they found that motivation increased in CLIL classes, impacting positively on many aspects. This was evident in the improvements in

students' pronunciation, participation, and their autonomy in the learning process (Daniel et al, 2016). On the other hand, it also impacted teachers' performance in enhancing their academic and professional profiles as a tool in developing several skills and competences (Daniel et al, 2016). However, some challenges faced them in integrating CLIL into the curriculum. Teachers encountered complexities in focusing on two phases: language and content, hence in creating and presenting lessons (Daniel et al, 2016).

In the same vein, Ayu (2019) conducted a qualitative research study on students and teachers in third grade at SD UA Taman Harapan Curup. The researcher used observations and interviews as instruments for recapturing data to detect the implementation of bilingual theory and to find the teachers' methods in bilingual interactions during the teaching process. The study aimed to show that this teaching technique could be used as a recommendation for other schools (Ayu, 2019). The researcher found that teachers had applied bilingualism in teaching elementary students. Furthermore, considering interaction and translanguaging as bilingual pedagogy to seek bilingual interactions in teaching can be practiced in elementary schools. The study also showed that bilingual students are able to use two languages (Ayu, 2019).

The same for, Margaret and Sameera (2020) conducted a qualitative research approach.

Their sampling was conducted in two schools, encompassing Grade 5 and 6, with a total of 162 learners and 3 teachers. They gathered data using various methods including classroom observations, document analysis, semi-structured interviews, and storyboards (Margaret and Sameera, 2020). The objectives of their research were to explore the outcomes of utilizing a multilingual approach that promotes translanguaging to support primary grade learners, as well as to identify both the facilitators and constraints associated with implementing such methods (Margaret and Sameera, 2020). The findings of their research indicated a nonthreatening and safe environment as perceived by translanguaging facilitators. By acknowledging and incorporating learners' home languages during lessons, they observed an enhanced sense of pride among the learners and a positive attitude from the teachers when accessing translated materials (Margaret and Sameera, 2020).

Simply put, Yiran (2022) conducted a study on the practices of translanguaging in CLIL at the tertiary level in mainland China. One of the primary objectives of the study was to investigate when and why teachers apply translanguaging, aiming to highlight the advantages of its implementation at the tertiary level using audio recording data. The study focused on first-year Master of Science students, involving only five participants (Yiran,2022).

The research findings indicated that the use of translanguaging enriched learners'

informational background by facilitating switching between L1 and L2, aiding students in developing their knowledge about the topic (Yiran,2022). Additionally, it was noted that translanguaging helped deepen understanding by leveraging previous knowledge to enhance comprehension of new concepts using two simultaneous languages, thereby fostering students' critical thinking skills (Yiran,2022). Furthermore, the simultaneous use of L1 and L2 encouraged learners to freely express their thoughts without hesitation; however, relying solely on L2 might pose challenges for students (Yiran, 2022).

Along the same line, Sutrisno (2023) has well summarized the literature about translanguaging in the context of Indonesian FFL classrooms by using a qualitative method. He focuses on both teachers and students, as there is a great misconception that not combining languages in EFL classrooms might limit students' engagements (Sutrino,2023). By contrast, applying translanguaging encourages students to be more active and motivated to participate. (Sutrino,2023). The multilingual community needs the implementation of translanguaging practices in its classrooms as a necessary measure to deepen students' understanding and help conform teaching materials with their linguistic features (Sutrino,2023). Additionally, code-mixing has been considered an appropriate operation among multilingual students and should be normalized during the learning process in the classrooms (Sutrino, 2023).

Conclusion

The implementation of translanguaging in CLIL classrooms witnessed great interest, mainly after integrating English into the educational system, which is considered a transformation from traditional teaching and waving from separation to mixing policy. It has been shown to be an effective tool that supports both students and teachers in acquiring an inclusive learning environment. This approach is exceptional in enhancing the simultaneous acquisition of both language and content. However, some challenges are faced by teachers as well as students in emphasizing on language and content simultaneously.

Chapter tow: Analysis and results of student’s questionnaire and teacher’s interview.

Introduction

This chapter is devoted to the analysis of both students’ questionnaire and teacher’s interviews and ends with discussion.

II. 1.Students’ questionnaire

Section one: General information

Q01: students’ level

First year students at Khenchela University

Level	Number	Percentage
First year students	102	100 %

Table 1: students’ level

The aim behind choosing first-year students is due to the fact that they are more concerned with translanguaging, in which they are implementing English in their studies.

Q 02: what is your level in English

Options	Numbers	Percentages
A1	35	34.3 %
A2	15	14.7 %
B1	24	23.5%
B2	20	19.6%
C1	05	4.9%
C2	03	2.9%

Table 02: Students' level in English

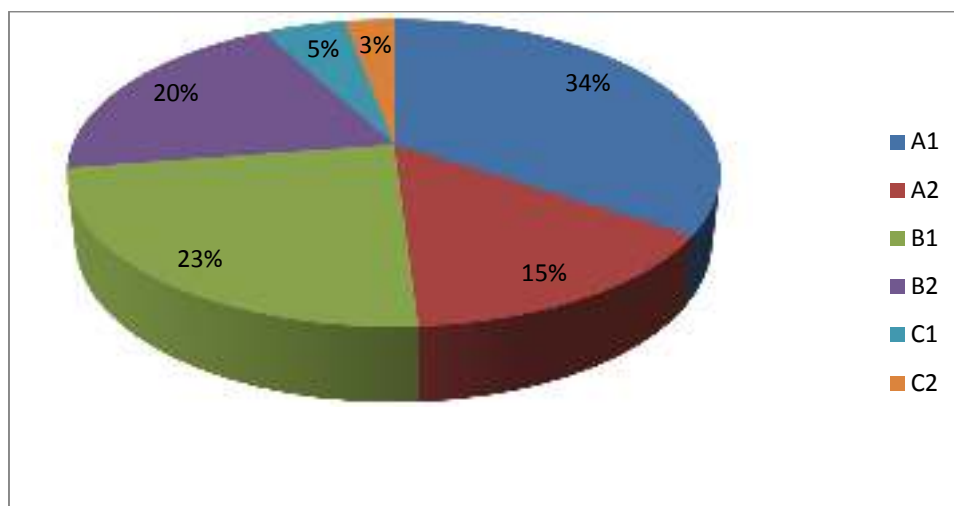


Figure 01: Students' level in English

This question aims to assess the students' proficiency in English, understand their

