

EFL Students' Awareness and Use of Translanguaging in the Classroom Context

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Abstract

The use of several languages in one context to improve comprehension and communication is known as translanguaging (TL). In educational settings, TL allows learners to fluidly alternate between their native language and the target language, improving their learning experience. The present study aims to investigate the awareness and usage of TL among Iraqi EFL university students. The study involved 100 students from the third year (62 female and 38 male) from the English Department at the College of Basic Education at Al-Mustansiriyah University. The statistical analysis of data gathered through questionnaires and interviews revealed that the majority of students showed strong awareness of TL and successfully applied it in classroom interactions. Despite a weak but statistically significant association between awareness and actual use, several students confused TL with translation, indicating a conceptual misunderstanding. The study also found that classroom constraints hinder the full implementation of TL awareness. Furthermore, students expressed concerns that excessive use of their native language (L1) could impair their progress in learning English. Based on the results of this descriptive study, recommendations and suggestions are made.

Keywords: Translanguage (TL), TL Awareness, Native language (L1)

وعي واستخدام طلاب الإنجليزية للتبديل اللغوي في سياق الفصل الدراسي

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الملخص

يُعرف استخدام عدة لغات في سياق واحد لتحسين الفهم والتواصل بالتنقل اللغوي (TL) في البيئات التعليمية، يتيح التنقل اللغوي للمتعلمين التبديل بسلاسة بين لغتهم الأم واللغة المستهدفة، مما يحسن تجربتهم التعليمية. تهدف الدراسة الحالية إلى التحقيق في وعي واستخدام طلاب الجامعات العراقية الذين يتعلمون اللغة الإنجليزية كلغة أجنبية (EFL) للتنقل اللغوي. شملت الدراسة ١٠٠ طالب من السنة الثالثة (٦٢ طالبة و٣٨ طالبًا) من قسم اللغة الإنجليزية في كلية التربية الأساسية بجامعة المستنصرية. أظهرت التحليل الإحصائي للبيانات المجمعة من خلال الاستبيانات والمقابلات أن غالبية الطلاب أظهروا وعيًا قويًا بالتنقل اللغوي وطبقوه بنجاح في التفاعلات الصفية. على الرغم من وجود علاقة ضعيفة ولكن ذات دلالة إحصائية بين الوعي والاستخدام الفعلي، خلط العديد من الطلاب بين التنقل اللغوي والترجمة، مما يدل على سوء فهم مفهومي. كما أظهرت الدراسة أن القيود الصفية + التبنّي الكامل للوعي بالتنقل اللغوي. علاوة على ذلك، أعرب الطلاب عن مخاوفهم من أن استخدام لغتهم الأم (L1) بشكل مفرط قد يؤثر سلبيًا على تقدمهم في تعلم اللغة الإنجليزية. بناءً على نتائج هذه الدراسة الوصفية، تم تقديم التوصيات والاقتراحات.

الكلمات المفتاحية: التراسل اللغوي، الوعي بالتراسل اللغوي، اللغة الام.

1.Introduction

1.1Problem of the Study

In today's globalized educational landscape, multilingualism has become a widespread reality where learners commonly use more than one language. This linguistic diversity significantly influences how students learn and communicate; pushing educators to adopt teaching strategies that reflect learners' actual language practices (Edwards,2012).Moving beyond traditional monolingual approaches, educators are increasingly recognizing the need for flexible, learner-centered methods.

One such innovative approach is TL, which allows bilingual and multilingual learners to fluidly combine their languages as an integrated system to make meaning and participate actively in academic tasks. García and Wei (2014:45) define TL as “the process by which multilingual speakers use their languages as an integrated communication system”. This perspective views language not as isolated codes but as dynamic, interconnected resources that learners weave together to deepen understanding and expression. A student might, for example, be reading an English–language article about the solar system while simultaneously thinking and drawing connections in their mother tongue. They might write their reading comprehension answers or take notes in their mother tongue at first, then practice expressing themselves in English. This pedagogical change contradicts long–standing monolingual ideologies that assume using English exclusively speeds up language learning (Al–Bataineh and Gallagher, 2018). .

