

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abderrahmane Mira University of Bejaia
Faculty of Arts and Languages
Department of English



**Online Communication Translanguaging Practices
and Academic Writing among Teenagers in the
Secondary School in Bejaia City.**
A Qualitative Exploration of Learners' Corpora

**A Dissertation Submitted in Partial Fulfilment of the Requirements for a Master's Degree
in Linguistics**

Submitted by:

Alilouche Nadia

Belabbas Lotfia Yousra

Supervised by:

Mr. Medjkoune Karim

Board of Examiners

President: Miss. Arib Soraya

Supervisor: Mr. Medjkoune Karim

Examiner: Dr. Ouali Chafaa

Academic Year 2024/ 2025

Abstract

Multilingualism and translanguaging are increasingly shaping pupils' academic experiences, particularly in writing, where language switching may support school achievement or be an obstacle to it in some cases. The main aim of this study is to explore how learners' translanguaging practices, shaped by their online habits and digital communication, affect their academic writing performance. Using a qualitative and corpus analysis research design, the study draws on open-ended interviews with English and French language teachers, as well as a corpus analysis focusing on pupils' writing from online platforms, examinations, and voluntary submissions. A comparative assessment between some relatively monolingual and multilingual pupils further supports the analysis. Findings from teacher interviews reveal that, while multilingualism enhances comprehension, it contributes to difficulties in mastering academic writing, especially when pupils use multiple languages below proficiency thresholds. The data also reveal that monolingual pupils tend to outperform their multilingual peers in formal writing tasks, highlighting the challenges of managing several languages without adequate academic support. These results underscore the need for more targeted strategies to help multilingual pupils translate their linguistic strengths into academic success.

Keywords: Academic writing, language proficiency, multilingualism, online language practices, translanguaging.

Résumé

Le multilinguisme et le translanguaging influencent de plus en plus l'expérience scolaire des élèves, notamment dans l'écriture académique. Changer de langue peut parfois les aider à réussir, mais cela peut aussi représenter un obstacle. Cette étude cherche à comprendre comment les habitudes en ligne et la manière dont les élèves utilisent différentes langues dans leur communication numérique influencent leurs performances en écriture scolaire. Pour cela, les chercheurs ont mené des entretiens avec des enseignants d'anglais et de français, et ont aussi analysé des textes écrits par les élèves, qu'ils soient issus de plateformes en ligne, d'examens ou produits volontairement. Une comparaison a également été faite entre des élèves plutôt monolingues et d'autres multilingues. Les entretiens avec les enseignants montrent que le multilinguisme aide les élèves à mieux comprendre, mais qu'il rend parfois plus difficile la maîtrise de l'écriture académique, surtout quand les élèves ne maîtrisent pas vraiment toutes les langues qu'ils utilisent. L'analyse révèle également que les élèves monolingues réussissent souvent mieux que leurs camarades multilingues dans les exercices d'écriture formelle. Cela met en lumière les défis rencontrés par les élèves qui maîtrisent plusieurs langues sans accompagnement adapté. L'étude souligne donc l'importance de mettre en place des stratégies précises pour aider les élèves multilingues à transformer leurs compétences linguistiques en véritables atouts scolaires.

Mots-clés : écriture scolaire, niveau de langue, multilinguisme, pratiques linguistiques en ligne, translanguaging

ملخص

تشكل التعددية اللغوية والممارسة اللغوية المتداخلة (التنقل بين اللغات) تأثيرًا متزايدًا على تجارب التلاميذ الأكاديمية، لا سيما في مجال الكتابة، حيث قد يدعم التنقل بين اللغات تحقيق النجاح المدرسي أو يكون عائقًا في بعض الحالات. الهدف الرئيسي من هذه الدراسة هو استكشاف كيف تؤثر ممارسات التنقل بين اللغات لدى المتعلمين، التي تتشكل عبر عاداتهم على الإنترنت والتواصل الرقمي، على أدائهم في الكتابة الأكاديمية. باستخدام تصميم بحث نوعي وتحليل نصي، تعتمد الدراسة على مقابلات مفتوحة مع معلمي اللغة الإنجليزية والفرنسية، بالإضافة إلى تحليل نصوص مكتوبة للتلاميذ مأخوذة من منصات على الإنترنت، والامتحانات، والمشاركات الطوعية. كما يدعم التحليل مقارنة بين بعض التلاميذ أحاديي اللغة والتلاميذ متعددي اللغات. تكشف نتائج مقابلات المعلمين أن التعددية اللغوية تعزز الفهم، لكنها تساهم في صعوبات في إتقان الكتابة الأكاديمية، خصوصًا عندما يستخدم التلاميذ عدة لغات دون إجادة كافية. كما تظهر البيانات أن التلاميذ أحاديي اللغة يميلون إلى التفوق على أقرانهم متعددي اللغات في مهام الكتابة الرسمية، مما يبرز تحديات إدارة عدة لغات دون دعم أكاديمي كافٍ. تؤكد هذه النتائج على الحاجة إلى استراتيجيات أكثر تحديدًا لمساعدة التلاميذ متعددي اللغات على تحويل إمكاناتهم اللغوية إلى نجاح أكاديمي.

