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Effectiveness of Pedagogical Translanguaging in Teaching English Grammar -Teaching Comparative and Superlative Adjectives as a Sample-

فاعلية الانتقال اللغوي التعليمي في تدريس قواعد اللغة الإنجليزية - تدريس صفات المقارنة والتفضيل نموذجاً -

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Article info:	Abstract
Article history: Received :20-03-2024 Accepted : 03-12-2024 Key words: -Pedagogical translanguaging -English as a Foreign Language -English grammar.	This study aims at investigating the effectiveness of pedagogical translanguaging in teaching Grammar in English as a foreign language context. Participants of the study are a set of Algerian adult learners who master Arabic as a first language and learn English as an additional one. For the purpose of the study, the participants were divided into two groups which were randomly designated as first and second group. After that, they were submitted to a pre-test which targeted their prerequisites related to “comparative and superlative adjectives” that they were going to be taught. Later on, both groups were taught the same lesson but through two different approaches, as the first was taught using translanguaging while the second using English only. Eventually, the two groups were submitted to a post-test to evaluate their learning progress. Analyses of the obtained mean scores revealed a significant outperformance of the first group over the second, indicating effectiveness superiority in favour of pedagogical translanguaging in teaching the target grammar points.

الكلمات المفتاحية:	ملخص
الانتقال اللغوي التربوي اللغة الإنجليزية كلفة أجنبية قواعد اللغة الإنجليزية	تهدف هذه الدراسة إلى التحقق من مدى فاعلية الانتقال اللغوي التعليمي في تدريس قواعد اللغة الإنجليزية في سياق تدريسها كلفة أجنبية. شارك في الدراسة مجموعة من المتعلمين الجزائريين البالغين الذين يتقنون اللغة العربية كلفة أولى ويتعلمون اللغة الإنجليزية كلفة إضافية. ولأغراض الدراسة، تم تقسيم المشاركين إلى مجموعتين تم اختيارهما بشكل عشوائي كالمجموعة الأولى والثانية. بعد ذلك، تم إخضاعهم لاختبار قبلي استهدف مكتسباتهم القبلية المتعلقة بـ «صفات المقارنة والتفضيل» والتي سيتم تدريسها لهم في سياق هذه الدراسة. لاحقاً، تم تدريس نفس الدرس لكلا المجموعتين ولكن من خلال مقاربتين مختلفتين، حيث تم تدريس الفوح الأولى باستخدام الانتقال اللغوي التربوي بينما الثاني باستخدام اللغة الإنجليزية فقط. وفي نهاية المطاف، تم إخضاع المجموعتين لاختبار بعدي بغرض تقييم مدى تقدمهم في التعلم. وكشفت تحليلات متوسط الدرجات التي تم الحصول عليها عن تفوق ملحوظ للمجموعة الأولى على الثانية، مما يشير إلى تفوق الفعالية لصالح الانتقال اللغوي التعليمي في تدريس النقاط النحوية المستهدفة.

1. Introduction

The need to activate the whole linguistic repertoire and the recognition of multilingual practices is gaining ground even though languages have been traditionally considered as separate systems in school contexts. According to the Common European Framework of Reference for Languages (Council of Europe, 2001, p. 4), multi-linguals develop ‘a unique competence to which all knowledge and experience of language contribute, and in which languages interrelate and interact. This consideration of the whole linguistic repertoire is at the heart of adoption translanguaging to language and content classroom as a pedagogical means.

The term translanguaging originated in Welsh secondary schools in 1994, it is attributed to Cen Williams to refer to receiving input in one language and producing in another. Since then, it has evolved to encompass various educational and social domains. In the classroom context, it is referred to as pedagogical translanguaging to mean language learning situations where multilingual speakers use their own languages as an integrated communication system, while involving a fluid movement between languages to enhance learning and understanding (Serai, 2019).

In such a context various teacher-planned activities are utilized to foster language and content learning in classroom settings by activating all the linguistic knowledge students already possess. This involves the conscious use of two or more languages simultaneously for communicative purposes in a multilingual context. Pedagogical translanguaging provides a theoretical and instructional approach to support the development of all languages used by multilingual learners, inspiring confidence and encouraging participation in language classrooms (Cenoz and Gorter, 2022).

