Ecological Approaches to Language Education: Translanguaging in the Algerian EFL Classroom

Oumnia Stihi
University of Aboulkacem Saadallah Algiers 2 -Algeria
oumnia.stihi@univ-alger2.dz
Laboratory of Translation University of Algiers 2-Algeria
0000-0002-7771-5763

Abstract: *The present paper reports on the findings of a study investigating the validity and feasibility of translanguaging as a potential alternative pedagogical practice in the Algerian EFL classroom. Translanguaging represents the discursive practices whereby multilingual learners employ all their linguistic repertoire as well as a modern multilingual pedagogy where all the language resources of the learner are exploited to maximize learning. Despite being a multilingual country, the Algerian educational system is still lacking in terms of language teaching pedagogies which embrace the linguistic diversity of the learners. Before implementing such inclusive pedagogies, a survey of their validity and feasibility in terms of human and material resources in our context is needed. It is in this vein that this research tried to capture the perspectives of ten Middle School teachers of English regarding the extent to which can translanguaging be adopted to teach English to young learners in public schools. The issue was approached from a socio-cultural lens and the data was collected using semi-structured interviews. The outcomes of this research reveal that the participants are, to a large extent, in favor of adopting translanguaging as a valid pedagogy for teaching and learning. However, its feasibility seems to be limited due to various social and political constraints making its implementation highly challenging as it requires the collaboration of all the parts involved in the teaching and learning continuum.*
Keywords: *Translanguaging- ecological pedagogy- multilingual education- EFL in Algeria.*
Résumé : *Le présent article rend compte des résultats d'une étude sur la validité et la faisabilité du translanguaging en tant que pratique pédagogique alternative dans la classe d'anglais en tant que langue étrangère. Le Translanguaging définie les pratiques discursives par lesquelles les apprenants multilingues utilisent tout leur répertoire linguistique ainsi qu'une pédagogie multilingue moderne dans laquelle toutes les ressources linguistiques de l'apprenant sont exploitées pour maximiser l'apprentissage. En dépit d'être un pays multilingue, le système éducatif algérien manque encore de pédagogies d'enseignement des langues qui tiennent compte de la diversité linguistique des apprenants. Avant de mettre en œuvre de telles*

Corresponding author : Oumnia Stihi

pédagogies inclusives, une étude de leur validité et faisabilité en termes des ressources humaines et matérielles dans notre contexte est nécessaire. C'est dans cet esprit que cette recherche a tenté de saisir les points de vue de dix enseignants d'anglais au collège concernant la mesure dans laquelle le translanguaging peut être adopté pour enseigner l'anglais aux jeunes apprenants dans les écoles publiques. La question a été abordée sous un angle socioculturel et les données ont été recueillies à l'aide d'entretiens semi-directifs. Pour cette étude, les perspectives de dix professeurs d'anglais au collège ont été capturées au moyen d'une interview structurée. Les résultats de cette recherche révèlent que les participants sont, dans une large mesure, favorables à l'adoption de la traduction en tant que pédagogie valable pour l'enseignement et l'apprentissage. Cependant, sa faisabilité semble limitée en raison de diverses contraintes sociales et politiques, ce qui rend sa mise en œuvre extrêmement difficile, car elle nécessite la collaboration de toutes les parties impliquées dans le continuum de l'enseignement et de l'apprentissage.
Mots clés : *Translanguaging- pédagogie écologique- éducation multilingue- EFL en Algérie.*

1. Introduction

Traditionally, languages have been kept separate in school curricula and bilingualism was synonymous with language segregation and language autonomy. Cenoz and Gorter (2017) explain that the full linguistic repertoire of bilingual students has long been denied as the monolingual norm was adopted worldwide. However, research in multilingual education, changing multilingual ideologies together with globalization are contributing to the change of perception and the adoption of bi/multilingual pedagogies. In fact, there seems to be a strong trend towards substituting the idea of discrete linguistic systems with approaches that account for the multilingual speaker and his/her full linguistic potential as the standard. This comes as a result of research demonstrating the multidimensional benefits of multilingualism on individuals and societies. In this vein, Boukreris (2015: 128) explains: "People who have the command of more than one language show better performance than monolinguals. They show openness and understanding of cultures".