attitudes towards using English in their studies during the first year, and evaluate their ability to switch between two languages during lessons. We also aimed to emphasize the correlation between students' proficiency levels and their capabilities. The table above illustrates that the majority of students are at level A1, with 35 students, followed by 24 students at level B1, which is considered an average level in English. However, only 8 students have chosen a higher level in English: C1=5; C2=3. The results indicate that the participants' proficiency levels are predominantly between A1 and B1. In essence, this suggests that they may have limited proficiency in using English, particularly during their lessons.

Section 02: translanguaging in lessons

Q 03: Do you use more than one language during lessons in your classroom

Options	Numbers	Percentages
a) Yes	95	93.1%
b) No	08	7.8%

Table 03: students use of languages during lessons in their classroom

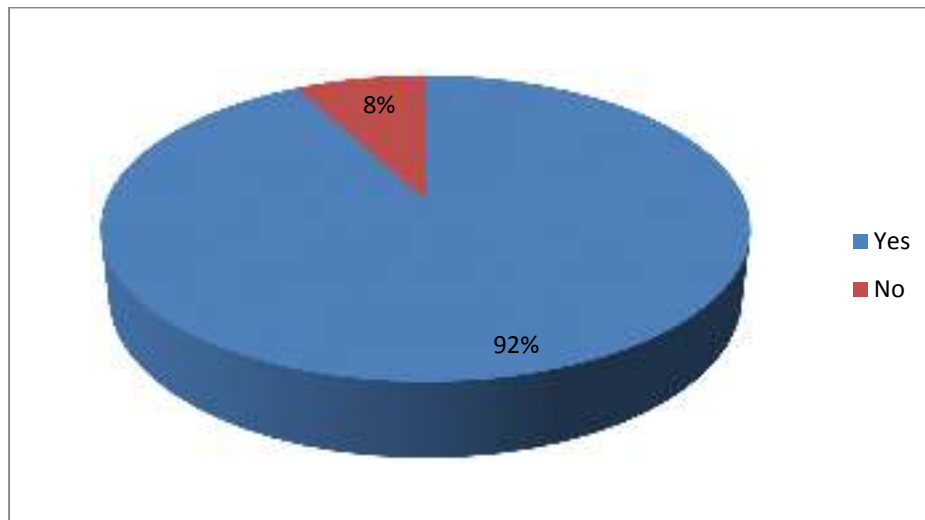


Figure 02 : the use of one language in the classroom.

The purpose of this question is to determine whether computer science learners are utilizing multiple languages during their classroom lessons. The vast majority of students, 93.1%, indicated that they do use more than one language, while only 7.8% reported otherwise. It is important to note that the mother tongue should not be disregarded. Additionally, considering that students have been studying in French throughout their previous academic endeavors and have recently incorporated English as a foreign language into the educational system, it is evident that students will naturally integrate more than one language. This consensus was supported by the majority of our participants.

Q04: when do you normally translanguage during lessons?

Significant Answers from Students the use of Translanguaging During Lessons are as

follows:

- ❖ When the teacher is explaining the lesson, students use translanguaging for clarity and understanding, particularly when the teacher is explaining difficult information. In some cases, they use their language repertoire to ask questions because it helps in understanding and facilitates the complexities they encounter, requiring more than one language.
- ❖ During discussions in classes with teachers or colleagues, they feel free to discuss using more than one language.
- ❖ During participation, in cases where they forget terms or a specific thought in a particular language, they may need to shift to another language to stay engaged in the

class.

- ❖ Most Algerian students have traditionally studied in French, and as a result, they have been taught the majority of terminologies in French. Consequently, they tend to switch back to their previous studies, especially when they encounter terms they are not familiar with in English.

To summarize the results above; according to the students, the cases in which they use translanguaging in lessons are varied. When facing ambiguous information, using more than one language helps them achieve better comprehension and clearer understanding. During discussions with teachers or classmates, the ability to switch between languages makes them feel more comfortable and confident, allowing them to participate more freely. Similarly, during classroom participation, translanguaging enables them to stay engaged, even when they may forget a specific term or thought in one language. Moreover, when drawing on their prior knowledge, which was often acquired in French, shifting to that

familiar language encourages them to share their thoughts more readily, as the related terminology is more accessible to them.

Q05 : why do you use more than one language during lessons

The participants provided the following compelling reasons for using more than one language during their lessons:

- ❖ We use more than one language because it makes us open-minded during the lesson, as we are constantly waiting for new words and trying to understand their meaning, which helps us expand our vocabulary.

- ❖ The use of more than one language during our lessons helps us to broaden our perspective.

- ❖ As for the local language, it is used to make the lesson clearer, to facilitate the understanding, and to receive the lesson better. As for the official language in the

lesson, it is possible because we find that most of the sources for studying are in other languages, and I also believe that most of the sources are in the most widely spoken language in the world.

- ❖ I use more than one language because it is my first year at university. So, the Minister of Higher Education acknowledged that the English language will take over the throne of the university and will be the official language.

In summary, the students believe that using more than one language during their lessons helps them to stay active and open-minded, expand their vocabulary and perspective, and better understand and receive the lesson content. Additionally, they recognize the growing importance of English as the language of academia, science, and international communication, which further motivates their use of multiple languages in the classroom.

Section 3: frequency

Q06: How often do you change from one language to the next?