It is noteworthy that pedagogical translanguaging differs from spontaneous translanguaging in the way that it is teacher-planned with a pedagogical intention aiming to activate students’ multilingual and repertoires for their benefit. It can be adopted at different doses depending on the degree of pedagogical intervention and the use of multiple languages in the

same session. Nonetheless, implementing pedagogical translanguaging is confronted to various challenge that pose considerations for language teachers (Cenoz and Gorter, 2022).

2. Review of the literature

2.1. Pedagogical translanguaging studies

Recently, pedagogical translanguaging has gained a significant attention which is manifest in the number of related studies. As mentioned previously, it originated from bilingual schools in Wales, and involves both planned pedagogical strategies and spontaneous language practices (Cenoz & Gorter, 2017). In the pedagogical context, it has been proposed as a way for bilingual individuals to leverage their multiple languages to enhance communication and as a pedagogical approach for learning (Duarte, 2016). In terms of efficiency as a pedagogical approach, research has shown that translanguaging can support teachers in utilizing multilingual and multimodal resources to facilitate teaching and learning in various subjects, such as mathematics and science (Tai & Wei, 2020; Pun & Tai, 2021; Tai, 2021). Furthermore, studies have revealed the positive impact of pedagogical translanguaging on students’ learning processes in multilingual classrooms (Zhou & Mann, 2021). Besides, teachers’ practices of translanguaging have also been found to influence students’ attitudes towards it as an approach in addition to positive outcomes reported in some investigations (Wang & Shen, 2023). It has also been recognized as an effective pedagogical practice that makes learners’ linguistic and cultural practices visible, and thence enhances learning (Shi & Rolstad, 2022).

Translanguaging has been studied in different educational contexts, including English as a Foreign Language (EFL) classrooms (Yüzlü & Dikilitaş, 2021). Such studies included those conducted in Indonesian EFL classrooms (Raja et al., 2022), and English Medium Instruction (EMI) settings (Zhou et al., 2021; Tai & Wei, 2020). These studies have emphasized the importance of creating translanguaging spaces in classrooms where teachers and students can engage in diverse meaning-making systems to enhance language and pedagogical practices (Tai & Wei, 2020).

Overall, research on pedagogical translanguaging brought to light its significance in promoting teaching practices, leveraging students' multilingual repertoires, and creating effective learning environments through the deployment of the learner's linguistic repertoire. Besides, related studies provided insights about the theoretical foundations, practical implications, and benefits of incorporating translanguaging as a pedagogical strategy.

2.2. Advantages of translanguaging

Undoubtedly, the ground pedagogical translanguaging has been gaining recently is fed by the numerous advantages it offers to educational contexts. Research has shown that the use of its techniques can provide affective and social benefits to learners, fostering a deep understanding of the target content (Makalela, 2015). In this sense, it is noteworthy that one significant advantage of pedagogical translanguaging is that it allows learners to have greater access to information thanks to utilizing different languages, favouring understanding and engagement with the subject matter (Cenoz & Gorter, 2022).

As far as language learning is concerned, translanguaging is considerably advantageous as well. Yusri posits that it allows bridging linguistic gaps, scaffolding the second language learning process, and enhancing student participation in the classroom (Yusri et al., 2022). As far as bridging linguistic gaps, it is obvious that allowing the use of the learners language feeds their fluency, for the lack of the necessary language resources hinders fluent communication. Thereby, translanguaging-based classroom practice can scaffold learning for fluency purposes, as the use of the learners language is meant to fade gradually as the learner gains more linguistic resources of the target language. The allowance of switching to one's language for communication or input decoding purposes can only augment learners' participation potential in the language classroom, in contrast with a classroom where it is forbidden to switch to any other language. Wen (2023) confirms that, as he states that educators who embrace pedagogical translanguaging can benefit from increased student participation, confidence, and engagement in language classrooms.

Additionally, and in terms of language learning, translanguaging has been found to promote morphological awareness across languages, thereby it aids in the development of reading skills in multilingual contexts (Leonet et al., 2019).

In terms of learning atmosphere, within an additional language classroom, the use of the learners' mother tongue or another language that they masters can only spread a feeling of security that is implied in the success of communication guaranteed by openness to other languages in terms of utilization for learning purposes. Research has shown that translanguaging is of a major benefit in the contexts of linguistically and culturally diverse students; as in such, its use as a pedagogical resource allows teachers to support content teaching and learning in various subjects, such as science and mathematics (Tai, 2021).