الكلمات المفتاحية: الكتابة الأكاديمية، مستوى الطلاقة اللغوية، التعددية اللغوية، ممارسات اللغة على الإنترنت، التنقل بين اللغات.

Acknowledgments

First and foremost, we are profoundly grateful to Almighty God for granting us the strength, patience, and perseverance to complete this research project.

We would like to express our heartfelt thanks to all those who supported and encouraged us throughout this academic journey. We are especially and deeply thankful to our esteemed supervisor, **Mr. Medjkoune Karim**, whose invaluable guidance, insightful feedback, and unwavering support have been a cornerstone of our progress. His dedication, availability, and constant encouragement pushed us to think critically and strive for excellence at every stage of this research. We are truly fortunate to have had him as a mentor.

We are particularly thankful to our parents, whose unconditional love, encouragement, and moral support have been our greatest source of strength. Their sacrifices and belief in our abilities have carried us through even the most challenging times.

Our appreciation also goes to the English and French teachers who generously participated in the interviews. Their thoughtful input and shared experiences added meaningful depth to our research. Special thanks go to the students who contributed their written samples, which played a significant role in our data analysis.

We would also like to thank the honorable members of the jury for taking the time to review our work. Their constructive feedback, and valuable comments, are deeply appreciated

To all those who have been part of this journey in any way thank you from the bottom of our hearts.

Lotfia Yousra's Dedication

In the name of God, the Most Gracious, the Most Merciful

I dedicate this work, above all, to God Almighty, whose infinite mercy, guidance, and blessings have accompanied me at every stage. His presence has been my source of strength and clarity.

To myself, for the perseverance and discipline that carried me through the most challenging times. This achievement is the result of patience and inner strength.

To my beloved mother, *Halima*, whose love, prayers, and sacrifices have been the foundation of all my successes. Her support has been constant and unconditional. I owe her everything I have achieved.

To my father, *Smail*, His trust in my abilities helped me believe in myself. His support, though often silent, has been deeply felt and appreciated.

To my uncles *Mohammed*, *Mustapha*, and my aunt *Khadija*, whose kindness and encouragement have left a lasting mark on my journey. Their belief in me gave me strength when I needed it most.

To my brothers, *Abderahmane*, *Imad*, and *Abdelmoumene*, for always being there with support, love, and understanding. Their encouragement has uplifted me in difficult moments. I am lucky to share this path with such wonderful siblings.

To *Nadia*, my research colleague and dear friend, for her collaboration, loyalty, and dedication throughout this study. Her companionship and shared commitment made this journey lighter and more meaningful. I couldn't have done this without her.

To my fiancé, *Mohand*, whose love, patience, and understanding helped me stay focused. His presence brought me comfort and motivation in every step.

To my best friend, *Ryma*, for her true friendship and constant encouragement in every stage of life. She stood by me in times of doubt and joy alike

To my uncles *Abdelkader*, *Sidahmed*, and aunts *Zoulikha*, *Sakina*, *Mina*,
for their kind words, moral support, and continuous encouragement.

Finally, to the teachers, students, and colleagues who contributed to this research, thank you for your support.

Nadia's Dedication

First and foremost, I thank God for giving me the strength, patience, and determination to complete this work. In moments when the path felt too difficult or uncertain, faith and perseverance carried me through. I am proud to say I did it.

I dedicate this work with immense love and gratitude to my dear parents. No dedication could ever truly reflect the respect I hold for the sacrifices you have made for me throughout my life.

To my father, *Arab*, my pillar of strength and unwavering support thank you for being my guide, my protector, and the steady presence that always reminded me of my worth. Your encouragement was essential every step of the way.

To my mother, *Sabiha*, the heart of our family thank you for being there in every moment, especially the hardest ones. No words could ever express the depth of my gratitude. Your love, warmth, and silent strength gave me courage when I needed it most.

To my wonderful sisters *Ines*, *Yasmine*, *Malak*, and *Fella* thank you for being my soulmates and my closest friends. Your constant support, love, and belief in me made this journey lighter and more meaningful. You stood by me with patience and joy, reminding me of the power of sisterhood.

To my research partner and dear friend, *Yousra* thank you for sharing this unforgettable journey with me. Through the highs and lows, we faced every challenge together.

To my lovely friends *Sonia*, *Manel*, *Amira*, *Anya*, and *Chahra* your presence was a special part of this experience. Thank you for your kindness, encouragement, and solidarity. Your support made a difference, and your friendship brought light into stressful days.

Finally, to all my teachers and classmates, thank you for the knowledge, guidance, and memories we shared. It was a privilege to learn and grow alongside you.

This work is for everyone who believed in me, stood beside me, and helped me. Thank you for being part of this journey.