Numerous research studies on the cognitive and affective benefits of allowing students to use their native language when learning English indicate that this fosters more confidence, engagement, and critical thinking (García, 2005; Al–Bataineh and Gallagher, 2018). These inclusive studies view linguistic diversity as a tool, not a hindrance, to better understanding.

Iraqi EFL students often do not perceive TL as a purposeful learning strategy, despite these positive outcomes. Even though many people find it easy, alternating between Arabic and English is usually casual and not seen as a beneficial teaching strategy. According to Canagarajah (2011:12) "effective bilingual learners are distinguished from those who switch languages unconsciously by their awareness of TL as a strategic resource." This distinction is crucial since deliberate TL

is more effective than unconscious code-switching at improving learning results.

Furthermore, there is a gap between official language policies and learners' lived experiences due to the prevailing English-only policies, which may discourage or push TL practices underground. It is crucial to understand how, when, and why students use their full linguistic repertoire in order to develop teaching strategies that reflect linguistic realities

Since it equips teachers with the means to leverage students' linguistic talents, promote active involvement, and improve academic performance, closing this gap has substantial theoretical and practical benefits. Respecting students' identities and fostering inclusive, culturally aware, and responsive learning environments are further benefits of recognizing TL as a valid pedagogical technique (Flores & Rosa, 2015).

This study was eventually driven by the pressing need to improve English language training in Iraqi colleges. It examines students' understanding and use of TL in order to provide meaningful information that can guide and modify teaching practices, increase student engagement, and support academic progress. Aside from enhancing theoretical understanding, the study intends to give educators with valuable resources to better meet the linguistic diversity of their students, representing a significant improvement in educational research and practice.

1.2 Significance of the Study

This study makes a significant contribution by:

1. Illuminating the multilingual dynamics in Iraqi language classes by highlighting the ways in which Iraqi university students learn English using both Arabic and English.
2. Filling a vacuum in the literature by examining TL, a term that has received little

attention in the context of education in Iraq, and offering new perspectives on

how students really use language in everyday situations.

3. Promoting more inclusive, equitable, and culturally sensitive teaching methods

and arguing for TL as a legitimate pedagogical strategy.

4. Educating curriculum designers and policymakers on how to create ELT

solutions that meet the language requirements of Iraqi university students.

5. Demonstrating how students engage with TL as a learning strategy in the

classroom.

1.3 Aims of the Study

The study aims to:

1. Assess the awareness of Iraqi EFL university students regarding TL as a

language learning strategy.

2. Explore the actual use of TL by students during classroom interactions.

3. Investigate the extent of the relationship between students' awareness and their

use of TL.

4. Examine gender differences in students' awareness and use of TL.

1.4 Hypotheses of the Study

It is hypothesized that:

1. EFL students' awareness of TL as a language learning strategy is low.

2. EFL students' use of TL during classroom interactions is below the required level.

3. There is no statistically significant relationship between students' awareness of TL and their actual use of it during classroom interactions.

4. There are no statistically significant differences between male and female students in their awareness and use of TL in the classroom.

1.5 Limits of the Study

The population of the study is limited to third-year students in the Department of English at the College of Basic Education, Al-Mustansiriyah University, during the second semester of the academic year 2024–2025.

Chapter Two: Theoretical Framework

2.1 The Concept of TL in Language Learning

The term "Translanguaging" is composed of two parts: "Trans," a Latin word meaning "across" or "between," and "Languaging," derived from the word "language," which refers to "language" or "linguistic interaction." When combined, these elements describe the practice of using two or more languages interchangeably or simultaneously within a single context, aiming to enhance communication and deepen understanding (Kleyn, & García, 2016).

TL is defined as the capacity to fluidly navigate between multiple languages and is increasingly regarded as a pedagogical approach in which educators actively foster and support this linguistic flexibility. It enables learners to engage cognitively with multiple languages at once, using their home language as a strategic resource to facilitate the acquisition of academic English (Rodriguez, 2013).