Options	Numbers	Percentages
Sometimes	44	43.1%
Everyday	31	30.4%
Frequently	15	14.7 %
Never	12	11.8 %

Table 04: frequency of shifting between more than one language

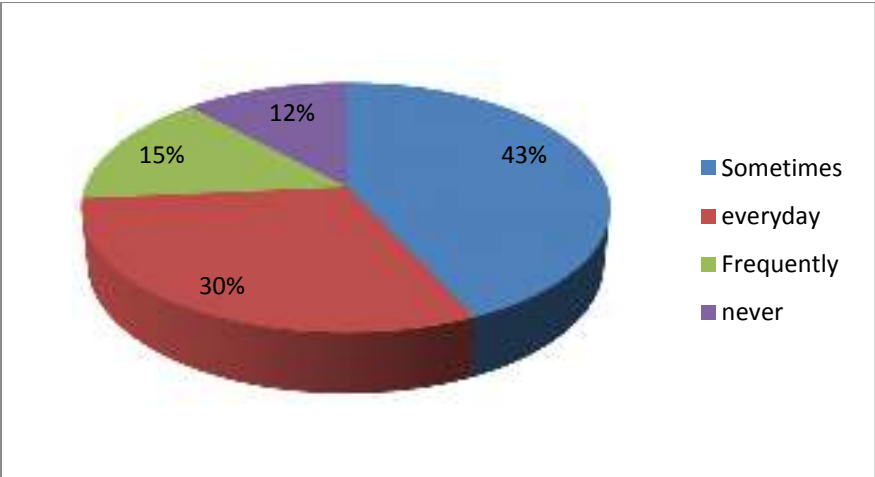


Figure 03: frequency of shifting between more than one language

Here, the students were asked about the frequency of using more than one language in the classroom. The results show that the majority of students (43.1%) selected the second choice, indicating they use multiple languages sometimes. On the other hand, a significant

portion of participants chose every day (30.4%). However, the choices of frequently and never are nearly equal, with percentages of 14.7% and 11.8% respectively. This reveals that first-year students occasionally switch between more than one language.

Q07: with which method you prefer to be taught? Justify

Options	Numbers	Percentages
translanguaging	72	70.6 %
Separation	30	29.4 %

Table 05: the preferred method of teaching

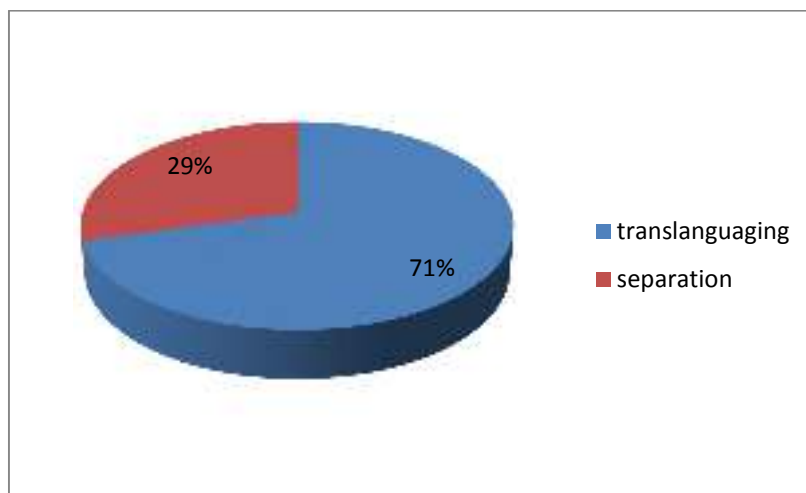


Figure 04: the preferred method of teaching

The statistics clearly indicate that 70.6% represent 72 students who prefer to be taught using translanguaging. The remaining 30 students indicate a preference for being taught using separation. This suggests that first-year students favor the method of translanguaging because it enables a deeper understanding by utilizing both languages for clarity and context. Additionally, it is perceived as easy for students, allowing them to enhance their linguistic skills and expand their vocabulary when searching for terms. Therefore, it is considered the most straightforward approach to studying.

Section 4: Reasons for translanguaging

Q08: Do you think that using your mother tongue and English at the same time in a lesson is beneficial or detrimental

Options	Numbers	Percentages
Beneficial	86	84,3 %
Detrimental	16	15,7%

Table 06: using the mother tongue and English at the same time as beneficial

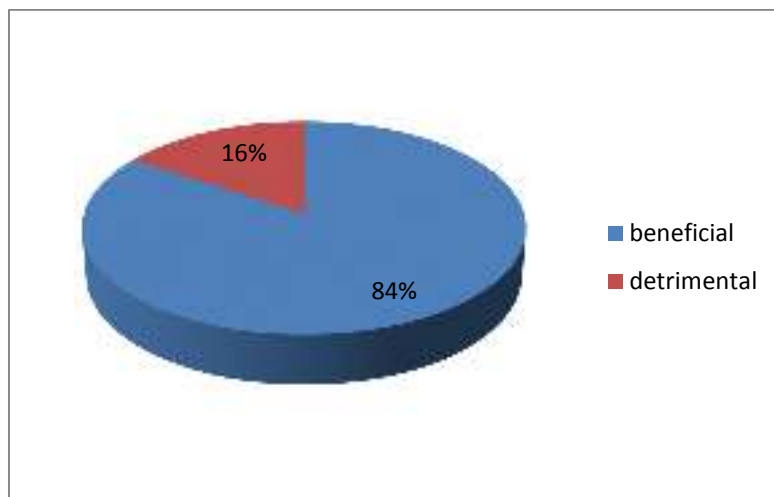


Figure 05: the use mother tongue and English at the same time

By raising this question, the aim was to understand how students evaluate their use of English alongside their mother tongue during lessons, and how this relates to their perceived understanding and learning in the classroom. This was intended to provide insight into their attitudes towards using English in the class. The results show that 84.3% of the participants declare that using their mother tongue and English simultaneously is beneficial, while 15.7% believe it is detrimental. These findings indicate that the majority of students believe that using their mother tongue and English at the same time is advantageous for their learning process, due to the multiple benefits it offers.

