

Exploring the Impact of Translanguaging-based Activities on EFL Students' Speaking Skills*** Chabbi Chaima¹, Boukhentache Slimane²**University of Jijel (Algeria). ¹

Laboratory of research studies in literature, language, didactics, and translation

University of Jijel (Algeria). ²

Laboratory of research studies in literature, language, didactics, and translation

chaima.chabbi@univ-jijel.dz ¹ / bkt.slimane@gmail.com ²**Dep. Day : 15/9/2025****Acc. day: 8/2/2026****Pub. day: 2/6/2026****Abstract:**

Translanguaging is becoming a research trend. However, little is known about its impact on English as a foreign language (EFL) students' speaking skills. This study aims at exploring the impact of translanguaging by information gap activities on EFL undergraduates. In this mixed-methods action research, the students were asked to translate Arabic story excerpts into English and share them with the class then orally summarize the whole story in English. The researchers also used classroom observation, students' feedback, interviews, and focus group. The collected data were thematically analyzed. The findings indicated that translanguaging may improve students' attention, create fun learning environments, enhance vocabulary learning and retention, foster diction, improve accuracy and enhance speaking. The results also revealed that EFL students hold positive attitudes towards the integration of translanguaging in the classroom. These results require further research on the impact of translanguaging.

Keywords: translanguaging, action research, English, speaking, EFL students.

**I-Introduction**

Algerian EFL classrooms are still dominated by the monolingual approach, which hinders rather than boosts the EFL students' English-speaking skills. The only-English policy forces the Algerian EFL learners to use only English in the classroom. As a result, their language repertoires, which encompass Arabic, Tamazight, French, and English, are suppressed rather than exploited to improve their English-speaking skills. In other words, the monolingual approach prevents the EFL learners from benefiting from their entire linguistic repertoires through using Arabic, Tamazight, or French as a scaffolding mechanism to speak English. This teaching reality creates a problematic gap between the learners' natural

* Chabbi Chaima. Email. chaima.chabbi@univ-jijel.dz

translanguaging tendencies (Garcia, O., 2009, 140) and the inflexible monolingual ideology that is rooted in the Algerian EFL teaching practices. This study uses a multilingual approach, translanguaging, to strategically exploit the Algerian EFL learners' Arabic and French knowledge to enhance their English-speaking skill.

The rationale behind this study lies in the urgent need to reconsider how EFL students' speaking skills are taught. Several EFL teachers still use English-only approaches that seem to neglect EFL students' full linguistic repertoires. These monolingual approaches can hinder the learners' ability to speak English. On the other hand, multilingual approaches such as translanguaging are more suitable alternatives. The reason for this is that they offer humanized teaching practices that align with the nowadays EFL classroom norms where all of the students are multilinguals (Garcia, O., 2009, 140). Furthermore, they enable EFL students to use their L1 as a scaffolding mechanism for speaking in English. This research paper explores the impact of translanguaging on EFL students' speaking skills. By documenting how translanguaging can impact EFL learners' speaking skill, this study can make a case for multilingual teaching practices, offering evidence that EFL students' speaking skill should be taught using multilingual approaches.

Translanguaging, as a bilingual practice, promises to bridge the gap between learners' L1 and L2. This teaching practice allows the learners to use their L1 as a scaffolding mechanism to speak L2. However, in spite of the increasing popularity of this teaching practice, the language skills of L2 that translanguaging can foster in EFL learners remain underexplored in the literature.

The study at hand aims at exploring the different effects of using translanguaging by information gap activities on the EFL students' speaking skills. The researchers attempt to identify the different impacts of translanguaging-based activities on the Algerian EFL undergraduates' speaking skill. They ask the following questions.

1) How can translanguaging improve the speaking skills of second-year EFL learners at Jijel University?

2) What are the attitudes of these students toward the use of translanguaging?

To address these research questions the following hypothesis are proposed:

1) H0: Translanguaging cannot improve the EFL learner's speaking performance

H1: Translanguaging can improve EFL students' speaking performance.

2) H0: EFL learners may have negative attitudes towards the use of translanguaging in the EFL classroom.