Within multilingual communities, TL is widely practiced and has gained growing recognition among educators as an effective instructional strategy. It empowers teachers to support students in drawing on their full linguistic repertoire when reading, writing, and participating in academic discussions in a new language. A learner's native language, in this context, serves as a scaffold that supports both the learning of

new languages and the comprehension of complex academic content (Baker,2011).

Unlike simple translation, TL involves using all of a learner's language knowledge and communicative abilities including their home language to make sense of and express academic ideas. García and Wei (2014) describe TL as the process of combining linguistic resources to construct meaning in a new language. Rather than converting words directly from one language to another, learners fluidly integrate languages, allowing for flexible and meaningful understanding (Baker,2011).

In contrast, code-switching involves an unconscious shift between two distinct languages during communication, while TL is a purposeful strategy that encourages learners to use their full language knowledge for critical thinking, effective communication, and problem-solving (Creese,and Blackledge,2010).

Unlike code-switching, which treats languages as separate, TL views them as interconnected, making it a more powerful tool for language learning

Having established a clear understanding of TL and its educational relevance, the next section will examine the foundational principles that guide this approach, as well as the key types of TL practices identified in recent research.

2.2 Forms of TL

TL has many facets that show how teachers and students use their entire language repertoire to improve communication and comprehension. Five separate but related types of TL are frequently seen in educational contexts, building on the groundwork of García and Wei (2014) and further developed by Cenoz and Gorter (2021) ,they are:

1. **Instructional TL:** This involves teachers purposefully integrating their native language into lessons to help students grasp difficult subjects and maintain their interest.
2. **Collaborative TL :**In peer groups, students naturally switch between languages to assist one another's learning, clarify material, and co-construct knowledge.
3. **Spontaneous TL:** This occurs when students mix languages during class discussions or interactions, reflecting their flexible thinking and real-time meaning-making.
4. **Reflective TL:** This refers to the intentional use of multiple languages for academic or personal reflection, journaling, creative writing, or summarizing concepts from various viewpoints.
5. **Performative TL:** Involves using different languages expressively in activities like plays, role-plays, or visual arts, allowing learners to validate their cultural identities and emotional experiences.

2.3 Implementing TL in the Classroom

García and Wei (2014) and Kleyn and García,2016)state that teachers can use the following tactics to implement (TL) in the classroom:

- 1.Establish an environment where all languages are accepted:
Encourage pupils to
speak in all of their languages without worrying about criticism.
- 2.Leverage cognates: To create connections and improve comprehension, use
terms that are similar in other languages.
- 3.Support multilingual dialogues: Help students to think and talk in the
language
that fits them best
- 4.Present bilingual resources: To assist in learning, use dictionaries,
online

- resources, and translations of materials.
- 5.Include artistic endeavors: Support journaling, storytelling, and artistic expression in all of the students' native tongues.
- 6.Encourage positive attitudes by celebrating linguistic diversity and valuing students' cultural identities in the classroom.

2.4 The Teacher's Central Role in Effective TL Practices

In multilingual classrooms, the teacher's role in successfully integrating TL practices is crucial and transformative. Effective teachers provide a supportive environment where students are motivated to use their complete linguistic repertoire in order to understand, negotiate meaning, and express new thoughts, instead of imposing use of a single language. In addition to recognizing pupils' varied linguistic resources, this teaching method equips significant cross-linguistic linkages, which promotes deeper conceptual understanding (García and Wei ,2014)

Students' confidence, enthusiasm, and active involvement are increased when teachers purposefully provide assignments and activities that encourage strategic language switching as a normal and intentional aspect of the learning process (Cenoz & Gorter,2021).Importantly, teachers discourage over-reliance on any one language that could impede academic advancement and emphasize moderation in their instruction on the proper, timely, and balanced use of each language. They keep an eye on students' language usage in order to provide a purposeful and dynamic multilingual education that caters to the needs of each individual learner (Creese, and Blackledge , 2010). Furthermore, teachers serve as mediators and facilitators, enabling students to efficiently and creatively utilize all of their linguistic resources, promoting not only language development but also academic success and intercultural competency. Teachers must be reflective practitioners who vary their methods in response to the linguistic profiles

of their learners and the needs of the curriculum in order to apply effective TL instruction.