Table of Contents

Acknowledgements	i
Dedication 1	ii
Dedication2	iii
List of Tables	iv
List of Figures	v
List of Abbreviations	vi
Chapter 1: General Introduction	1
1.1. Statement of Purpose	1
1.2. Research Problem	2
1.3. Research Aim	2
1.4. Research Questions	3
1.5. Significance of the Research	3
1.6. Organization of the Dissertation	4

Part One: Literature Review

Chapter 2: A General Overview about Monolingualism, Multilingualism and Translanguaging

2.1. Monolingualism and Multilingualism	9
2.1.1. Language: Its Diversity and Variation.....	9
A. Language, Basic Thoughts	9
B. Language Diversity and Variation	9
2.1.2. Definition of Monolingualism, Bilingualism and Multilingualism and Types of Multilingualism	10
A. Monolingualism	10
B. Bilingualism	11
C. Multilingualism	11

2.1.3. Types of Multilingualism	12
A. Individual Multilingualism.....	12
B. Societal Multilingualism.....	13
C. Transitional Multilingualism	14
2.2. Advantages and Drawbacks of Multilingualism	15
2.2.1. Advantages.....	15
A. Cognitive Benefits.	15
B. Educational and Career Opportunities	16
C. Cultural Awareness.....	16
2.2.2. Drawbacks	17
A. Language Dominance	17
B. Code-Switching and Confusion in Writing.....	17
C. Impact on Writing Accuracy.....	18
2.2.3. Monolingualism vs. Multilingualism in Terms of Language Proficiency and Learning Outcomes	18
A. In Terms of Language Proficiency	18
B. In Terms of Learning Outcomes.....	19
2.3. Connecting Multilingualism and Translanguaging in Modern Contexts	20
2.3.1. Origins, Definition and Background of Translanguaging	20
A. Origins of Translanguaging.....	21
B. Definition and Background of Translanguaging.....	21
2.3.2. Types of Translanguaging	22
A. Translanguaging in Academic Communication.....	22
B. Translanguaging for Academic Writing	23

C. Translanguaging for Cognitive Awareness	23
2.3.3. Translanguaging as a Natural Extension of Multilingualism in Social Media	24
A. Challenges of Translanguaging in Academic Writing	24
B. Managing Translanguaging Practices for Academic Success	25
Chapter 3: Writing: A Key to Educational Achievement	
3.1. Insights into Academic Achievement and its Relation to Multilingualism	27
3.1.1. Background of Educational Achievement	27
3.1.2. Definition of Educational Achievement	28
3.1.3. Factors Influencing Educational Achievement	28
A. Motivation and Self-Determination as Behaviors	28
B. Cognitive Factors and Social Isolation	29
C. Language Interference and Proficiency Imbalance	29
3.2. Competence-based and Performance-based Writing Behaviors	30
3.2.1. Competence, a Psycholinguistic Glance	30
3.2.2. Performance, a Psycholinguistic Glance	30
3.3. The Challenges and Perspectives of the Writing Process in Multilingual Classrooms	31
3.3.1. Challenges of the Writing Process in Multilingual Classrooms	31
3.3.2. Perspectives of the Writing Process in Multilingual Classrooms	32
3.4. The Importance of Writing Skill in Academic Achievement	32
3.4.1. Literacy as the Foundation of Academic Success	33
3.4.2. Writing as a Tool for Learning and Communication Across Contexts	33
3.4.3. ICTs, AI, and Computer-Assisted Writing in Multilingual Contexts	35
3.4.4. The Influence of Online Communication on Academic Writing and Achievement	36
A. How Informal Language Practices Disrupt Academic Writing Standards	37

B. Informal Writing vs. Academic Writing: The Impact of Writing Standards	37
---	----

Chapter 4 Translanguaging in Online Communication and its Impacts on Students' Achievement in Academic Writing

4.1. Understanding Translanguaging in Digital Communication	40
4.1.1. Linguistic Fluidity in the Digital Age	40
4.1.2. The Role of Digital Communication in Language Practices	41
A. Language Errors in Digital Communication.....	41
B. Academic Impact of Language-Switching Errors in Digital Contexts.....	42
4.1.3. Challenges of Translanguaging and their Impact on Academic Achievement	43
4.1.4. Teachers' Perspectives about Translanguaging Practices	44
A. Awareness of Translanguaging Practices.....	45
B. Initial Reactions to Language Switching in Writing	45
4.2. Effects of Translanguaging on Academic Achievement	46
4.2.1. Error Patterns in Digital Communication	46
A. How Online Communication Affects Writing Accuracy	47
B. Digital Language vs. Academic Writing	47
4.2.2. Academic Outcomes of Translanguaging vs. Monolingual Practices	49
4.2.3. Impacts of Translanguaging on Writing Proficiency and Assessment.....	50
4.2.4. The Risk of Linguistic Interference in Academic Writing.....	51
A. The Effects of Social Media Writing on Academic Writing Skill	52
B. Exploring the Consequences of Informal Digital Writing on Formal Education.....	52