Q09: Do you think that learning a content with different languages enhance your critical thinking?

Options	Numbers	Percentages
yes	83	81,4 %
no	19	18,6 %

Table 07: the impact of translanguaging on the critical thinking

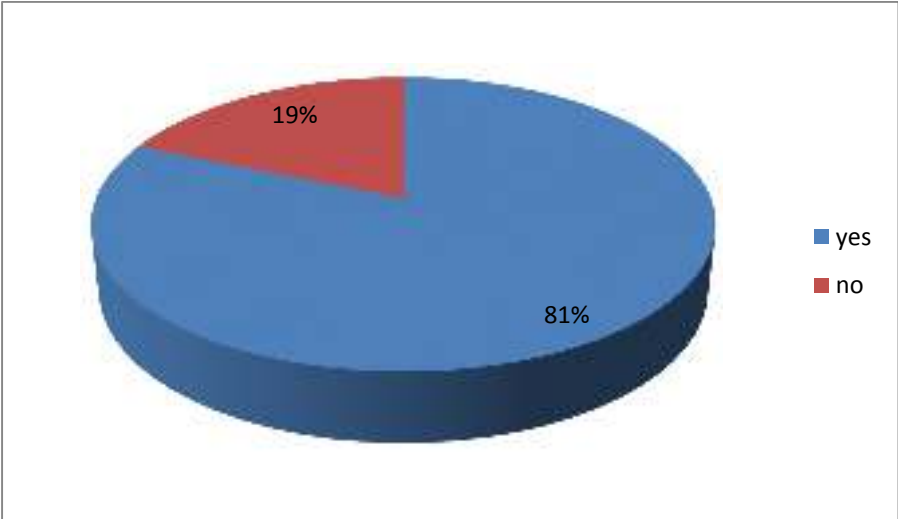


Figure 06: the impact of translanguaging on the critical thinking

The purpose of this question is to understand the students' attitudes towards learning content in different languages as a means of enhancing their critical thinking skills. From the data presented in the table above, 83 students accepted the idea that using different languages

is crucial for improving their critical thinking, while 19 students did not see a connection between learning with different languages and enhancing critical thinking. These results highlight the importance of utilizing different languages in learning to enhance critical thinking abilities.

Q10: Do you think that switching between two languages interrupt your understanding

Options	Numbers	Percentages
Yes	63	61,8 %
No	39	38,2 %

Table 08: switching between two languages

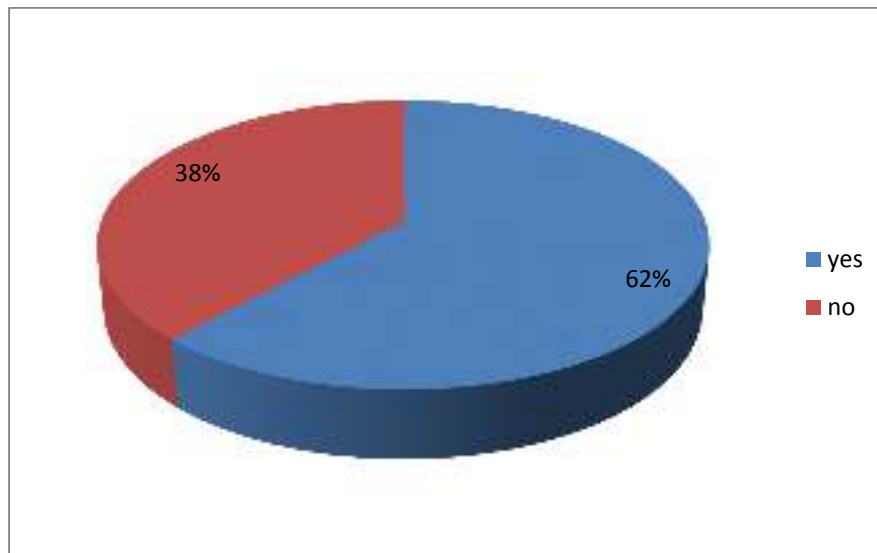


Figure 07: switching between two languages

This question aims to gain insight into computer science students' opinions on the relationship between their understanding during lessons and switching between two languages. The data represented in the table above shows that 63 of the participants do not find that switching between two languages interrupts their understanding, while only 39 of them stated the opposite. We can suppose that the majority chose the first opinion because they are aware that switching between two languages can create a comfortable classroom environment, help students learn new grammar or vocabulary, and foster effective

communication for a greater community. This suggests that the students perceive the benefits

of translanguaging in enhancing their overall understanding and learning experience.

Q11: Do you think translanguaging at your level will assist learners understand the subjects better?

Options	Numbers	Percentages
Yes	79	77.5%
No	23	22.5%

Table09: the relationship between translanguaging and learners’ level on students’ understanding.

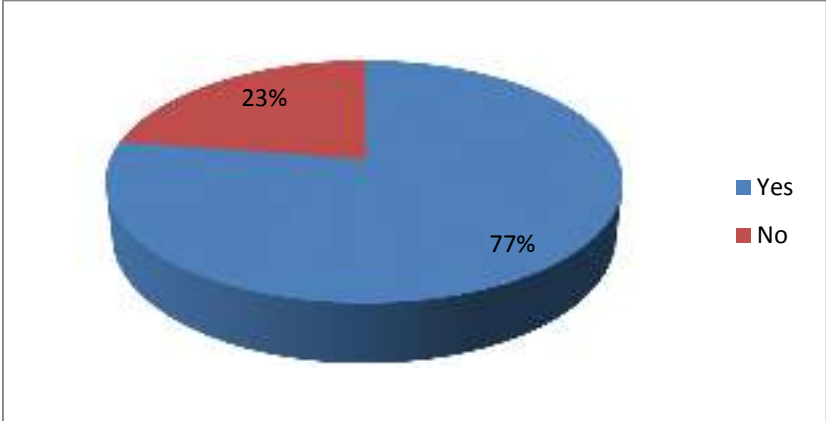


Figure 08: the relationship between translanguaging and learners’ level on students’ understanding.