2.5. Why Student Awareness Matters in TL Practices?

In EFL context, students' strategic practice of TL and awareness of their multilingual resources are necessary to their successful language acquisition. To improve comprehension and communication, learners who have linguistic awareness can purposefully select when and how to use their languages. For Canagarajah (2011) TL is a dynamic method that assists learners in navigating meaning in multilingual contexts and overcoming linguistic obstacles. Gibbons (2006) adds that learners' awareness of language structure supports their ability to switch between languages, which enhances engagement and comprehension.

Additionally, Hornberger and Link (2012) argue that TL activities foster literacy and intercultural competency by demonstrating students' linguistic flexibility. Baker also claims that deliberate and supervised bilingual use enhances student autonomy and academic success. Thus, enhancing students' awareness and ability to use TL strategically is crucial to devising instructional strategies that successfully promote language growth and academic accomplishment.

2.6 The Benefits of TL

Much recent investigation has concentrated on the educational, psychological, and social benefits of teaching in bilingual and multilingual educational contexts, mainly in terms of second language (L2) learning. One of its basic advantages is its ability to decrease emotional difficulties that students encounter, such as fear and feelings of alienation. By including students' native tongues into class activities, TL supports a more inclusive atmosphere and fosters meaningful engagement and active participation (Ortega, 2020).

Additionally, TL serves as an active tool for affirming learners' identities and cultural roots. When students' native language and cultural

heritage are valued, they build confidence and the ability to express themselves genuinely. By employing their (L1), learners gain access to linguistic and cultural knowledge that is already familiar to them, improving understanding and allowing for more organic and nuanced communication (Arthur & Martin, 2006; Jiang & Zhang, 2023).

Furthermore, TL encourages higher-order cognitive capacities by enabling pupils to use their complete linguistic repertoire when analyzing and comprehending academic material. A deeper engagement with the topic leads to improved understanding and critical thinking (Baker, 2010). Intentionally combining L1 and

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L2 in the classroom also helps students with varying language proficiency communicate with one another, which promotes collaboration and peer support and helps create inclusive learning communities (Palmer et al, 2014)

Despite practical obstacles such as learners' reluctance to switch languages or the challenges of addressing different proficiency levels, TL continues to be a revolutionary pedagogical method. For language instructors hoping to increase student engagement and achievement, it is a useful tool as it can create more encouraging, culturally aware classroom environments and support the development of interactional skills.

3.Procedures

3.1 Population and Sample

The study's population consists of third-year students who are enrolled in morning English lessons at Al-Mustansiriyah University's College of Basic Education during the 2024–2025 academic year. There are 125 pupils in all, and they were divided into four divisions alphabetically. A representative sample of 100 students (60 females and 38 males) represents 80% of the overall population and was chosen at random.

3.2 Description of the Instruments

3.2 .1 Questionnaires

In order to accomplish the main aim of the present study, which is to investigate the awareness and use of (TL) by EFL students, the researcher employed two structured questionnaires. To ensure compatibility with the specific aims of the study and the participants' linguistic proficiency levels, the items in these surveys were modified from many validated sources, as shown in (Lewis, et al. ,2012;García and Wei 2014; Hamman,2018)

The first questionnaire had six thoughtfully crafted enquiries that were intended to gauge students' awareness of TL. The second questionnaire had ten items and was designed to evaluate actual usage. This classification was suggested after the pertinent literature was reviewed. A three–point Likert scale was used in both surveys: agree (3 points), neutral (2 points), and disagree (1 point) (see to Appendices A and B).

3.1.1 Validity, Reliability, and Administration of the Questionnaires

To make sure the items were appropriate and accurate in measuring the target ideas , linguistics and TEFL specialists assessed the surveys. Minor changes were made in response to their input to increase clarity and guarantee that the participants could understand the items. The completed version was accepted as legitimate for the study's objectives. Using the test–retest procedure, a pilot research comprising 25 students was carried out to determine the instrument's reliability. Participants filled out the questionnaire twice at various times.