Part Two: Field Work Methodology and Empirical Research Results and Discussions

Chapter 5: Field Work Methodology and Research Design

5.1. Research Background	56
5.1.1. Research Problem	56

5.1.2. Research Questions	57
5.1.3. Research Aim	57
5.2. Context of the Study.....	57
5.2.1 Research Population	57
5.2.2. Research Sample.....	58
5.2.3. Focus on Algeria as the Study Context.....	58
5.2.4. Multilingualism in Bejaia	58
5.3. Research Scope	59
5.3.1 Focus on the Writing Skill.....	59
5.3.2. Theoretical Background	60
5.3.3. Ethical Consideration	61
5.4. Methodological Design, Tools and Procedures for Data Collection	62
5.4.1. Teachers' Interviews	65
A. Interview Aim	65
B. Description of the Interview	65
5.4.2. Case Study: Three Main Corpora	66
A. Online Conversations and Posts Corpora Analysis	66
B. Official Examination/Assignment Corpora Analysis	67
C. Voluntary, Participatory, or Personal Corpus Analysis	67
5.4.3. Comparative Assessment of Learners' Corpora	67
A. Comparative Assessment Aim	67
B. Description of the Comparative Assessment	68
 Chapter 6: Research Results and Analysis	
6.1. Reports of the Interviews.....	70
6.1.1. Report of the First Interview with English Teacher	70
6.1.2. Report of the Second Interview with French Teacher	71
6.2. Corpora Analysis	71
6.2.1. Thematic Analysis of Online Conversations and Posts.....	72
6.2.2. Thematic Analysis of Official Examination Analysis in Writing	73

6.2.3. Comparative Assessment between Research Participants	74
Chapter 7: Discussion of the Results, their Implications and Limitations of the Study	
7.1. Discussions	80
7.1.1. Discussion of the Teachers' Interviews	80
7.1.2. Discussion of the Online Corpus	80
7.1.3. Discussion of the Official Examination Corpus	81
7.1.4. Discussion of the Comparative Assessment between research Participants	82
7.2. Implications and Suggestions for Future Research and Language Practitioners	83
7.2.1. Implications of the Research.....	83
7.2.2. Significance of the Research Findings	83
7.2.3. Suggestions for Further Research.....	84
7.2.4. Suggestions for Practitioners, Teachers, Translators	85
7.3. Limitations of the Study	87
7.3.1. Methodological and Analytical Constraints	87
7.3.2 Sample Limitations and Contextual Gaps	87
7.3.3 Scope Limitations and Focus on Written Language	88
Chapter 8: General Conclusion	90 -92

List of Tables

Table 1. Monolingualism vs. Multilingualism	20
Table 2 . Language Errors in Digital Communication	42
Table 3. Online Writing vs. Academic Writing	48
Table 4. Thematic Analysis of Online Conversations and posts	72
Table 5. Thematic Analysis of the Errors made by Learners s in Writing Exams in Both English and French	73
Table 6. Comparative Assessment: Monolingual vs. Multilingual Pupil	78
Table 7. Comparative table between Monolingual vs. Multilingual Pupils.....	79

List of Figures

Figure 1 Types of Multilingualism	14
Figure 2 Types of Translanguaging	22
Figure 3 Language Practices in Algeria.....	25
Figure 4 The Role of Writing in Multilingual Contexts	35
Figure 5 The Interference Rate in Writing Contexts.....	53
Figure 6 Research Design.....	63

List of Abbreviations

(SDT) Self-determination theory	28
(SI) Social Isolation.....	29
(CB) Competence-Based	30
(PB) Performance-Based	30
(WP) Writing Process.....	31
(CALL) Computer-Assisted Language Learning (CALL).....	36
(ICTs) Information and Communication Technologies.....	36
(AI) Artificial Intelligence.....	36

Chapter 1: General Introduction

Chapter 1: General Introduction

1.1. Statement of Purpose

In Today's globalized world, multilingualism and translanguaging become a central features of communication, especially in educational settings where students navigate multiple languages both inside and outside the classroom. Pupils often use more than one language every day Whether when they are speaking with friends, writing messages online, or learning in schools, their language use is flexible and their linguistic behaviors are varied and multiple. In multilingual areas like Bejaia, students grow up using Arabic, Tamazight, French, and English which they encounter at home, in schools and online. Because they are exposed to these languages daily, many young people develop a skill called translanguaging which is the ability to move between languages within a single conversation, message, or situation.

This study explores how translanguaging, especially through digital communication, might transfer into and influence the way students write in academic settings. It looks at how students' language use in informal online spaces affects their school writing. It also considers how teachers understand translanguaging and how their views shape their teaching and grading practices

Additionally, the research seeks to explore how educational policies and teacher expectations may create challenges for multilingual learners. While translanguaging can be a powerful cognitive and communicative resource, it is often misunderstood in formal settings where language purity is emphasized. Understanding these dynamics is crucial for developing more inclusive and effective writing instruction that reflects students' real linguistic practices in fast-paced world changes.

Chapter 1: General Introduction

1.2. Research Problem

In principle, translanguaging is looked at quite positively, with the potential of negatively affecting formal language performances. While translanguaging is helpful for communication, identity, and learning in informal settings, its impact on formal education, especially writing, is becoming increasingly prominent and visible, knowing that teenagers use social media intensively. Academic writing usually requires learners to follow grammar rules, and to write in a structured and formal way. However, it seems that many of them carry over their online habits into school writing. They mix languages, use casual or non-standard spelling, and break academic writing rules. As a result, their schoolwork may not meet the expectations of teachers or the school system.