In light of these current changes, a concept describing "the flexible ways in which bilinguals draw upon their multiple languages to enhance their communicative potential and a pedagogical approach in which teachers and pupils use these practices for learning." (Duarte, 2016: 1) has seen the light. Termed Translanguaging, this notion is said to be a common practice among bi/multilingual learners. According to Garcia (2009), the growing number of bi/multilinguals around the world in the 21st century has resulted in the replacement of monolingualism by multilingualism as the norm. This shift has imposed the need for rethinking the traditional pedagogies to language education that worked on avoiding "cross-contamination" (Jacobson & Faltis, 1990: 4) between languages by keeping firm boundaries between them with the hope of helping students learn the new language smoothly.

When it comes to Algeria, the linguistic landscape of the country was shaped throughout the centuries by the many colonies which settled in it. This made it "a multilingual country where complex sociolinguistic phenomena exist" (Benahcene, 2016: 308). Nonetheless, despite naturally co-exiting in the society, the educational system in Algeria has long worked on segregating languages through different language policies which endeavored to deny the multilingual nature of the country.

In this regard, this study seeks to explore the pedagogical validity of translanguaging pedagogy and attempts to find out the extent to which such an educational practice is feasible in multilingual contexts through the survey of the perspectives of ten middle

school teachers of English in Algiers, Algeria. The results obtained from the survey are an endeavor to answer the following research questions:

- To what extent is translanguaging a pedagogically valid practice in the Algerian multilingual language classroom?
- How feasible is translanguaging pedagogy in the Algerian EFL educational context?

The first section of the paper will attempt to clarify the term translanguaging by providing various definitions and contrasting it with the concept of code-switching as they are often confused. A brief historical development of both the term and the pedagogy will follow sequenced by a review of some empirical studies which demonstrate the role of translanguaging in the language classroom. The second part will be devoted to the practical aspect of the research including the description of the methodology used in order to conduct the study as well as to the presentation and discussion of the results.

2. Theoretical Background
2.1. What is Translanguaging ?

From the Welsh word "trawsieithu", the term translanguaging was coined by Cen Williams in 1996. Baker (2011) explains that at first, translanguaging referred to a pedagogical practice where the language of input and the language of output were deliberately changed. In other words, the procedure consisted in providing instruction in English then requiring students to answer in Welsh or vice versa. According to Baker who translated the term in English, translanguaging is *'the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages'* (2011: 288).

Garcia & Wei (2014) add the pedagogical dimension to translanguaging so that to refer not only to a learning strategy but also to a teaching practice. They define translanguaging as "both the complex language practices of plurilingual individuals and communities, as well as the pedagogical approaches that use those complex practices" (Garcia & Wei, 2014: 20). This approach to multilingualism encourages the flexible and dynamic integration of the languages the learner disposes of for the sake of comprehension, cognitive processes monitoring, and eventually learning. In fact, translanguaging seems to be the everyday practice of bi/multilinguals as they tend to access various linguistic features and make use of their full linguistic repertoire in order to maximize their communicative potential (Garcia, 2009). In this vein, Canagarajah (2011: 401) sees translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" and that it is part of their multicompetence where languages co-exist and are mutually interdependent.

Generally, translanguaging is confused with code-switching due to the similar, yet highly distinct conceptualization of each. Garcia & Wei (2014) explain that engaging in translanguaging practices is not merely shuttling between languages but rather using and constructing the "original and complex interrelated discursive practices that cannot be

easily assigned to one or another traditional definition of a language, but that make up the speakers' complete language repertoire." (2014: 22).

In fact, translanguaging transcends the named boundaries between languages or linguistic codes to encompass non-linguistic modes as they are part of meaning making and knowledge building. It accounts for the socio-political dimension of languages in the analysis of the users' translingual practices. Code-switching, on the other hand, is defined as "the alternation between languages in a specific communicative episode, like a conversation or an email exchange" (Wei, 2018). The language change usually happens at a specific moment in the communicative event and is governed by grammatical and conversational rules. Nonetheless, Wei (2018) points out that the term translanguaging does not intend to replace that of code-switching as the former describes an actual multilingual practice whereas the latter refers to a linguistic phenomenon.