The results demonstrated a high level of consistency, indicating that the instrument is reliable. The final version of the questionnaires was then distributed to the study sample on May 4, 2025, to gather information on EFL students' awareness and use of TL in the classroom.

2.2.3 Interviews

To complement the questionnaire data and gain a deeper understanding of students' experiences and perspectives on TL, a semi-structured interview was conducted after the completion of the questionnaires. The interview included 10 open-ended questions, evenly split into two sections: five questions focused on students' awareness of TL, and five explored how they actually use it in classroom settings. A purposive sample of 20 students (10 male and 10 female) was chosen from the main research group, ensuring a balance of gender and language proficiency. Each interview lasted about 15 to 20 minutes, depending on how much the participants elaborated on their answers. All interviews were audio-recorded with the participants' consent, transcribed verbatim, and thematically analyzed to identify key patterns and insights. This qualitative data helped enrich the quantitative findings by offering more in-depth perspectives (See Appendix C). The interviews took place between 12 and 22 May 2025, after the completion of the questionnaires.

4. Study Results

4.1 Presentation of the Results

To achieve the first objective of the study, the researcher employed descriptive statistics based on the Fisher formula to calculate the weighted means of each item and compare them to the theoretical mean (1.5). As shown in Table 1, the results indicate that most items scored above the theoretical mean, reflecting high student awareness. Items 2 (2.87) and 3 (2.82) ranked the highest, showing strong agreement on the cognitive benefits of TL.⁷

. However, item 6, which concerns the distinction between TL and literal translation, scored the lowest (1.36), indicating difficulties in understanding this concept. Thus, the first hypothesis is rejected.

Regarding the second objective of the study, the findings show that students use TL in classroom interactions at a relatively high level. As presented in Table 2, the weighted means for most items were above the theoretical mean of 1.5, indicating a generally positive response towards the use of TL. Therefore, the second hypothesis is also rejected.

Table (1): The Weighted Mean and the Rank Order of the Awareness Item

Rank	Items	Agree			Natural			Disagree			Weighted Means	Percentiles
		M.	F.	total	M.	F.	Total	M.	F.	Total		
1	2.	31	57	88	6	5	11	1	0	1	2.87	95.66
2	3.	30	55	85	2	10	12	2	1	3	2.82	94
3	4.	19	43	62	11	24	35	3	0	3	2.59	86.33
4	5.	15	34	58	22	3	25	1	16	17	2.41	80.33
5	1.	13	31	43	20	26	46	5	6	11	2.32	77.33
6	6.	1	2	3	22	8	30	28	39	67	1.36	45.33

Table (2): Weighted Means and Rank Order of the Usage Items of TL

Rank	N.	Agree			Natural			Disagree			Weighted Means	Percentiles
		M.	F.	Total	M.	F.	Total	M.	F.	Total		
1	9	20	42	62	16	20	36	2	0	2	2.6	86.6
2	1	21	37	58	17	25	42	0	0	0	2.58	86
3	8	20	35	55	14	26	40	3	2	5	2.5	83.33
4	3	17	32	49	22	29	51	0	0	0	2.49	83
5.5	6	22	29	51	14	28	42	2	5	7	2.44	81.33
5.5	7	19	35	54	14	22	36	5	5	10	2.44	81.33
7	10	13	31	44	23	28	52	2	2	4	2.4	80
8.5	4	13	28	41	21	31	52	3	4	7	2.34	78
8.5	5	17	23	40	20	34	54	1	5	6	2.34	78
10	2	11	19	30	24	36	60	3	7	10	2.2	73.33

As for the third objective of the study an analysis of the relationship between students' awareness and their use of TL produced similar results. The correlation coefficient ($r = 0.18$) revealed a weak but statistically significant positive relationship between awareness and usage ($p = 0.019$). The coefficient of determination ($r^2 = 0.0324$)