In Algeria, this issue is especially important. Learners often speak and write in several languages in daily life, but during exams and school tasks, they are required to use only one language usually English, French or Arabic (in the specific subject/course). This mismatch between spontaneous and natural language use and school expectations creates a gap, which is the very topic of the present research. Teachers may view translanguaging as a weakness, while students feel restricted and misunderstood. As a result, this disconnect can hinder both academic performance and student's confidence in their writing abilities

1.3. Research Aim

The main aim of this study is to explore the relationship between translanguaging in online spaces and students' academic writing performance. It seeks to understand when, how and why students use different languages when they communicate online and how this influences their ability to write in formal academic settings.

Chapter 1: General Introduction

It also explores how teachers respond to translanguaging in their classrooms and how their attitudes affect students' writing experiences. The research does not aim to prove a cause-and-effect relationship but rather to explore patterns, behaviors, and perceptions. By doing so, it hopes to generate ideas and recommendations that can help improve writing instruction in multilingual contexts.

1.3. Research Questions

In order to better probe the problem at hand, two leading research questions have been raised.

- How does the habit of translanguaging in online multilingual communication influence students' academic performance and engagement in academic writing?
- What are teacher's perceptions of translanguaging strategies, and how do these perceptions affect their implementation in learning environments due to online conversations?

1.5. Significance of the Research

This research is important because it looks at a real and growing concern in modern education: how learners digital writing habits are affecting their academic writing. Many teachers are worried that pupils now mix languages and use casual writing styles in school tasks. Instead of treating this only as a problem, this study asks whether translanguaging can be used as a strength something that could help students think better and write more effectively if used correctly.

The findings of this research are especially relevant in multilingual societies like Algeria. In such settings, students' daily language practices do not match the monolingual expectations of schools. This study may help teachers understand translanguaging better and find new ways

Chapter 1: General Introduction

to support their students. It also adds to the global conversation on how education can become more inclusive, flexible, and respectful of linguistic diversity in the digital age.

1.6. Organization of the Dissertation

This dissertation is divided into two main parts: the literature review and the empirical field study. The first part focuses on theoretical foundations related to our research theme, including monolingualism, multilingualism, translanguaging practices, and the influence of online youth communication on educational achievement particularly in writing skills. The second part presents the practical investigation, including data collection, analysis, discussion of results, study limitations, and concluding remarks. The work is organized into eight chapters as follows:

- **Chapter One** introduces the general background of the study. It outlines the research problem, purpose, aims, research questions, and significance of the study.
- **Chapter Two** begins the literature review by addressing the key concepts of monolingualism, bilingualism, multilingualism, and translanguaging. It includes various subsections that define these terms and explore their relevance to language use in educational contexts.
- **Chapter Three** continues the literature review with a focus on academic writing and educational achievement. It discusses the role of writing in academic success and explores the cognitive, linguistic, and social factors that influence students' writing performance.
- **Chapter Four** examines the effects of translanguaging practices on students' academic writing. It explores how informal language use especially through digital communication transfers into formal school writing and how it affects accuracy, structure, and clarity.

Chapter 1: General Introduction

- **Chapter Five** presents the research methodology, including the study context, participants, data collection tools (writing samples and teacher interviews), ethical considerations, and procedures for data analysis.
- **Chapter Six** shares the results of the empirical study. It presents an analysis of three different writing corpora (online communication, official exam writing, and voluntary writing) and insights from teacher interviews. It also includes a comparative assessment of monolingual and multilingual students' writing performance.
- **Chapter Seven** offers a discussion of the key findings in relation to the research questions. It outlines the implications of the results for teaching practices and educational policy, acknowledges the limitations of the study from various perspectives, and proposes suggestions for future research.
- **Chapter Eight** provides a general conclusion summarizing the main outcomes of the study and reaffirming its contributions to the field of multilingual education and academic writing research.

Part One: Literature Review

Chapter 2: General Overview about Monolingualism, Multilingualism and Translanguaging

2.1. Monolingualism and Multilingualism

Before engaging in a detailed discussion of translanguaging, it is important to begin with a brief overview of its foundational element: language. Understanding the nature, diversity, and role of language provides essential context for exploring how translanguaging functions across multilingual settings.

2.1.1. Language: its Diversity and Variation

A. Language: Basic Thoughts

Language is more than just a tool for communication; it shapes the way we think, connect, and understand the world around us. It serves as the primary means through which humans exchange ideas, share feelings and build relationships.

However, language is a complex and multifaceted phenomenon shaped by a variety of factors, including society, media, history, psychology and cultural influences among many other factors of diverse types. Many scholars (Chomsky, 1965; Halliday, 2014) have attempted to define language; however, there remains no universally accepted definition of the concept. Chomsky (1965), for example, defines language as *“a set of rules and principles that allow humans to produce and understand an infinite number of sentences, many of which have never been encountered before.”* This definition explains language as a system of rules that facilitates creativity and unlimited expression, underlining the generative capacity inherent in human language.