2.2. *Translanguaging in Education*

Translanguaging pedagogy was initially put forward by Williams (1996) in Wales and consisted in using both English and Welsh interchangeably as media of instruction. Garcia & Wei (2014) explain that this strategy aimed at using one language to compensate the lack in the other in an attempt at increasing understanding and activeness in both languages. To illustrate the advantages of using all languages the learner disposes of, Hornberger (2005: 607) explains that 'Bi/multilinguals' learning is maximized when they are allowed and enabled to draw from across all their existing language skills (in two+ languages), rather than being constrained and inhibited from doing so by monolingual instructional assumptions and practices.'. In this vein, Baker (2011) enumerates a number of pedagogical benefits to translanguaging including increased comprehension of topics in hand and a better proficiency in the weaker language. It also urges learners to exploit all their linguistic resources for a more effective learning.

A multitude of empirical data support the claim about the effectiveness of translanguaging in bi/multilingual education. Martin-Beltran (2014), for instance, describes translanguaging as a learning opportunity that allows adolescents with diverse linguistic backgrounds to jointly build knowledge and solve linguistic problems. In this study investigating the role of multilingualism in language learning, Martin-Beltran (2014) found that students exhibited more investment and involvement in learning when their translanguaging practices are acknowledged.

Translanguaging was also found beneficial for the affective dimension of learning as students reported feeling more at ease when allowed to use their linguistic knowledge in the different languages that form their rich linguistic system. This practice proper to multilingual learners is said to have a role in fostering learner autonomy. In fact, translanguaging reportedly urges learners to take control of their own knowledge building as they endeavor to construct meaning using all their linguistic repertoire inculcating in them a sense of responsibility towards their learning. Gaining autonomy would therefore lead to more self-improvement, better self-regulation and eventually reaching self-efficacy (Paris & Paris, 2001, Velasco & Garcia, 2014, Garcia & Wei, 2014). Translanguaging was also found effective by Garcia and Wei (2014) in building students' identities and monitor their cognitive abilities.

The role of translanguaging in learning is being exhaustively investigated by many researchers. Studies have shown that by using translanguaging, learners manage to understand the complex nature of their bilingual world and are able to acquire the necessary knowledge to construct meanings. In fact, Garcia (2011) identified six metafunctions of translanguaging kindergartners use to develop their bilingualism. These include mediating comprehension among each other and jointly constructing meaning for one another. They also include building and demonstrating own knowledge as well as creating a sense of belonging by including or excluding others among groups according to their language practices.

In fact, in the multilingual language classroom, students tend to call upon all the languages they dispose of to reformulate tasks and distinguish available knowledge to solve linguistic problems. According to Duarte (2016: 13), "Translanguaging is used to scaffold meaning through interaction and contributes to jointly solve school tasks". In other words, language learners use translanguaging to hypothesize, negotiate meaning, express opinions and co-construct knowledge creating by so collaborative learning opportunities. It might therefore be safe to claim that translanguaging occupies a major role in the development of bi/multilingual learners' language skills in general. Drawing from these studies, we may conclude that translanguaging helps construct deeper thinking and increases linguistic knowledge by expanding language practices.

In multilingual contexts, Garcia & Wei (2014: 92) emphasize on the adoption of pedagogies that "ensure that all students are being cognitively, socially and creatively challenged". In fact, the linguistic, social and educational diversity of the profiles of multilingual learners impose the need for the adoption of a translanguaging pedagogy where each learner is treated holistically.

On a further level, Sayer (2008) maintains that translanguaging is pedagogically valuable to multilingual learners. Its pedagogical value lies in the fact that it does not only valorize their multilingual identities but also provides them with common grounds to interact and opportunities to expand their "funds of knowledge" (Martin-Beltran, 2014: 210). In the classroom, adopting translanguaging as an approach for teaching and learning falls within the broader scope of what Creese and Blackledge (2010) call "Ecological Pedagogy". Ecological pedagogies are ones which combine what is already existing with the new. In other terms, such pedagogies, among which is translanguaging, take into consideration newly introduced norms and practices without denying the preexisting ones. In the language classroom, more specifically in multilingual contexts, ecological pedagogies stress the importance of welcoming all the languages the learners possess and emphasize on the role of the already acquired languages in the development of the target one (Van Lier, 2008).

2.3. Theoretical Framework

Translanguaging theory rejects the idea of separate linguistic systems. It views the multilingual mind from a holistic perspective where there are no distinct linguistic systems but rather an integrated linguistic repertoire. This latter is part of a larger semiotic system from which specific features are used on demand. This psycholinguistic view of multilingualism favors the multilingual performance over the monolingual one. In fact,

translanguaging treats languages in a horizontal way rather than in a hierarchical fashion. (Vogel and Garcia, 2017).