This question attempts to determine whether translanguaging may have a positive impact on students' understanding, based on their proficiency levels. The majority of respondents (77.5%) aligned with the "yes" option, while a minimal percentage (22.5%) opted for "no». The results illustrate that students in the computer science department believe that using more than one language helps them achieve a better understanding of the content, regardless of their proficiency level. As mentioned earlier, the majority of these students have an average level of English proficiency. Therefore, the findings suggest that translanguaging is a valuable tool that facilitates their understanding of the course material.

Q 12: in your opinion, do you think using your mother tongue and English in the class will or will not help you understand the subjects better?

Options	Numbers	Percentages
Yes	85	83.3%
No	17	16.7%

Table10: the impact of the mother tongue and English on students' comprehension.

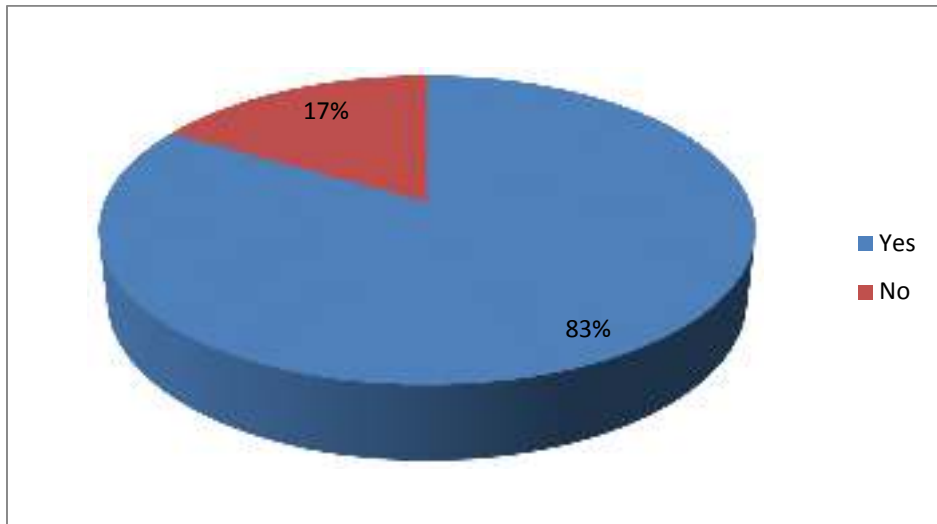


Figure 09: the impact of the mother tongue and English on students 'comprehension.

In this survey, students were asked whether using their mother tongue and English during lessons enhances their understanding. 83.3% of the participants claimed that using both languages is beneficial, as they selected "yes." In contrast, 16.7% chose the second option, "no." The results indicate that using the mother tongue alongside English facilitates a better understanding of the subjects, as most students agreed on this. Studying English in the first year can be challenging for students, and incorporating their mother tongue helps them comprehend the material more effectively.

Q 13: Did the implementation of translanguaging in variant classrooms (modules)

impacts your participation?

Options	Numbers	Percentages
Yes	69	67.6%
No	33	32.4%

Table11: the impact of translanguaging on students' participation

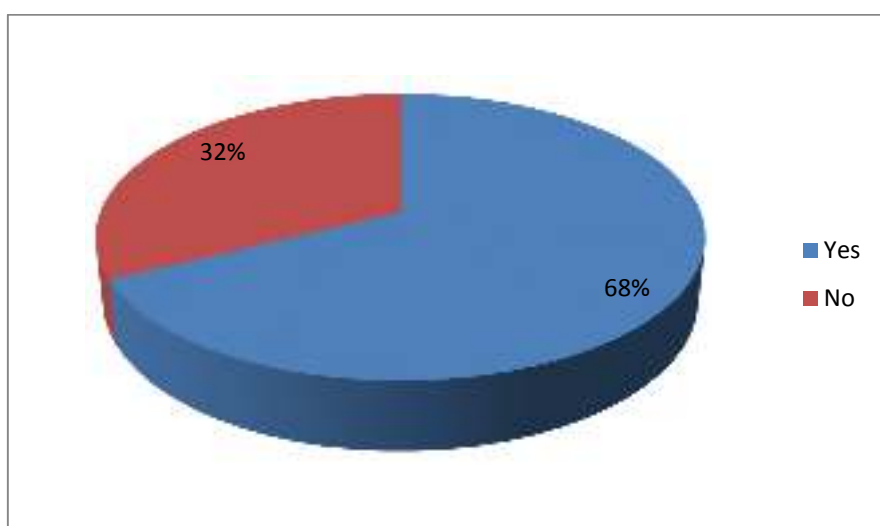


Figure10: the impact of translanguaging on students' participation

In this question, students were asked to identify whether the implementation of translanguaging in different modules may impact their participation. The statistics

demonstrate that the majority of participants opted for "yes" (67.6%); however, 32.4% indicated that it does not impact their participation. From the statistics provided, it is evident that the integration of translanguaging in the classroom has an impact on students' engagement during lessons.

Q14: Do you think that your teachers motivate you enough with this method?

Options	Numbers	Percentages
Yes	76	74.5%
No	26	24.5%

Table12: teachers' motivation within translanguaging.