In contrast, Halliday (2014) views language as *“a social semiotic system, a system of resources for making meaning, that is used by humans to represent their experience, communicate with others, and construct social identities.”* Halliday’s perspective emphasizes that language is not only a set of grammatical rules but rather a dynamic tool for communication

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

and understanding. It enables individuals to express ideas, build connections, and shape identities. These scholars wrote during the 1970s and 1980s, a period when Monolingualism was the dominant norm and the effects of globalization and linguistic diversity had yet to emerge.

B. Language Diversity and Variation

Language diversity and language variation are closely connected, as the presence of multiple languages (diversity) naturally leads to differences in how each language is used across regions and social groups (variation). Language diversity refers to “*the coexistence of multiple languages and dialects within a particular society or region, showcasing the cultural and linguistic richness of human communities*” (Wardhaugh & Fuller, 2015).

While language variation refers to the regional, social, or contextual differences in the ways that people use a particular language. This encompasses variations in pronunciation, vocabulary, grammar and usage influenced by factors such as geography, social class, ethnicity and context. As noted by Wardhaugh and Fuller (2015), “*Variation is an inherent characteristic of all languages at all times, and the patterns exhibited in this variation carry social meanings.*”

In light of the various definitions. Language, as defined by scholars like Chomsky and Halliday above, is more than a means of communication and not the only one; it is a dynamic, context-dependent system meaning-making shaped by identity and social interaction. This perspective is essential to understand translanguaging, where language use is flexible, creative, and tied to real-life needs, specifically in the modern multilingual and fast-paced globalized mobility and communication.

Additionally, Language diversity refers to the coexistence of multiple languages within a society or community, reflecting cultural richness and varied linguistic backgrounds and language variation, highlights how individuals adapt their linguistic choices based on various contexts. In multilingual settings, translanguaging reflects this adaptability, allowing speakers to

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

blend languages in ways that may or may not express identity and enhance communication and academic achievement.

2.1.2. Definition of Monolingualism, Bilingualism, Multilingualism and Types of Multilingualism

A. Monolingualism

Monolingualism refers to the “ability to” use of only one language in an individual's daily life or within a particular community or society. In a monolingual society, there is little or no functional need for speakers to use more than one language. According to Li and Zhu (2013):

Monolingualism refers to the ability of an individual or a community to use only one language for communication. In a monolingual context, people predominantly speak, read, and write in a single language, which becomes the central mode of communication in both social and academic settings.

He emphasizes that Monolingualism is often seen as the norm in many societies, especially in educational contexts, where proficiency in one language (usually the dominant or national language) is prioritized.

In Monolingual Educational context, it is important to understand that the emphasis on Monolingualism in education can influence the way students are perceived by Teachers and the opportunities they might have for engaging with multiple languages, especially in multilingual societies where students may have the potential to benefit from a more flexible linguistic environment. (Cummins 2000). This subsection highlights how a monolingual approach limits students' linguistic flexibility, which could impact their academic writing. Translanguaging, on the other hand, may offer more opportunities for improving writing achievement in multilingual contexts.

In many countries, English is mandatory in national education policies: according to the University of Winnipeg's Global English Education Policy project, 142 countries require that

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

English be taught in public schools, whereas in 41 countries it is optional or only offered in some schools. This demonstrates how widespread monolingual (or dominant language-focused) curricula are globally, even in multilingual societies, often leaving local or minority languages marginalized in formal education settings.

Despite this, recent research shows that multilingual learners often catch up with or even outperform their monolingual peers by secondary school. A study of over 3,000 students in the UK found that while multilingual learners initially perform less well in Key Stage 2 (around age 11) in subjects like English and Science, by Key Stage 4 (around age 16) they matched or exceeded monolingual peers' achievements.

These results suggest that monolingual education may delay some kinds of academic development but do not necessarily yield higher long-term outcomes, and that translanguaging or multilingual educational practices could help students reach high levels in both content and language skills.

B. Bilingualism

Bilingualism is the ability to use two languages proficiently, with varying degrees of proficiency in each language. (Grosjean, 2010). Bilingual individuals can switch between languages depending on the context, using one for specific purposes and the other for different social or professional functions. The degree of proficiency can vary, with some individuals being equally fluent in both languages, while others may be more dominant in one. Li (2014) emphasizes that bilingualism is not just about proficiency in two languages, but also involves social, cultural, and cognitive dimensions of language use in diverse settings.

Bilingualism offers insights into how language proficiency influences cognitive development, communication, and even educational success, which is critical to understand how translanguaging and multilingualism function within educational settings.

C. Multilingualism

Multilingualism is the ability of individuals or communities to use and understand multiple languages. Li and Zhu (2013, p. 517) defines multilingualism as follows

multilingualism is the use of more than two languages by an individual or within a community. Multilingualism, much like bilingualism, involves the ability to switch between languages depending on the context. However, it goes beyond bilingualism by considering individuals who manage and use multiple languages for different purposes.

The flexibility afforded by multilingualism enables individuals to adapt their linguistic strategies to meet the needs of diverse social contexts. This adaptability is particularly significant in education, as multilingual students may use translanguaging fluidly drawing on multiple languages to bridge communication gaps and engage more effectively in learning among other, purposes. Ultimately, Creese and Blackledge (2010) highlight that multilingualism is “*a dynamic phenomenon shaped by societal factors that helps in recognizing the importance of fostering translanguaging practices within educational settings to support learners' cognitive and linguistic development*”.