In other words, instead of viewing the languages that constitute the multilingual's linguistic repertoire as separate "balloons", it is preferable to consider them as an "iceberg". The surface of this iceberg may imply that the speaker is using different codes but below the surface these languages are part of a common proficiency (Cummins 1979:126). Drawing from this, reasoning in terms of Chomsky's competence and performance theory, it might be argued that the multilingual's competence is composed of an integration of what is traditionally considered distinct languages. This multilingual competence is reflected in a similar multilingual performance which operates upon necessity.

Translanguaging also finds its roots in Vygotsky's socio-cultural theory of learning (1978) since it allows the co-construction of knowledge through the involvement in meaningful interaction. In the classroom, translanguaging offers a learning opportunity in which "the teacher can allow a student to use both languages, but in a planned, developmental and strategic manner, to maximize a student's linguistic and cognitive capability, and to reflect that language is sociocultural both in content and process" (Baker, 2011: 290). Drawing from this, one might suggest that translanguaging joins both psycholinguistic and sociolinguistic theories of language learning, increasing its validity in the field of multilingual education.

3. Methodology

The present research is an exploratory study which took place in three different middle schools in Algiers. It involved eight female and two male teachers of English aged 24 to 45 years old and whose teaching experience ranged between 2 and 22 years. A semi-structured interview was administered to the teachers in an attempt at capturing their thoughts about exploiting learners' translanguaging practices in education and whether such a pedagogical shift is valid and feasible in the Algerian context. A sociocultural approach is adopted throughout the study as this latter seeks to discover the degree of readiness of the teachers to adopt a pedagogy where learners scaffold their learning through the use of their full linguistic repertoires.

In addition to the conventional background information questions, the interview was composed of four main close ended questions all of which had an open-ended entry along with a fifth open ended question to further probe the answers provided by the informants. (See Appendix).

The first question of the interview aimed at unveiling the occurrence of translanguaging practices among students in the classroom. This question was followed by an open-ended entry where teachers had to enumerate the reasons for which students generally make use of their full linguistic repertoire. The second question, along with its open-ended entry aimed at exploring the extent to which teachers took advantage of the translanguaging practices exhibited by their students and in what ways. The third question directly targeted the core issue of this paper aiming at uncovering teachers' views regarding the validity of implementing translanguaging pedagogy in the classroom and the reasons behind their choice. The fourth question sought to address the second main issue raised at the onset of this paper by asking teachers whether or not a translanguaging

pedagogy was possible in the Algerian EFL classroom at middle school level. Teachers were also asked to provide justifications as to their choice. Finally, teachers were asked to give their suggestions to take advantage of students' translanguaging practices to enhance language learning.

It is worth noting that the results of the study are not to be generalized to all Algerian middle school teachers due to the small number of participants as well as to the subjective nature of their beliefs and perspectives.

3.1. Results and Discussion
3.1.1. Results

The data yielded by means of the close-ended items of the semi-structured interview were analyzed using descriptive statistics and presented in tables. As for the open-ended questions, their answers were coded using content analysis and presented in tables as well.

The first table represents the background information of the participants, including their gender, age and years of experience.

Table 1. Teachers' Profiles

Variable	Gender		Age			Years of experience		
Option	Male	Female	24-30	31-37	38-45	2-8	9-15	16-22
Number of answers	2	8	2	6	2	7	2	1

The table above shows the relative heterogeneity of the sample involved in this study. The sample is composed of two males and seven female teachers of English. Their ages range between 24 and 44 years old. Most of them are novice teachers with an experience of two to eight years whereas the few remaining others have a more valuable experience ranging between 9 and 22 years.

The second table shows the frequency of occurrence of translanguaging practices in the classroom as reported by the teachers.

Table 2. Frequency of occurrence of translanguaging practices in the classroom

Option	Never	Rarely	Often	Very often
Number of answers	0	0	3	7
Reasons			-To understand a task. -To answer my question.	To explain a word to a classmate. -To translate activity instruction to peers. -To discuss when I give them a task.

		-To help a peer understand something.	-To help each other complete activity

Results displayed in Table 2 clearly show the omnipresence of translanguaging practices in these EFL classrooms. Most teachers reported noticing the practice very often while the others explained that their learners used translanguaging every now and then for a variety of reasons. No teacher denied the occurrence of translanguaging practices in their classroom.