H2: EFL learners may have positive attitudes towards the use of translanguaging in the EFL classroom.

Consequently, this study addresses both theoretical and practical gaps in relation to translanguaging. Theoretically, gaining an understanding of how translanguaging may affect L2 speaking skill in FL learners can greatly foster our

understanding of the multilingual language teaching/learning practice. On a practical level, this study is especially relevant to EFL instructors, as the findings can make a case for a more inclusive and effective instructional practice in multilingual classrooms. By exploring the impacts of translanguaging on FL learners' speaking skills, this study can offer valuable insights for EFL teachers who are looking to incorporate translanguaging into their pedagogical practices. Eventually, this research can contribute to the growing body of literature on translanguaging and its potential implications in EFL classrooms.

II. Literature Review

II. 1. Defining Translanguaging

Translanguaging is a relatively newly emerging term in applied linguistics. It was first coined by the researcher Cen Williams in 1994 as a highly effective strategy to develop both L1 and L2 and to guarantee successful content learning. Thereafter, it was popularized by a number of researchers such as Baker (2001, 2006, 2011) and Garcia (2009).

Baker (2001) used the term translanguaging as one of the concurrent uses of languages in lessons in bilingual classrooms. He limited the term 'translanguaging' to the classroom practice that involves the alternating use of the language of input, only limited to the receptive language skills, and that of the output, exclusively in terms of the productive language skills. An example of this is reading a passage in L1 then writing it in L2. This means carrying meaning from L1 to L2 and from one language skill to the other. This definition is completely unsimilar to that of Garcia.

Garcia (2009) attempted to prove that bilingual education is not only the optimal but the only way to teach schoolers in the 21st century. She borrowed the term 'translanguaging' from Cen Williams to refer to language practices of bilinguals. Garcia approached the term translanguaging from the point of view that bilingualism is the norm in educational reality and that bilinguals engage in bilingual language practices to shape their bilingual realities. That is to say, bilinguals use translanguaging, or what she also referred to as 'languageing bilingually', to establish successful communications. Later on, Garcia (2012) developed the term to include all the strategies that are used to teach bilingual students by actively tapping into all their linguistic repertoires.

Henceforth, the term 'translanguaging' will be used to refer to the pedagogical strategy that involves the systematic interchangeable use of the mother tongue (s) and the target language, in which the use of mother tongues is only exclusive to the receptive skills while the use of the target language is solely restricted to the productive skills.

II. 2. Translation and Translanguaging

The similarities between the two terms 'translation' and 'translanguaging' may create a confusion between the two; however, they are unsimilar. Lewis,

Jones, and Baker (2012) made a distinction between the term 'translanguaging', especially in bilingual education, and the term 'translation', which could possibly occur when analysing languages and/or communicating in a foreign language. They argued that translanguaging promotes EFL learner engagement in the newer higher order function of active meaning-making. In other words, the learner is not only constantly carrying meaning across two different languages, but also carrying meaning across different skills all at the same time. Therefore, although both translation and translanguaging strategies are frequently utilised to facilitate mutual understanding in the meaning-making process (García 2018), the term 'translanguaging' can be seen as an umbrella term for the subordinate term of 'translation'.

II. 3. The Merits of Translanguaging

The use of translanguaging in bilingual education has gained focus in recent times. Bartlett & García (2011) argued in favour of the productivity and effectiveness of translanguaging. Their arguments can be summed up in the following points. First, translation allows the learner to draw on their entire Linguistic Repertoire. That is to say, it allows the learner to tap on both linguistic repertoires, that of L1 and that of L2. Second, it engages students in interaction. In other words, it allows an interaction between two different languages and two different skill types for the learner. Finally, the use of translanguaging allows the student to achieve significantly greater overall academic success.

II. 4. Previous Studies

Translanguaging is becoming a new shift of focus for a number of Algerian researchers. Many attempted to study the attitudes of teachers with regard to the use of translanguaging in EFL classes to teach English. For example, Stihl (Stihl, O., 2021, 298) used semi-structured interviews to shed light on the perspectives of teachers of English to establish the extent to which translanguaging can be used to teach English in public schools. The findings showcased that the teachers favor using translanguaging. While Stihl (Stihl, O., 2021, 298) approached this topic from a socio-cultural lens, Serai (Serai, S., 2022, i) approached this issue from a structural linguistic lens.