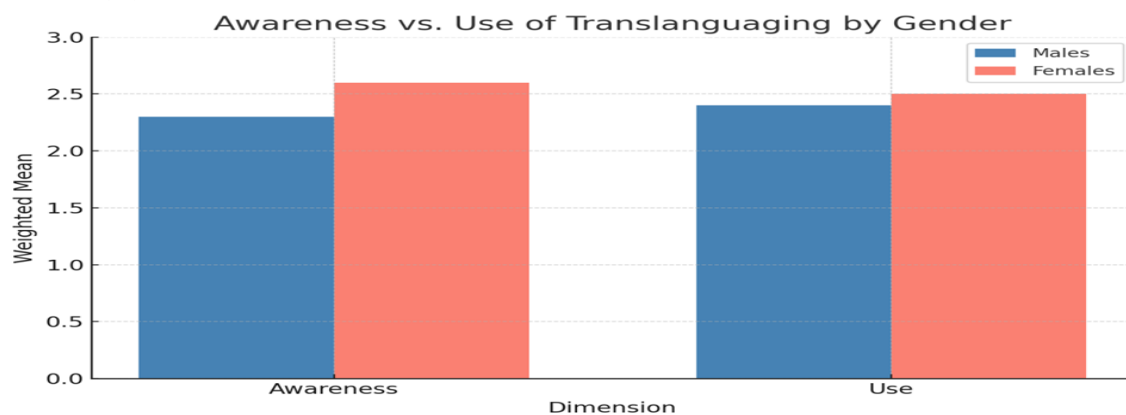
indicated that awareness explains only 3.24% of the variation in TL usage. Based on these findings, the third hypothesis, which suggested no relationship between awareness and usage, is rejected due to the weak correlation.

To achieve the fourth aim of the research, an independent samples t-test was conducted to compare the awareness and usage levels between males and females. The results showed no significant difference for either aspect, as the p-values were 0.914 for awareness and 0.376 for usage, both of which are greater than 0.05. This demonstrates that gender does not have a significant impact on either awareness or usage levels (see Table 3 and Chart 1).

Table (3): T-test Results for Awareness and Usage Levels by Gender

Aspect	Critical value	t-statistic	p-value	Df	Level of sig.
Awareness	1.98	0.111	0.914	98	0.05
Use	1.98	0.91	0.376		

Chart (1)



Interviews were conducted with 20 students, and the results were generally consistent with the survey findings, showing a balance in their awareness and perceptions of TL. Over 60% of participants acknowledged that using their first

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language (L1) helped them understand complex content and organize their thoughts more effectively. However, 75% expressed concerns

about the overuse of L1 and its potential negative impact on their English language development. Furthermore, 80% reported frustration with teacher-imposed restrictions on the use of L1, feeling that it hindered their ability to express themselves fully.

4.2 Discussion of Results

Based on the statistical analysis of the questionnaire and interview data, the following key findings emerged:.

1. A majority of EFL students demonstrated high awareness of TL, recognizing the value of their native language (L1) as an essential strategy for learning English.
2. Students regularly use TL in the classroom because they believe it helps them understand the material and organize their ideas when working on language assignments.
3. A weak but statistically significant correlation was found between students' recognition of TL and its practical application. This disparity could be caused by real-world issues including classroom limitations and a lack of application possibilities.
4. No discernible variations in the awareness or use of TL between male and female students were discovered, indicating that it is a tactic that may be used anywhere.
5. There is a conceptual misunderstanding when pupils mistake TL for straight translation. The lack of distinction between employing translation as a fundamental communication tool and TL as an instructional method may be the cause of this.

5. Conclusions, Recommendations, and Suggestions

5.1 Conclusions

The study findings lead to the following conclusions:

1. Iraqi EFL students demonstrate a strong understanding of TL and use it well during class discussions. The results show that students understand the benefits of using both English and their first language

(L1) to improve their learning.

2. There is a statistically significant but modest correlation between students' awareness of TL and its actual use in the classroom. This implies that, while students recognize the value of TL, its full implementation may be limited by classroom regulations and real-world constraints.

3. Although L1 is generally thought to be advantageous, students voice concern about overusing it and the potential consequences it may have on their English development. This suggests that using L1 in a balanced way is necessary to prevent over-reliance while yet benefiting cognitively.