Generally speaking, translanguaging enables the learners to use their existing languages flexibly to meet their communicative needs, facilitating easier linguistic and conceptual acquisition by tapping into their funds of knowledge (Dobinson et al., 2023). The purposeful mobilization of the whole linguistic repertoire is likely to enable the learners to draw deductions about how the target language differs from theirs, and thus manage to generate new utterances with a higher potential of accuracy resulting from the meta-linguistic awareness they develop.

3. Research Methodology

Since this study is empirical, the qualitative method will be adopted. Thereby, a grammar lesson will delivered to the participants in two versions, one translanguaging-based and the other English monolingual-based. Besides, a pre-test and post-test will be used in order to quantify the learning progress of each group. In a further step, the values obtained from the comparison of the pre-test and the post-test results of each group will be compared to each other so as to be able to decide upon efficiency of the two adopted approaches.

3.1 Significance of the study

This study addresses the adoption of translanguaging as a pedagogical strategy. It aims at checking

its efficiency in teaching grammar. It derives its significance from the advantage that can be gained from the adoption of translanguaging in language learning and teaching, knowingly that the linguistic repertoire of the learners is so rich and can serve to gain time and efforts to grasp many language related concepts.

3.2. Research design

In order to answer our research question which is about the effectiveness of the adoption of translanguaging as a teaching approach, pre-test and post-test experimental design will be adopted. A set of English as a foreign language' learners will be divided into two groups, and then taught "comparative and superlative adjectives" in two different approaches, using translanguaging with the first while using English only with the second. In order to measure the outcomes of each approach, both groups will be submitted to a pre-test. After the lesson will be delivered, again both groups will be submitted to a post test. Eventually, pre and post-test results obtained from each group will be compared in order to quantify the progress realized by each one of the two, to end up by comparing progress rates of the two groups.

3.3. Research question

Throughout the aforementioned procedure, this study aims at answering the following research question:

How effective is the use of pedagogical translanguaging in teaching "comparative and superlative adjectives" compared to the use English only?

3.4. Hypothesis

Considering the importance of the learners' linguistic repertoire, and the fact that it is shared with the teacher, we hypothesize that using translanguaging is more efficient in teaching the comparative and superlative adjectives than using English only.

3.4. Context and participants

This study subscribes to the realm of pedagogical translanguaging as a teaching approach to language teaching. It addresses specifically the use of translanguaging in teaching grammar to of learners of English as foreign language.

The participants of the study are a set of Algerian university students who study English as an additional language. Herein, a point worth noting is that both of the learners and the teacher master Arabic. The context as described seems to be fertile for the adoption of translanguaging mainly that learners tend so frequently to ask for explanation in Arabic in order to achieve comprehension and communication.

3.5. Research instruments

The pre-test and post-test that will be used before and after the intervention will provide values that will be explored and exploited. These values will result from the evaluation of the participants knowledge of the target grammar point, the comparison of the pre-test and post-test results of each of the two groups, and the comparison of progress rates of the two groups.

3.6. Data analysis

Analysis of the data collected via the pre-test and post-test will be submitted to comparison. Once the pre-test and post-test mean scores of each group are obtained, they will be compared to each other in order to quantify learning progress realized by each group. After that, progress mean rates of the two groups will be compared so as to be able to decide upon efficiency superiority among the two approaches adopted in the delivery of the lesson, and thence answering the research question of the study.

3.6.1. Pre-test and post-test data analysis

Table 1 below shows the pre-test and post-test mean scores of each group. By pre-test mean score we refer to the average score of the whole group as obtained from the pre intervention test. While we refer by the post-test means core to the average score of the whole group as obtained from the post-intervention test.

Table1.

Pre-test and post-test mean scores.

	Pre-test mean score	Post-test mean score
Group 1	5/20	17/20
Group 2	6/20	13/20

As shown in table 1 and the graphical representation (Figure1), the pre-test mean scores obtained by participants in both groups reveal the existence of some prerequisites related to comparative and superlative adjectives. This was found due the fact the participants have dealt with the target language point during their previous schooling years.

Table 1 and the graphic representation (figure 1), also show that the post-test revealed a learning progress realized by participants in both groups.