She conducted an exploratory case study to identify the translanguaging practices of the EFL teachers and students, as well as the functions of these practices. Next, she examined the participants' attitudes whenever translanguaging was used. The findings revealed that translanguaging practices have specific functions, whereas teachers' attitudes revealed the opposite, as they claim that they have no functions. Furthermore, the students were in favor of using translanguaging in EFL classes.

Despite the growing body of research regarding the use of translanguaging in Algeria, most researchers seem to only focus on the attitudes of EFL teachers

and/or students, especially the teachers. This mixed-methods action research, however, attempts to explore the use of translanguaging-based activities to improve EFL students' speaking skills. This research does not focus on mere opinions of the EFL students but on how the use of translanguaging in EFL classrooms can empirically improve EFL learners' speaking skills.

III. Methods

III. 1. Sample and Sampling Procedure

This action research took place in one of Jijel University's oral expression classrooms, where a vocabulary-based speaking course was undertaken by second-year undergraduates. The group of the students/participants (N = 22) was selected through a convenience sampling method. The class consisted of English majors, most of whom had been learning English as a foreign language for at least 8 years; therefore, they had an acceptable mastery of the four English language skills. Additionally, these students had been studying the module of translation, which indicated that they were familiar with the different strategies of the act of translation. These two attributes qualified them to be a suitable sample for this study, which uses mixed-methods action research.

III. 2. Research Design

The teachers/researchers used mixed-methods action research to collect data for this study. This type of research is one that utilizes both qualitative and quantitative methods within the action research framework (Ivankova, N., & Wingo, N., 2018, 10). It is participatory, reflective, and performative (Parker et al, 2017, 3). In other words, the researcher is the practitioner, an insider who attempts to bring about changes into his/her field. This can occur through reflection, planning, action, and observation. These are known as the different steps of action research (Parker et al, 2017, 3).

The teachers/researchers selected mixed-methods action research to generate a better teaching/learning experience. First of all, an action-oriented research approach is adhered to in the present study so as to attain a more thorough and accurate understanding of the inner workings of the EFL classroom. This understanding can lead to informed new actions. These new planned successive actions are undertaken by the teacher/researcher, on the basis of different practices and theories, to inform a final effective practice. This practice renders the teaching/learning experience more effective and efficient. Additionally, this research endeavour provides an evaluation of the merits and the effectiveness of the pedagogical practice of translanguaging in EFL settings.

This study is mixed-methods action research as it uses both qualitative and quantitative data. In fact, qualitative data from classroom observation can provide a holistic picture of the impact of translanguaging by information-gap activities on students' speaking skills. On the other hand, quantitative data from focus group,

interviews with students, and students' written feedback can provide a detailed picture of the effects of this practice. The analysis of the collected data can provide insights into the impact of the pedagogical practice of translanguaging on students' language learning, as well as its effectiveness. This can inform future decisions that can be taken into consideration by instructors and syllabus designers.