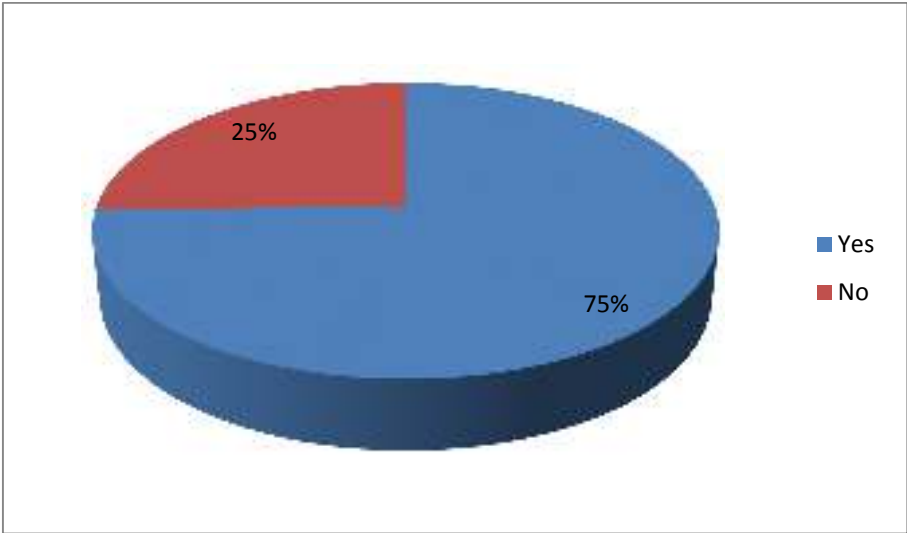


Figure11: teachers' motivation within translanguaging.

The chart illustrates the students' responses regarding whether their teachers effectively motivate them by implementing translanguaging as a teaching method. The majority of respondents (74.5%) believed that teachers have a positive impact by allowing language switching, which motivates students. Conversely, 24.67% stated that teachers do not motivate them sufficiently through the integration of translanguaging. Based on these responses, it can be concluded that teachers play a crucial role in this method, and their approach positively influences students' education and motivation.

1.1. The summary of the main findings

This questionnaire probes the first-year computer science students at the University of Abbes Laghrour Khenchela for feedback on the implementation of translanguaging and its impact on their attitudes and aptitudes in the classroom. The collected data are well summarized as follows:

- ❖ The majority of students in the computer science department have an average level in English.
- ❖ Most of the learners support the implementation of translanguaging during lessons and they strongly agree with its use in the classroom.
- ❖ Based on students' responses, translanguaging is considered a beneficial tool for them, enhancing their comprehension and expanding their learning experiences.
- ❖ Students agree that their critical thinking can be improved through utilizing more than one language in the classroom.
- ❖ The majority of learners believe that the use of the language repertoire in the classroom makes the lesson clearer and more understandable.
- ❖ Teachers, by allowing translanguaging in the classroom, provide more opportunities for student engagement, which leads to greater motivation.

II. 3. Teacher's interview

As far as teachers are concerned, to give credibility and to enhance the students' responses in the questionnaires, we selected three (03) teachers. The sample seems small, but these are the only teachers who teach the subjects in English.

Q1: Can you tell me about the linguistic backgrounds of your students?

T1& 2: You can evaluate fluency by listening for a few different things such as how comfortable the student is, how easily he or she is able to form sentences, ideas, and thoughts, and how quickly the student can change from talking about one topic to the next. Concerning their level, we have high average and medium.

T3: students are aware that English is a global language as well as a language of science and technology so we as a teachers can notice that their background is good

According to the teachers' answers to this question, the students feel comfortable using the English language in class. They can use it during their learning process easily because their linguistic background is good, and now they are aware that English is a global language, as well as a language of science and technology. This may expose the students to

more information concerning their field of study.

Q 2: How do you typically assess your students' language proficiency in different languages?

T1: Never done as their level is good.

T2&3: when the students interact in class or when they ask questions for me to provide them with further explanation of the lesson I can assess them by observing how they form sentences, ideas, and thoughts using the suitable words.

Taking into consideration how easily they can form good and correct sentences, ideas, and thoughts using suitable words. The teachers' answers to this question show their insistence on their students' good level, especially in English, through their communications and interactions in class during their lessons. Also, when the students interact in class or ask questions for further explanation of the lesson, the teachers are able to assess their students' proficiency, considering how easily they can form good and correct sentences, ideas, and thoughts using suitable words.

II. Classroom Practices

Q 3: Can you describe some situations where students use multiple languages in your classroom?

T1&3: Lesson explanation or asking for clarification during activities

T2: during participation because it leads them to be more engaged in the classroom

According to the teachers, the situations in which the students use multiple languages in their classroom are as follows: when encountering ambiguous information, it helps them for a clear understanding. Additionally, during lesson explanations, the use of multiple languages would make them highly active to discuss the lesson freely. Also, during participation, it leads them to be more engaged in the classroom."

Q 4: How do you handle situations where students struggle to express themselves in English?

T1&2: I try to create a safe and supportive environment to encourage communication between us

T 3: I allow them to use their native language and i use a mindful resources and practices

By allowing students to use their native language, or by using and implementing linguistically and culturally mindful resources and practices while teaching, and by creating a safe, supportive environment that encourages communication and fosters positive relationships between students and teachers.

III. Benefits and Challenges

Q5: in your experience how does translanguaging benefit student learning?

(Academic achievement, confidence, collaboration)

T1&2: Translanguaging allows learners to express themselves in many ways.

Using their first language can reduce anxiety and provide thinking time, giving them the confidence to take risks and communicate in English.

T3: The teachers will be able to present their lessons, conduct classroom discussions, enhance students' understanding, and manage student behavior more effectively and efficiently; and the students, in turn, will be able to participate in classroom discussions and substantively demonstrate their critical thinking.

The teachers' answers show clearly that translanguaging is very beneficial for the learners because it allows for a deeper expression by using both languages for clarity and confidence. Besides, it is easy for students, so that when they communicate, they develop themselves, increase their linguistic wealth, and they will be able to participate in classroom discussions and demonstrate their critical thinking.