The next table displays teachers' answers as to whether they exploited their learners' linguistic diversity in the classroom or not along with the ways in which they made use of this attribute to their learners' advantage.

Table 3. Teachers' exploitation of translanguaging practices in the classroom

Option	Yes	No	Sometimes
Number of answers	**5**	**2**	**3**
Ways	-When I give them a task, I always make sure that they have all understood by asking a pupil to explain to his peers in Arabic or French. -I accept all answers in all languages but then I write everything on the whiteboard in English.	-I use English no matter what. If they do not understand, I reexplain or use gestures but I never speak in another language.	-I let them use other languages when I feel the need to. I guide the process in order to benefit from it. -I encourage them to speak in English but I do not blame them nor punish them when they use other languages because it is unavoidable.

This third table shows that most teachers do exploit the linguistic diversity of their learners at different rates employing different techniques. Three teachers, however, do not take advantage of this practice for educational purposes.

The fourth table exhibits teachers' answers as regards the validity of translanguaging pedagogy in their classrooms.

Table 4. Translanguaging validity from teachers' perspectives

Option	Yes	No	To some extent
Number of answers	**5**	**2**	**3**
Justification	-Pupils naturally use other languages, so prohibiting them from doing so is just wrong. -At first, I used to scold them for using other languages during the English class, but then I understood that this is how they are and that I should exploit this rather than see it as something negative. -I think it is valid because it helps learners work together and build mutual understanding of information. I notice that when they think in multiple languages, they understand better and then write better	-It is anti-pedagogical to use another language or let pupils use another language in the classroom. If I allow them to use other languages, they won't learn anything in English.	-I think it can be valid only if it's guided by the teacher. -It is valid in that it can help them understand difficult things sometimes without being detrimental to the development to their English language..

According to Table 4, six out of ten teachers are in favor of translanguaging pedagogy as a valid instructional technique whereas the remaining participants question its validity. Both parts provided justifications that are summarized in the table above. The fifth table presents teachers' answers on the feasibility of translanguaging pedagogy in their classrooms.

Table 5. Translanguaging feasibility from teachers' perspectives

Option	Yes	No	To some extent
Number of answers	**1**	**5**	**4**
Justification	-I think it is feasible because it is already there, we just need to make pupils aware of it to take advantage of it.	-Pupils feel ashamed when they use other languages because this connotes low proficiency, and parents are against this because they think that the teacher who does this is incompetent. -The inspector is categorical on this issue: we must never use another language during the English class. -We can't change the program overnight, sound decisions that value multilingualism need time to be implemented in our curriculum. -Even if we adopt this method in teaching, it is problematic when it comes to pupils' testing. How are we going to know if they progressed in English if we tolerate answers in other languages!	-I think that the methods were are using to teach our learners are no longer suitable for them so it is high time we embraced their diversity whenever possible. -It is important to understand that out pupils have changed through time and therefore we need to adapt our teaching to their demands. -I think that the pupils understand better when they try to understand information in their mother tongue.

This fifth table shows that teachers are not consensual as to the feasibility of translanguaging pedagogy in their classrooms with only one teacher explaining that the technique can be implemented in the classroom. The remaining informants showed reluctance as to the official exploitation of these practices and provided a number of justifications.

The last table shows the array of suggestions provided by the teachers as regards the means and ways translanguaging can be positively exploited in the EFL classroom.
Teachers' suggestions for the good exploitation of translanguaging in the classroom

	Suggestions	-I guess we need to guide learners and not just let them use translanguaging randomly. -Policy making is the basis. Translanguaging needs to be officially acknowledged in order to be fully exploited. -I suggest we design lessons and activities that would encourage pupils to use their linguistic knowledge creatively and for good reasons. -My suggestion is to train teachers, to familiarize them with the concept and to encourage them to accept it and to encourage it in their classrooms. -It is high time we changed our traditional approaches with new ones that accept the learner as he is with all his identity and not try to make him become a native speaker of a language that is not his.

3.2. Discussion

The results presented in the previous section bring much insight into the status quo of translanguaging as a practice and as an instructional technique in the Algerian EFL classroom. In fact, results exhibit that translanguaging is omnipresent in middle school classes of English and is used for a variety for reasons such as the co-construction of knowledge, paraphrasing, explaining, and mediating information. It has also been observed that translanguaging contributes in peer and group work and to the building of relationships among pupils through cooperation and collaboration. Translanguaging seems also to be well exploited by a number of teachers in favor of the learners since they allow and encourage them to make use of their full linguistic repertoire to enhance learning.