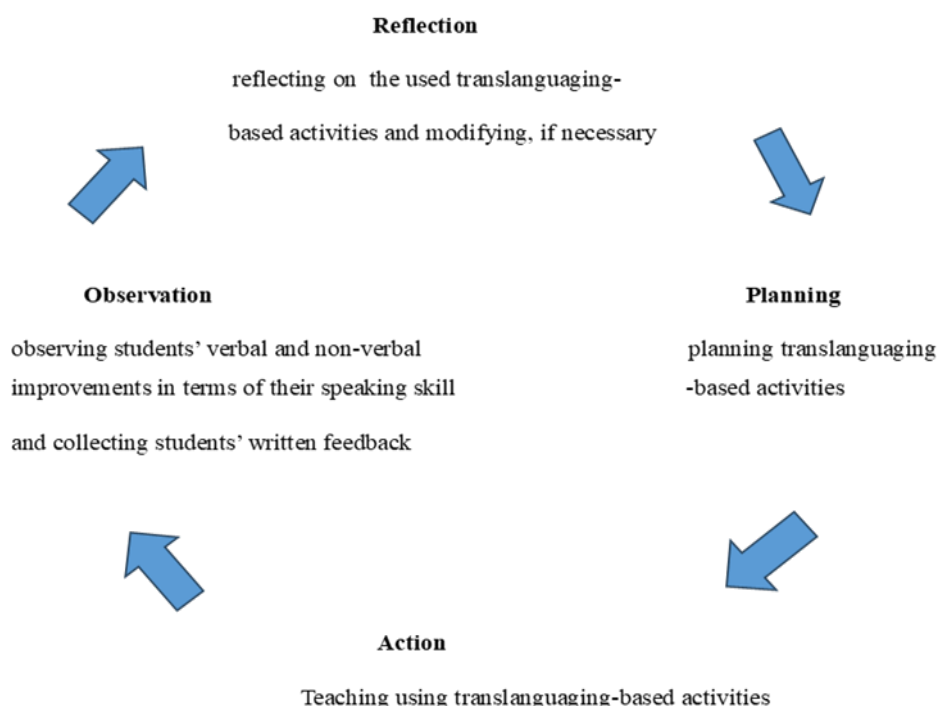
III. 3. Action Research Cycles and Instructional Procedure

There were two cycles in this study. The first cycle consisted of four steps. First, translanguaging-based activities were planned by the teachers/researchers on the basis of their experiences and fields of interest. The materials they used included Arabic short stories. Each story was segmented into excerpts of one to two sentences to create information gaps. Moreover, the researchers used classroom observation notes in order to document the potential changes in the learners' verbal and non-verbal behaviours.

Second, the practitioners taught speaking using the already planned translanguaging-based activities. Third, the teachers/researchers took notes while observing students' verbal and non-verbal improvements in terms of their speaking skills. After that, they collected the students' written feedback. Finally, the practitioners reflected on the used translanguaging-based activities, which resulted in some modifications.

The second cycle stemmed from these reflections and modifications. The modified translanguaging-based activities were carefully planned. After that, the teachers/researchers taught using those modified activities. Meanwhile, they were taking notes of students' verbal and non-verbal signs in terms of their speaking skills and collecting students' written feedback. The reason for engaging in those two cycles, as well as the reason for selecting this type of research, is to bring about positive changes and to aim at achieving improved practice. The different steps of this action research are summarized below in Figure 2.

Fig (2): The spiral step model of this action research



Source: produced by the author

In each session the teachers/researchers administered two to three short stories to the sample. The Arabic short stories were segmented into short passages and given to the learners. Each student has to read their passage in Arabic and then orally translate it to English. Once all the passages of the story were read and translated, some students were randomly selected to summarize the whole story in English. At the end, they were provided with the translated version of the story.

III. 4. Data Collection Tools

In this mixed-methods approach, the researcher used four data collection tools:

1) Classroom observation

The researchers took observation notes throughout both cycles of this mixed-methods action research to document any changes in students' overall speaking performance.

2) Student's written feedback

At the end of each cycle, the researchers collected quantitative data to measure students' attitudes towards translanguaging in order to test the hypotheses.

3) Focus group

The teachers/ researchers chose focus group as another research tool in this study since its format enabled interaction amongst the students. This enabled the teachers/ researchers to measure the points of agreement and contrast in participants' attitudes and experiences with regard to the use of translanguaging and its impact on their speaking skills.

4) Student interviews

The teachers/ researchers conducted one-on-one semi-structured interviews with the students to gain further measurable deeper insights into the students' attitudes and outcomes with regard to the use of translanguaging in their classroom.

III. 5. Data Analysis and Hypothesis Testing

This study used a mixed-methods logic within an action research framework. Despite the absence of inferential testing, the use of multiple data collection tools supported a mixed-methods logic. Therefore, the hypotheses were examined through the triangulation of observational, reflective, and interview data within action research framework rather than through a pre-post-test design.