Q 6: Have you encountered any challenges in implementing translanguaging in your classroom?

T1&2: Language barriers: Students may have difficulty understanding the instruction, course materials, and each other, which can hinder learning and communication, Content difficulties,

and differences in levels of understanding

T3: Students are not used to speak English because speaking French becomes a habit for them

For the challenges in implementing translanguaging in their classrooms, teachers revealed that the complexity of speaking or using some English words in their conversations is still problematic. Speaking French has become a habit for both the Algerian people and institutions due to the French colonization that lasted more than 130 years, in addition to the lack of political will to move away from the colonial language. despite its devolution

VI: Reflection and Growth

Q 7: Are there any areas where you'd like to develop your translanguaging practices further? If yes, what resources or support would be helpful for you to continue developing your translanguaging skills?

T1: More training for both teachers and students in English language.

T2&3: integrating translanguaging in the student's lessons.

Teachers said that it would be useful for both teachers and students to integrate translanguaging in their lessons. This would help the trainer and the trainee improve their four skills (listening, speaking, writing, and reading). Therefore, they advised for more training for both of them.

2.1. The summary of interviews main findings

The participants expressed their positive attitudes towards the implementation of translanguaging as a pedagogical practice in their classrooms. This study of university teachers' perceptions about the use of translanguaging in the Computer Science Department revealed many results. The first finding was that teachers insist on their students' good level, especially in English, through their communications and interactions in class during their lessons, and the fact that their students are aware that English is a global language as well as a language of science and technology that may expose the student to more information concerning their field of study. According to our results, by allowing students to use their native language or by using and implementing linguistically and culturally mindful resources while teaching and by creating a safe, supportive environment, the teachers encourage communication and foster positive relationships between students and teachers.

Regarding the benefits of translanguaging on student learning, teachers believe that when using translanguaging, they will be able to present their lessons, conduct discussions, enhance students' understanding more effectively and efficiently; and the students, in turn, will be able to participate in classroom discussions and substantively demonstrate their critical thinking.

For the challenges that teachers may face when implementing translanguaging in their classrooms, they mentioned that students may have difficulty understanding the instructions, course materials, and each other, which can hinder learning and communication. In other words, the students' feeling of complexity in speaking or using some English words in their conversations is still causing a problem, while speaking French has become a habit for both the Algerian people and institutions due to the French colonization that lasted more than 130 years, in addition to the lack of political will to move away from the colonial language despite its devolution.

To solve these problems, teachers suggest some solutions, saying that it is useful for both teachers and students to integrate translanguaging into their lessons. This will help the trainer and the trainee improve their four skills (listening, speaking, writing, and reading),

which will require more training and commitment from both of them.

II. 3. Discussion of Students' Questionnaire and Teachers' Interview

The impact of translanguaging in various CLIL on students' linguistic competence was positive. This is due to the fact that translanguaging gives students the ability to move fluidly between languages in their field of study. Our results confirm previous studies done on the same topic. For example, according to Charalampoglou N. and Karras I. (2023), student experiences in a translanguaging CLIL lesson assisted the development of intercultural alertness and built up language competence in English. Another positive impact that has been shown in other studies similar to our case is that of Annika Karlsson, Pia Nygård Larsson and Anders Jakobsson (2018), which shows how a translanguaging science classroom creates a resource in the scientific content and its related language for multilingual students, and benefits the students' competence to relate and contextualize the science content to prior experience. Another example is that according to Sutirino (2023), the multilingual community needs the implementation of translanguaging practices in its classrooms as a necessary measure to deepen students' understanding and help conform teaching materials with their linguistic features.

The effect of integrating translanguaging as a pedagogical practice in variant

classrooms is absolutely good on the students' critical thinking. Our results show and confirm the marvelous effect that the integration of translanguaging as a pedagogical practice had on the students' critical thinking. Similar results were shown in other studies done on the same topic. For example, according to Daniel et al. (2016), the teachers' impacted performance in enhancing the students' academic and professional profiles as a tool in developing several skills and competences. These results also emphasize the excellent effect of integrating translanguaging as a pedagogical practice in variant classrooms, especially on the students' critical thinking. For instance, according to Subin (2022) in his similar study, the integration of translanguaging practices in CLIL classrooms had a positive impact on L2 development; it encourages student communication and participation, fostering a sense of democratic participatory structure where students did not feel constrained by using only one language. This reduction in complexity supported students in achieving more and enhancing their competences. Furthermore, it aligned with proficiency growth in both language and subject matter, enabling students to overcome language barriers.

The impact of translanguaging is not only on students but also on teachers' attitudes, which affects the students' engagements and communicative competences. Our results show that the impact of translanguaging on teachers is mainly positive because it enhances and improves the students in many ways as mentioned previously. Some previous studies done on

the same topic confirms this. For example, Daniel et al. (2016) found that related to translanguaging and according to the teachers, it plays a crucial role in the execution of a dynamic bilingual model, meaning that it is an empowered tool to reinforce knowledge and foster the ability of the learning process. Other teachers' attitudes already found while using translanguaging were very remarkable on the students' engagements and communicative competence. For that, Melanie Williams (2022) found that her study can conclude that students' competence of participating in science discourse, practicing the target language, and even understanding the meaning of science content was granted for them because of the act of translanguaging.

Conclusion

In the previous chapter, we have discussed data analysis from the two instruments employed in the research: students' questionnaire and teachers' interviews to present the main findings of the study. The next section will be devoted to the general conclusion.