4. A considerable number of students were dissatisfied with the limitations placed on their L1 use by their instructors, as evidenced by the fact that 80% of students assert that such restrictions prevent them from expressing themselves fully. This demonstrates how strict regulations in the classroom may impede the students' ability to participate completely.

5. Students often confuse with direct translation by pupils, indicating a conceptual misunderstanding that needs more clarification. Instead of being used as a translation tool, TL ought to be differentiated as a learning strategy.

5.2 Recommendations

In the light of the research findings and conclusions, the researcher recommends the following:

1. EFL instructors should receive an extensive training on how to effectively incorporate TL into the curriculum. Such training will asserts its effective use without inhibiting the development of English language proficiency.

2. Instructors should encourage their students to use the native

language (L1) when necessary with an emphasis on avoiding excessive use of it

3. Develop flexible policies that allow for the strategic use of TL, hence promoting inclusive student participation and engagement.

4. Instructors are encouraged to introduce students to this notion, as it is vital to distinguish TL from conventional translation and view it as an instructional method capable of improving language proficiency by providing real-world examples of how it may be used for this purpose.

5. Create inclusive learning environments that promote engagement and a greater understanding of the material by encouraging students to use both English and their home tongue.

5.3 Suggestions Further Studies

As a continuation of the present study, the following researches are recommended:

1. A comparative study on EFL instructors' understanding of TL as an instructional strategy vs. translation

2. An experimental study about the impact of TL on the development of other language skills (reading, writing, listening)

3. A study to explore the effect of TL practices by students on their motivation

4. A study to examine the relationship between TL and linguistic anxiety and stress.

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Appendix A: TL Awareness Questionnaire

N o.	Items	agree	neutral	disagree
1	I feel confident in my understanding of what translanguaging involves and how it applies in language learning.			

2	Switching between English and my native language during learning helps deepen my comprehension of English.			
3	I can recognize when it is suitable to draw on my first language during English lessons.			
4	I find translanguaging to be an effective approach for grasping complex terms or abstract ideas.			
5	I am aware that relying too much on my native language could interfere with my English language development.			
6	I understand the difference between using translanguaging as a learning strategy and simply translating word-for-word.			

Appendix B: TL Use Questionnaire

No.	Items	agree	neutral	disagree
1	I occasionally rely on my first language to clarify complex ideas during English lessons.			
2	I switch between two or more languages (e.g., English, Modern Standard Arabic, or my local dialect) when interacting with classmates in the classroom.			
3	I use my native language when I find it difficult to express myself in English.			
4	I combine English and my mother tongue during discussions in English classes.			
5	I use my first language only when the teacher permits it.			
6	I try to limit my use of my native language to improve my English speaking skills.			
7	I usually think and organize my ideas in my first language before writing in English.			
8	I refer to Arabic explanations when studying English lessons or preparing for exams.			

9	I depend on my native language to understand the teacher's explanations when something is unclear.			
10	I use a mix of English and my first language when participating in group work during English classes			

Appendix (C): Semi-Structured Interview Guide

Part 1: TL Awareness Interview Questions

1. How do you understand the meaning of "translanguaging"? Do you think it's the same as traditional translation? Why or why not?
2. In your opinion, does using your native language while learning English help you? Can you explain how?
3. Do you think students should always be allowed to use their first language in English class, or only in certain situations?
4. From your perspective, what's the difference between using your first language as a learning tool and using it randomly or without purpose?
5. Do you ever talk with your classmates or teacher about using your native language in class? Or do you only use it when you feel you need to?

Part 2: TL Practice Interview Questions

1. Can you share a situation when you felt the need to use your native language during an English lesson? What exactly did you do?
2. What are the main reasons you use your first language in class? For example: to understand the teacher, organize your ideas, or talk to classmates?
3. Do you feel comfortable using your native language in class, or do you sometimes hesitate? Why?
4. Does your use of your native language change when working in groups compared to working alone?
5. How do you see your teacher's role? Do they encourage using your native language or try to limit it? How does that affect you?