Changes in students' speaking skills were documented across the two action research cycles through classroom observation, student written feedback, student interviews, and focus group discussions. When exploring these changes, the researchers focused on two key indicators, the verbal and non-verbal behaviours of the participants. These behaviours included constructs such as the rate of participation, speaking performance development, participants' statements and confidence in speaking. These collected data addressed the first hypothesis (H1) regarding the impact of translanguaging on students' speaking skill.

To address the second hypothesis (H2), students' attitudes towards translanguaging were measured and presented in the form of numerical data by counting frequencies of occurring themes in student's written feedback, student interviews and focus group discussions. These data sources provided insights into learners' attitudes towards the use of translanguaging in their speaking classroom and how it influenced their learning experiences and speaking performance. The collected data were analysed thematically, then, the emerging themes were encoded in the form of a table that represents the data in numerical values.

All-in-all, the present research work uses a mixed-methods action research design, in which quantitative and qualitative classroom-based data are the source of evidence. Even though no pre-post testing is used, the mixed-methods logic is reflected in the triangulation of both qualitative and quantitative data. In fact, this mixed-methods approach is all about the integration of data from multiple data collection instruments, including qualitative data from classroom observations and quantitative data from student written feedback, student interviews, and focus group discussions. In line with action research design, the hypotheses are examined

through systematic qualitative analysis and numerical measurements. This approach enhances the credibility and the trustworthiness of the study. Furthermore, it aligns with the goals of classroom-based action research which attempt to produce solutions that are more effective as they address real-world problems and fix their causes rather than providing one-size-fits-all fixes.

IV. Results

In an attempt to identify the major themes and their relationships with one another and to provide a wide-angle view, a thematic analysis was conducted by the teachers/researchers. The data collected through all research tools, namely observation, students' written feedback, interviews with students, and focus group, were analysed and put into categories of different themes.

IV. 1. Findings from Classroom Observation

The data collected through classroom observation reveals that students' English language has significantly improved. The major themes that stemmed from observation are students' attention, interest, vocabulary learning, diction, vocabulary retention, accuracy, and improving speaking. Firstly, attention significantly increased as the students seemed more engagement in the lesson. This increase was noticed by the practitioners as the students were constantly asking questions about the terms used when translating. For example, a student inquired why the practitioners used the title *النعجة والذئب* (*al-na'ja wa-al-dhi'b*), literally translated as 'the ewe and the wolf, even though it was eventually translated to English as the wolf and the sheep.

Furthermore, the students were enjoying learning, as they seemed to have fun when learning. This was clear to the teachers/researchers through students' non-verbal behaviours, such as cheerfulness. In addition to this, the practitioners noticed that the participants' vocabulary repertoire was enhanced; accordingly, their diction was fostered and their vocabulary retention increased. This can be due to the fact that the students were in an anxiety-free environment having fun and using stories in their mother tongue whilst learning English, which, according to Krashen, is the optimal language learning environment. It also came to the teachers/researchers' notice that students' speech was more accurate; for example, a student used the term 'boar' instead of the term 'pig' because it is more specific. Finally, it could be said that their speaking skills significantly improved.

IV. 2. Findings from Students' Written Feedback

The data gathered from students' feedback demonstrated that students' attention was enhanced as they were having an enjoyable learning experience; for example, a student stated, "It is interesting" and another said, "I like the session". Besides, the students seemed to notice the gap between their current level and their required level; for instance, one student stated, "I don't have enough good English". This can be due to the fact that some students seemed to reach a state of

cognitive stress when they were unable to communicate. Probably for the same reason, the students stated that they started to think in English; for example, one student said, "...I feel that I think in English now". Additionally, the students seemed to have fostered their vocabulary learning and accuracy. This also can be due to that fact that all were forced to speak English that led them to stretch their linguistic abilities. For instance, one student stated, "I learned more words and how to use them in the right way...". Accordingly, students' speaking skill was improved which was confirmed through the data collected from their feedback. For example, one student said "I can speak better [now]".