General conclusion

The current study outlines the impact of translanguaging as a pedagogical practice in Content and Language Integrated Learning (CLIL) on students' attitudes and teachers' experiences at the University of Abbes Laghrour Khenchela. The research aims to investigate the efficacy of employing translanguaging as an instructional approach in CLIL within the Computer Science Department at Khenchela University, with a specific focus on first-year Students due to the implementation of English in their studies. Several studies around the world pinpoint the impact of this approach on both students and teachers in the classroom. Nevertheless, these studies do not highlight evidences about the impact of this approach on students' outcomes and teachers' attitudes in CLIL classrooms. For this reason, the study intends to examine the impact of translanguaging practice in CLIL by encouraging the students to acquire linguistic awareness and its role in learners' critical thinking. It also aims to outline to what extent teachers' attitudes and aptitudes by using translanguaging impact learners' effectiveness and develop their communicative competence.

The study employs a convergent parallel mixed-method research, which amalgamates two data gathering tools: a questionnaire for students and an interview for teachers. After discussing the data, the results revealed that translanguaging has a positive impact on learners' linguistic competence. The switch between languages allows them to gain new vocabulary, particularly scientific terminologies. Additionally, using multiple languages during lessons enhances students' understanding, which leads to improve their critical thinking. Lastly, teachers have a crucial role by allowing translanguaging in the classroom, which enhances their engagement and participation, resulting in an improvement of their communicative competence.

As the study showed positive perspectives, this field needs further research. The following suggestions and recommendations are addressed for the sake of improvement:

- ❖ Teachers in the Computer Science Department need more training in English because they used to teach in French for a long time.
- ❖ Students as well need training in English to develop their understanding, considering that this is their first year studying in English.

- ❖ Most teachers require professional development in order to apply translanguaging effectively, and it should not be used spontaneously.

- ❖ Providing extra courses to develop their linguistic background is necessary because they are facing difficulties with new scientific terms.

- ❖ Making a balance between the use of languages to avoid one dominant language.

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Appendices

Appendix 01

Questionnaire for Students

The information collected from this study will be treated with utmost confidentiality and anonymity. Please try to answer the questions as honestly as you can. Thank you.

1. what is your level in English language?

A0

A1

B1

B2

C1

C2

What is translanguaging?

Martin (2005) defines translanguaging as ‘the use of

local languages alongside with the ‘official language’

of the lesson'.

2. Question related to translanguageing in lessons :

What is translanguageing?

2.1. OCCURRENCE:

2.2. Do you use more than one language during lessons in your classroom?

Yes

No

2.3 When do you normally translanguage during

lessons?

.....
.....

2.4. Why do you use more than one language?

during lessons?

.....
.....

.....
.....
.....
.....
.....

3. FREQUENCY:

3.1. How often do you change from one language to the next?

Never

Sometimes

Every day

Frequently

3.2 With which method you prefer to be taught?

Separation. translanguaging

. Justify:
.....
.....

.....
.....
.....

4. REASONS FOR TRANSLANGUAGING:

4.1. Do you think using your mother tongue and English at the same time in a lesson is:

beneficial. detrimental

Give your opinions:

.....
.....
.....
.....
.....
.....

4.2. Do you think that learning a content with different languages enhance your

Critical thinking?

Yes No

. Justify

.....
.....
.....

4.3. Do you think that switching between two languages interrupt your understanding?

Yes

No

4.4. Do you think translanguaging at your level will assist learners understand the subjects better?

Yes. No

If your answer is yes, give reasons:

.....
.....
.....
.....
.....

If your answer is no, give reasons

.....
.....
.....
.....
.....

4.5. In your opinion, do you think using your mother tongue and English in the class will or willnot help you understand the subjects better?

Yes

No

4.6 did the implementation of translanguaging in variant classrooms (modules) impacts your participation?

Yes

No

4.7 do you think that your teachers motivate you enough with this method?

Yes

No

Explain please

.....
.....

End of the questionnaire.

Thank you very much!

Appendix 02

Teacher's interview

1. Background:

- o Can you tell me about the linguistic backgrounds of your students?

- o How do you typically assess your students' language proficiency in different languages?

2. Classroom Practices:

- o Can you describe some situations where students use multiple languages in your classroom?

- o How do you handle situations where students struggle to express themselves in English?

3. Benefits and Challenges:

- o In your experience, how does translanguaging benefit student learning? (Academic

achievement, confidence, collaboration)

o Have you encountered any challenges in implementing translanguaging in your classroom?

4. Reflection and Growth

o How do you reflect on your use of translanguaging in your teaching?

o Are there any areas where you'd like to develop your translanguaging practices further?

o What resources or support would be helpful for you to continue developing your translanguaging skills?

ملخص

تهدف الدراسة إلى تسليط الضوء على مدى فاعلية استخدام النقل اللغوي كوسيلة تربوية وممارسة التعلم المتكامل للمحتوى واللغة بقسم الإعلام الآلي خنشلة على وجه الخصوص بين طلاب السنة الأولى. وكانت الأهداف الرئيسية هي دراسة تأثير ممارسة نقل اللغات في التعلم المتكامل للمحتوى واللغة من خلال تشجيع الطلاب على اكتساب الوعي اللغوي، التحقيق في دور النقل اللغوي في التعلم المتكامل للمحتوى واللغة في التأثير على التفكير النقدي لدى المتعلمين، و تحديد مدى تأثير اتجاهات المعلمين وقدراتهم في استخدام النقل اللغوي.فعالية المتعلمين وتنمية كفاءتهم التواصلية. تم استخدام تصميم الدراسة بطرق مختلطة لجمع البيانات النوعية من المعلمين من خلال المقابلات والبيانات الكمية من استبيانات الطلاب.النتائج التي تم الحصول عليها مناستخدام كلتا الأداةين أظهرتأن النقل اللغوي له تأثير إيجابي على كفاءة الطلاب اللغوية. ومن ثم، يعتبر النقل اللغوي بمثابة جسر بين اللغة والمحتوى الذي يحسن التفكير النقدي لدى الطلاب. وأخيرا، اتجاهات المعلمين وقدراتهم أثناء الدرس اثناء تنفيذ النقل اللغوي تحفز الطلاب على أن يكونوا أكثر مشاركة كما انها تعزز كفاءتهم التواصلية.