The sample explained that to assess the pedagogical validity of translanguaging as a practice for learning and teaching in multilingual contexts, it would be relevant to question the pedagogical validity of current bilingual pedagogies that have, so far, called for language separation. In fact, language alternation in educational contexts has traditionally been frowned upon and attitudes of both teachers and learners have been noted to be negative towards the use of multiple languages in the language classroom. The major argument for the separation of languages is that it "avoids cross-contamination, thus

making it easier for the child to acquire a new linguistic system as he/she internalizes a given lesson." (Jakobson & Faltis, 1990: 4).

Teachers also justified the validity of translanguaging with reference to its natural occurrence in the classroom. Indeed, despite the constant educational rejection of pedagogies other than the conventional ones, language learners tend to exhibit linguistic behaviors that encompass the use of their full linguistic repertoire as it provides them with pragmatic tactics to cope with educational challenges. Learners unavoidably make use of all their languages even in contexts where only the language of instruction is tolerated. This, according to Garcia and Wei (2014) is due to the fact that translanguaging is instinctive in bi/multilinguals.

A further reason advanced by the teachers for the validity of translingual instructional practices over the current ones is the fact that the exploitation of the whole linguistic repertoire of bi/multilinguals has proved to be effective in promoting learning. This complies with research conducted in the field such as a study by Lin (1999) which revealed that when allowed to use all their languages in the classroom, learners understand better and their motivation is increased. Or another study by Baker (2011) where translanguaging was found to promote deeper and fuller understanding of the subject matter, to develop the academic writing of bilinguals (Garcia and Sylvan, 2011), and to improve the comprehension, writing and thinking of learners (Garcia and Wei, 2014).

Despite its numerous benefits, the main issue in translanguaging pedagogy may reside in its decreased feasibility. In fact, teachers explained that change not only needs time but is often faced with reluctance. The idea of language separation is embedded in the minds and deeply rooted in the beliefs of students, teachers and administrators alike. It would, therefore, take time to implement such a pedagogy especially vis-a-vis most inspectors who insist on the exclusive use and the tolerance of the target language in the classroom. It is also challenging for teachers to shift their long-used practices to adapt to the new demands of their multilingual classrooms. Translanguaging pedagogy requires the teachers to not only know and use the languages present in their classroom but also demands the development of suitable methods and materials to put it into practice. Teachers brought about the issue of the need to devise appropriate curricula, syllabi and activities must before adopting a translingual pedagogy. This would require much time, money and effort, raising by so the issue of practicality.

One teacher pointed at a substantial issue explaining that if teaching practices are to be changed to fit translingual pedagogy, so must assessment procedures. Despite the potential ability of translanguaging in assessment to capture a full picture of students' abilities and achievement, the main challenge is that assessment procedures that comply with translanguaging pedagogy have yet to be developed. A translanguaging approach to assessment would provide equal opportunities for learners with different linguistic, ethnic, and socioeconomic backgrounds to be fairly evaluated; however, policy-makers still insist on sticking to conventional practices where monolinguals are the norm and bilingual language practices are regarded as being deficient. Due to its unusualness, "translanguaging in assessment is then not accepted either by the policy makers who commission the development of tests nor by many teachers who have been taught to assess knowledge in accordance with artificial bounds of social norms and language." (Garcia & Wei, 2014: 134).

Regardless of its apparent pedagogical value and potential, accepting translanguaging as a pedagogical practice for learning, teaching and assessing seems to be a far reach. It seems unlikely that translanguaging would step beyond its adaptive function to a more established space in the Algerian context for the time being.

4. Conclusion

This paper aimed to explore the pedagogical validity of translanguaging as well as its feasibility in the multilingual context of Algeria from the perspective of ten middle school teachers of English. The outcomes of the study revealed that translanguaging is present in these classrooms and is being exploited to a certain extent due to its benefits on learners. It may therefore stand as an ecological alternative for the current discriminatory multilingual pedagogies for the many advantages it offers, namely in the academic achievement of the learners.