IV. 3. Findings from Interviews

Interviews with 10 students revealed that the students seemed to be able to notice the gap between their current level of English and the required level; for example, one student stated, "erm...I feel like I need like to learn more. My English is very very bad". This can be, as discussed above, due the challenges faced when forced to speak in English. Additionally, students seemed to have fun when engaging in learning. For example, one student put forward, "yeah, it was very interesting, I liked it". This could be due to the fact that they were translanguaging using short stories that are originally written in their mother tongue. For the same reason, they seemed to learn and retain more vocabulary items. For instance, one student noticed, "I learned a lot thank you... I can remember more new words I didn't know before". Moreover, the participants were more accurate in their speech; for example, one student observed, "now, I use the words correctly". This can be owing to stretching their linguistic ability when performing translanguaging-based information gap activities. Finally, students reported that their speaking significantly improved; for example, one student held, "...my English is better a lot".

IV. 4. Findings from Focus Group

The data derived from focus group discussions revealed that the students appeared to have fun when using translanguaging; for example, one student stated, "We enjoyed the lessons. For me, I like translation". The findings equally revealed that they learned a significant amount of new vocabulary items; for instance, one student said, "...I have learned so many new words and I have written them, look!" This can be because students were put in situations where they had to stretch their linguistic abilities in order to establish an effective communication free from communicative breakdowns.

To sum up, translanguaging has been shown to improve EFL learners' language proficiency, specifically in terms of the different cognitive, motivational, and skill-based components that contribute to the EFL student's ability to learn the FL. These components were found to be students' attention, noticing the gap between one's current level and the required level, thinking in English, interest,

vocabulary learning and vocabulary retention, accuracy, and improvement of the learner's overall speaking skill.

The teachers/researchers provide a table which reports the frequencies of each theme that appeared across all data collection tools except observation. These frequencies represent numerical values of how many times each theme emerged across different data collection instruments.

The qualitative data that were collected through classroom observation and the numerical values which reflect recurring themes in student's written feedback, focus group and student interviews allow triangulation of data. The collected data were triangulated across the four data collection tools to increase the credibility of the findings.

The data collected from observation, students' written feedback, interviews with students, and focus group were analysed and presented in terms of themes. This can be found in Table 1

Table 1. Summary of the findings from the research tools

Themes	Focus Group (participants)	Interviews with Students (participants)	Student's Written Feedback (participants)
Students' Attention			1
Noticing the Gap Between One's Current Level and the Required Level		10	2
Thinking in English			2
Interest	22	10	10
Vocabulary Learning	22	10	3
Vocabulary Retention		10	
Accuracy		10	
Improving Speaking		10	4

Source: produced by the author

V. Discussion

The findings of this study are discussed in the light of the research questions that guide this research work.

V. 1. The Potential of Translanguaging to Improve the EFL Learner's Speaking Skill

The first research question examines whether translanguaging as a bilingual practice can improve EFL learners' speaking skills. The findings of this research reveal that translanguaging can improve learner's overall speaking skills, along with other constituents including students' attention, noticing the gap between one's current level and the required level, thinking in English, interest, vocabulary learning and vocabulary retention, and accuracy.

These findings support the idea that translanguaging can significantly improve key aspects of the FL in the EFL learner (García, O., 2018, 54). Furthermore, the obtained results confirm the first hypothesis (H1) suggesting that translanguaging can enhance EFL students' speaking performance.

V. 2. Students' Attitudes towards Translanguaging Use

Concerning the second research question, the findings of this study reveal that EFL learners hold positive attitudes towards the integration of translanguaging in the EFL classroom. In fact, these results are aligned with the findings of other studies in the literature suggesting that FL learners hold positive attitudes towards translanguaging (Stihi, O., 2021, 298; Serai, S., 2022, i). Moreover, these findings are consistent with the second hypothesis (H2) suggesting that EFL students may have positive attitudes towards the integration of translanguaging in the EFL classroom.

Overall, comparing the findings of this study with similar research studies indicates that these results align with previous research suggesting that translanguaging can positively affect EFL learners' language speaking skills and that students hold positive attitudes towards this teaching practice. Therefore, instructors and syllabus designers should avoid the rigid, non-flexible 'English-only' policy in EFL classrooms and turn to a more flexible policy that allows L1 use.

All in all, these results contribute to the literature on the impact of translanguaging on EFL learners' FL, reinforcing its potential as an impactful pedagogical tool for FL learning in EFL classrooms. In fact, the present research work contributes empirical support to translanguaging theory by showcasing its effectiveness even in traditional EFL contexts, emphasizing its significant benefits.