As detailed in Table 2, participants in group1 realized a learning progress of 10/20 points; meanwhile those of group 2 realized a learning progress of 7/20 points.

3.6.2. Progress mean rates analysis

Table 2 below presents the progress mean rates as well as the progress mean rates difference. By “progress mean rate” we refer to the value obtained from the subtraction of the pre-test and post-test mean scores of each group. It is a value meant to quantify the realized learning progress in term of points out of twenty (xx/20).

By “mean progress rates difference” we refer to the value obtained from the subtraction of the two mean progress rates obtained for each group (table 2).

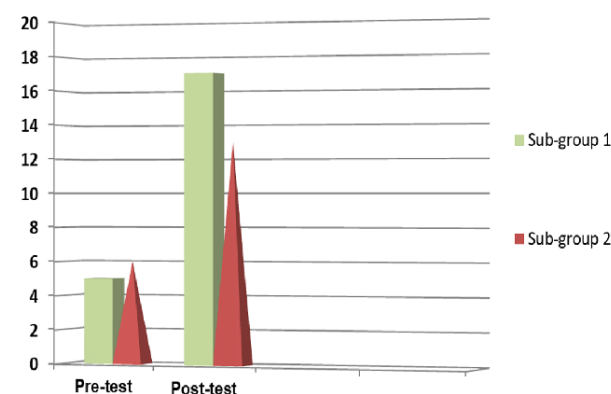
Table2.

Progress rates comparison.

	Group 1	Group 1
Progress mean rate	12/20	7/20
Progress mean rates difference	5/20	

As shown in Table 2, learning progress realized by group 1 reached the mean of 12/20, whilst it reached 7/20 with group 2. Accordingly, the mean progress difference is 5/20 in favour of group 1 who received the lesson in its translanguaging-based version.

Figure1.



Pre-test and post-test results.

Figure1 is a graphical representation of the obtained mean scores. The green bars represent the mean scores obtained by group 1 while the red pyramids represent the mean scores of group2.

4. Results and discussion

This study aims at gauging the effectiveness of translanguaging as a teaching approach, it was conducted through the conception of a grammar lesson in two versions, the first is translanguaging-based and the second in English only. The findings show that group1 realized a mean learning progress of 12/20 points, while group 2 realized a progress mean rate of 7/20. Hence, group 1 participants have outperformed their counterparts of group 2 with a progress mean rate of 5/20.

It is noteworthy that the study was not limited to checking the efficiency of translanguaging in teaching the target grammar point, but also compared it to monolingual teaching practice, using English only, through the presentation of the lesson in two versions. The findings show that a bigger learning progress was achieved using translanguaging than monolingually.

Such a finding justifies the advocacy of a shift to a teaching practice that considers the whole linguistic repertoire of the learners, their multilingual dimension and the learning potential the bi-directional treatment of languages can offer the language learners.

5. Conclusion

English has been being taught over the globe

for decades, for it is the language of worldwide communication and science. Consequently, English language education has overspread, and research has been growing fast seeking the most valid approaches and effective methods and strategies. For a long time, it has been admitted that a language can be taught best only when it is taught using it and not another language. In other words, considering the monolingual speaker of the target language as a model (Cenoz and Gorter, 2013, 2015; Cummins, 2017).

However, learners who learn English as an additional language are qualified as emergent bilinguals, as they already have a language and aim to learn an additional one. In regard of this specificity, the adoption of translanguaging as a pedagogical strategy can enhance learning outcomes, for it offers such learners the opportunity to use their whole linguistic repertoire in learning the new language, while even enriching their first one.

In the light of this study and similar ones that have presented evidence of the usefulness of translanguaging, researchers to work on providing practitioners with translanguaging classroom practice strategies in relation to language skills and sub-skills.

6. Recommendations

The linguistic repertoire of emergent bilingual language learners seems to be very likely to assist them in their learning endeavour. Thence, conducting studies on translanguaging can only offer English language teaching a push forward, just as this study is meant to, knowingly that several questions remain unanswered and several practices need to be assessed in terms of efficiency.

Thence, we recommend more studies to be conducted on the mobilization of translanguaging for developing language skills and sub-skills, as well as identifying effective strategies favouring effective in-class adoption of translanguaging.

Conflict of Interest

Hereby, I, the author of this article, declare no intended conflict of interest.

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