Nevertheless, the feasibility and the implementation of this approach seems to be challenging as it would require the joint efforts of teachers, learners and stakeholders to bring the needed changes for the development and improvement of teaching and learning with consideration to the multilingual nature of today's classes. The results yielded from the above study are hoped to add to the existing body of knowledge around this multilingual practice especially in the Algerian context. Having captured the points of view of a number of teachers who are directly confronted to the issue, this might modestly serve as a starting point for further investigation of the topic.

References

[1] Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism*. Bristol, UK: Multilingual Matters.

[2] Benahcene, M. (2016). Attitudes Towards Code-Switching: a case study of Kabyle speakers living in Oran. *Traduction et Langues 15(1),* 305-315.

[3] Boukreris, L. (2015). Plurilingualism and Language Policy: the case of Algeria. *Traduction et Langues 14(1),* 123-129.

[4] Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of Translanguaging. *The Modern Language Journal 95(3)*, 401–417.

[5] Cenoz, J. and Gorter, D. (2017). Minority languages and sustainable Translanguaging: threat or opportunity? *Journal of Multilingual and Multicultural Development 38(10),* 901-912.

[6] Creese, A. & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal 94(1)*, 103-115.

[7] Cummins, J. (1979). Cognitive/Academic learning proficiency. linguistic interdependence, the optimum age question, and some other matters. *Working Papers on Bilingualism* (*19), 121–129.

[8] Duarte, J. (2016). Translanguaging in mainstream education: a sociocultural approach. *International Journal of Bilingual Education and Bilingualism 22(2),* 150-164.

[9] Garcia, O. (2009). Bilingual Education in the 21st Century: A Global Perspective. Malden, MA and Oxford: Wiley/Blackwell.

[10] Garcia, O. and Sylvan, C. (2011). Pedagogies and practices in multilingual classrooms: Singularities in Pluralities. *Modern Language Journal 95(3),* 385–400.

[11] García, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education.* London: Palgrave Macmillan.

[12] Hornberger, N. H. (2005). Opening and filling up implementational and ideological spaces in heritage language education. *Modern Language Journal 89(4)*, 605–609.

[13] Jacobson, R. and Faltis, C. (1990). *Language Distribution Issues in Bilingual Schooling.* Clevedon, UK: Multilingual Matters.

[14] Lin, A. M. Y. (1999). Doing-English-lessons in the reproduction or transformation of social worlds? *TESOL Quarterly 33(3)*, 393–412.

[15] Martin-Beltran, M. (2014). What Do You Want to Say? How adolescents use Translanguaging to expand learning opportunities. *International Multilingual Research Journal, 8,* 208-230.

[16] Paris, S. and Paris, A. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist 36(2),* 89–101.

[17] Sayer, P. (2008). Demystifying language mixing: Spanglish in school. *Journal of Latinos and Education 7(2),* 94–112.

[18] Van Lier, L. (2008). The Ecology of Language Learning and Sociocultural Theory. In A. Creese, P. Martin, & N. H. Hornberger (Eds.) *Encyclopedia of language and education.* Springer, Boston, MA. 53–65.

[19] Velasco, P. and Garcia, O. (2014). Translanguaging and the writing of bilingual learners. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education 37(1),* 6-23.

[20] Vogel, S. and García, O. (2017), Translanguaging. In G. Noblit, and L. Moll (eds.), *Oxford Research Encyclopedia of Education.* New York: CUNY, 1-21.

[21] Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes.* Cambridge, MA: Harvard University Press.

[22] Wei, L. (2018). Translanguaging and Code-Switching: what's the difference? Copyright Oxford University Press 2018. Available Online: https://blog.oup.com/ 2018/05/ translangua ging-code-switching-difference/. Retrieved on 26 November,2019.

[23] Williams, C. (1996). Secondary Education: Teaching in the Bilingual Situation. in C. Williams, G. Lewis & C. Baker (Eds.) *The Language Policy: Taking Stock.* Llangefni, UK: CAI, 39-78.

Appendix

Semi-Structured Interview Questions

Gender : Male/Female
Age :
Years of experience :

1. How often do your students use languages other than English in the classroom? For which purposes ?
2. Do you exploit this linguistic diversity in your classroom? In what ways ?
3. How valid do you find this practice in the language classroom?
   If yes, why?
   If not, why?
4. Do you think that it is possible to implement such a pedagogy in your classroom?
If yes, why?
If no, why not?
5. What do you suggest to take advantage of students' translanguaging practices in language learning?