VI. Limitations

While this research work may offer valuable insights into the impact of translanguaging on EFL speaking skill, a number of limitations must be acknowledged. The action research design limits generalizability across different contexts because of its small-scale nature and potential researcher bias. Indeed, this study only focused on a homogeneous L1 classroom which means that these results may not apply to other EFL classrooms where students do not share the same mother tongue. Furthermore, potential researcher bias can be another limitation as far as this study is concerned. Since the researchers are the teachers themselves,

their observations can be biased. These limitations suggest the need for more studies across different EFL contexts.

VII. Recommendations

The findings of this mixed-method action research study shed light on multiple possible implications for EFL pedagogy and policy. In terms of pedagogy, the findings of this research work advocate for using translanguaging as a strategic bilingual pedagogical practice in the EFL classroom. This can be achieved by allowing the strategic use of L1 to enhance speaking performance, particularly for intermediate and advanced students. In terms of policy, these results reject rigid monolingual classroom mandates as it favours more flexible EFL policies that support translanguaging as a legitimate pedagogical practice in the EFL classroom.

VIII. Conclusion

The present study endeavoured to offer an attempt to explore the impact of translanguaging-based activities by information gap activities on EFL students' speaking skills. It has revealed whether translanguaging can enhance students' speaking skills at the University of Jijel. The collected evidence has demonstrated that translanguaging-based activities can improve students' attention, make students notice the gap between their current level and the required level, allow them to think in English, create a fun learning environment, enhance vocabulary learning and retention, foster students' diction, improve their accuracy, and enhance speaking. Furthermore, the results of this research work revealed that EFL learners hold positive attitudes towards the use of translanguaging in the EFL classroom. The findings of this mixed-methods action research may inform future decisions by curriculum/syllabus designers and educators to create a more engaging and challenging learning environment for EFL learners. The results of this study can also inform future directions in classroom research to empirically investigate the cause-and-effect relationship between translanguaging-based activities and students' speaking skills.

IX. Bibliography

1. Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Clevedon, UK: Multilingual Matters.
2. Bartlett, L., & García, O. (2011). *Additive schooling in subtractive times: Bilingual education and Dominican immigrant youth in the Heights*. Nashville, TN: Vanderbilt University Press.
3. García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell. Retrieved from https://books.google.dz/books?hl=en&lr=&id=bW6V_K95ckC&oi=fnd&pg=PR11&dq=Garc%C3%ADa+2009+Bilingual+education+in+the+21st+century:+A+global+perspective&ots=aD4kh5Mfa3&sig=MIE9BIK30eP35glRTsAv-

[RtHbqA&redir_esc=y#v=onepage&q=Garc%C3%ADa%202009%20Bilingual%20education%20in%20the%2021st%20century%3A%20A%20global%20perspective&f=false](#)

4. García, O. (2012). Multilingual pedagogies. *The Routledge handbook of multilingualism* (pp. 249-263). Routledge.
5. García, O. (2018). Translanguaging, pedagogy and creativity. *Éducation plurilingue et pratiques langagières: Hommage à Christine Hélot*, 31, 39-58. Retrieved from <https://ofeliagarciadotorg.wordpress.com/wp-content/uploads/2018/12/Garcia-Translanguaging-pedagogy-and-creativity.pdf>
6. Ivankova, N., & Wingo, N. (2018). Applying mixed methods in action research: Methodological potentials and advantages. *American Behavioral Scientist*, 62(7), 978-997.
7. Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655-670.
8. Parker, V., Lieschke, G., & Giles, M. (2017). Ground-up-top down: a mixed method action research study aimed at normalising research in practice for nurses and midwives. *BMC nursing*.
9. Serai, S. (2022). *Translanguaging in Algerian university EFL classrooms: Practices and attitudes* (Doctoral dissertation). University of Portsmouth.
10. Stihi, O. (2021). Ecological approaches to language education: Translanguaging in the Algerian EFL classroom. *Traduction et Langues*, 20(1), 298-312.