



## **Section 4: Productivity in Language Teaching**

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### ***An Investigation of Translanguaging in Algerian University EFL Classrooms***

The monolingual approach has been challenged by the “dynamic bilingual” norm which subsides the rigid separation between languages and acknowledges students’ full linguistic repertoires. Bilingual instructional strategies and the process multilinguals follow to deploy what they do with languages is called translanguaging. As the term translanguaging is gaining increased attention in the literature, the aim of the present study investigates its pedagogical aspect at the Algerian tertiary level, which has so far been underdeveloped.

In this regard, current research endeavours to provide a better understanding of translanguaging by focusing on the practices that involve the use of different languages in Algerian contexts, where more than two languages may co-occur (English, Arabic with its varieties, French and Tamazight). Besides, teachers and students’ attitudes in English-as-a-foreign-language classrooms will be investigated so as to elucidate multilingual learners’ views about this language practice and to check whether there will be chances to develop highly valued and widely acknowledged practices in higher education language classrooms.

To achieve the objectives of this study, such language practice will be investigated by conducting interviews, questionnaires and classroom observations at an Algerian university. The potential findings may suggest implications for teacher education about the use of the different languages students know, and how to teach students the appropriate contexts to develop their proficiency in translanguaging. In

conclusion, this study may represent a significant contribution to what translanguaging means in Algerian multilingual contexts.

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