2.1.3. Types of Multilingualism

In this section, we explore some of the types of multilingualism which align with our topic in an attempt to better understand their role in influencing and shaping educational outcomes. Multilingualism is a complex and varied phenomenon that can be categorized into different types based on individual, societal, and functional contexts. Understanding these types is crucial, especially in the context of educational achievement, as they directly influence how students interact with language in academic settings. The way multilingual individuals use and switch between languages can significantly impact their learning experiences, cognitive development, and overall academic success. (Creese & Blackledge, 2010). While multilingualism can be approached from both psycholinguistic and sociolinguistic perspectives, our research

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

primarily adopts a sociolinguistic lens, as it aligns more closely with our focus. Some psycholinguistic elements are acknowledged, but they remain secondary within our framework.

A. Individual Multilingualism

Individual multilingualism highlights the personal ability to navigate multiple languages, which has significant implications for translanguaging in educational settings. As students move between languages depending on the context (such as using one language for academic purposes and another for personal communication), their translanguaging practices can affect their educational achievement. According to García and Li (2014), Translanguaging allows students to use their full linguistic repertoire to express ideas and perform academic tasks, can enhance understanding and problem-solving skills, particularly for multilingual students. However, when students have varying levels of competence in each language, their translanguaging may sometimes lead to language interference, impacting academic performance.

B. Societal Multilingualism

Societal multilingualism reflects how multiple languages coexist within a community, which is often mirrored in diverse classrooms where students draw on several languages. In such settings, translanguaging becomes a common practice as student's blend languages based on the societal context of the classroom Cybulska (2023). This practice can have profound effects on educational achievement, as students use translanguaging to bridge gaps in language proficiency. However, societal attitudes towards multilingualism and translanguaging whether they are supportive or restrictive can significantly influence students' academic outcomes. If translanguaging is not recognized or valued in the educational system, it may hinder students' performances. for instance, Canada (Quebec): In Quebec, the French language is dominant, while English is widely spoken in other parts of Canada. Tensions between French-speaking Quebecers and English-speaking Canadians have historical roots, especially in the context of language rights

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

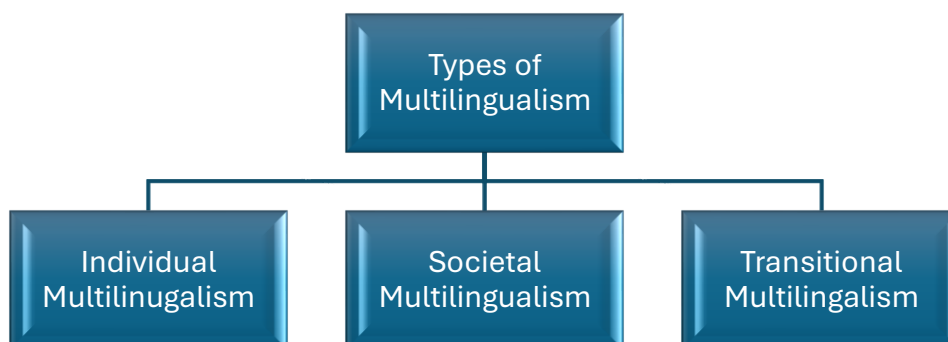
and policies. In education, students from English-speaking backgrounds or who speak indigenous languages may face difficulties in fully integrating into the predominantly French-speaking system.

C. Transitional Multilingualism

This type occurs when students or individuals are in the process of shifting from one language to another, usually due to migration or changes in language policies. In the case of translanguaging students experiencing academic difficulties, transitional multilingualism can lead to confusion, especially when they are trying to master a new academic language while maintaining proficiency in their home languages (Cenoz,2013).

For example, students who are transitioning to an academic language (such as English) may find it difficult to achieve success if they are not provided with opportunities to use their full linguistic repertoire in the classroom. In this context, translanguaging practices can help students bridge the gap between their home language(s) and the language of instruction, but if these practices are not supported, students may struggle with academic content, leading to failure.

Figure 1: types of multilingualism, relevant to the present Study.



Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

The block diagram summarizes the three types of multilingualism, the most related to our problematic. It visually represents how these types interact and impact language use in multilingual contexts.

The different types of multilingualism, individual, societal, and transitional highlight the ways languages are used in diverse contexts. These multilingual practices are closely linked to translanguaging, where individuals blend languages to communicate effectively. In education, translanguaging can both support and hinder academic success. While it can enhance learning by allowing students to use their full linguistic abilities, it may also cause confusion or lead to challenges in standardized assessments if not properly managed.

In addition to individual, societal, and transitional multilingualism, other significant types include simultaneous multilingualism, sequential multilingualism, and elective multilingualism. Simultaneous multilingualism refers to the acquisition of two or more languages from birth, allowing individuals to develop native-like proficiency in multiple languages (Cenoz 2013). Sequential multilingualism occurs when a person learns additional languages after establishing a first language, often through formal education or migration (Li & Zhu, 2013). Meanwhile, elective multilingualism describes situations where individuals choose to learn and use additional languages for personal, academic, or professional reasons, rather than out of necessity (Cenoz, 2013). Understanding these distinctions provides a fuller picture of the diverse ways multilingual abilities can develop across contexts. Understanding the relationship between multilingualism and translanguaging is key to evaluating its impact on educational achievement.

2.2. Advantages and Drawbacks of Multilingualism

2.2.1. Advantages

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

Multilingualism, the ability to speak and understand multiple languages, has both advantages and drawbacks that impact individuals in various domains of life, including cognition, culture, and career. Below is brief discussion of these aspects, specifically relating to the field of education and translanguaging practices, which refer to the use of multiple languages in educational settings and their effects on academic achievement.

A. Cognitive Benefits

One of the most widely recognized positive effects of multilingualism is its contribution to cognitive development. Being multilingual supports the development of key cognitive abilities, particularly in attention control, memory retention, and mental flexibility. Recent studies suggest that multilingual individuals are better at managing competing information and adapting to shifting tasks (Bak, 2016; Poarch & Krott, 2017). For example, research by Bak (2016) demonstrated that bilingualism is linked to stronger cognitive resilience in both young and older adults. These enhanced cognitive skills can positively impact academic achievement, especially for students engaged in translanguaging, as they are able to navigate and apply knowledge across languages more efficiently (Bialystok, 2001).

B. Educational and Career Opportunities

In academic contexts, multilingualism offers students significant advantages by strengthening both their educational achievement and future career. Multilingualism boosts educational achievement by allowing students to use translanguaging, improving comprehension and academic performance. Translanguaging helps students engage more effectively with content, enhancing problem-solving and cognitive flexibility (Canagarajah 2011). Multilingual individuals also have career opportunities in education, translation, international business, and diplomacy. Their ability to navigate multiple languages in diverse educational settings enhances teaching (Canagarajah 2011).

C. Cultural Awareness

Knowing that language is tightly bound to culture, multilingualism enhances the ability to understand and appreciate diverse cultures. Multiple languages expose individuals to different worldviews, fostering empathy and respect. This cultural sensitivity is crucial in an interconnected world, improving personal relationships and professional communication. For students, translanguaging enhances the academic experience by bridging language gaps. It creates a more inclusive learning environment, contributing to better educational outcomes for multilingual students (García & Sylvan, 2011).

2.2.2. Drawbacks

A. Language Dominance

Although multilingualism offers benefits, it also has drawbacks, particularly in language dominance. This occurs when an individual becomes more proficient in one language, often due to frequent use in certain contexts like work or school Pavlenko (2014). Language dominance can reduce fluency in less-used languages, affecting communication and cultural connection. Research shows this shift may impact academic performance, as students may struggle to engage with course material in their non-dominant language. For students using translanguaging, language dominance can affect academic achievement, as proficiency in multiple languages varies by context.

B. Code-Switching and Confusion in Writing

Code-switching, the frequent alternation between languages, is common among multilingual teenagers, especially on social media. Although natural in informal settings, it can harm academic writing by causing a lack of coherence, formality, and structure, making it harder for students to meet academic standards (Garcia & Li 2014). Constant exposure to casual language reinforces informal habits, leading to difficulties in maintaining the formal tone required for academic success and resulting in lower academic achievement. Over time, this blending of informal and academic styles can weaken students' ability to produce clear, well-structured academic texts, impacting their grades and overall writing development.

C. Impact on Writing Accuracy

While multilingualism generally improves cognitive flexibility, it can also lead to reduced writing Accuracy in academic contexts. Teenagers who engage primarily in social media writing may face difficulties when transitioning to academic writing, as they might prioritize speed and brevity over structure and quality. This focus on quick, informal communication in online spaces

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

may lead to difficulty in producing longer, more structured academic essays or research papers, negatively affecting their academic writing performance. This phenomenon goes with the increasingly alarming issue of pupils and learners' poor knowledge and achievement, including in schools (Cybulska, 2023; Li & Zhu, 2013).

2.2.3. Monolingualism vs. Multilingualism in terms of Language Proficiency and Learning Outcomes

In this subsection, we synthesize how Monolingualism and multilingualism may affect educational achievement, in general, either positively or negatively. Monolingualism refers to the ability to communicate fluently in only one language, often the native language, with a high level of proficiency. A monolingual typically focuses all cognitive resources on mastering one language system (Li, 2000). On the other hand, multilingualism is the ability to speak and understand more than one language, with varying degrees of fluency in each. Multilingual individuals manage multiple linguistic systems, often switching between languages depending on the context, which can shape their cognitive and linguistic development in unique ways. These two linguistic experiences differ significantly when it comes to language proficiency and learning outcomes. (Cenoz, 2013).

A. In Terms of Language Proficiency

In terms of Language proficiency, monolingualism tends to result in a deep proficiency in a single language, with individuals often achieving advanced vocabulary, grammatical understanding, and cultural nuances within that language. (Bialystok, 2001). In contrast, multilingual individuals generally exhibit a broader but less deep proficiency across multiple languages. While multilinguals may not have the same level of fluency or vocabulary in each language compared to monolinguals, their cognitive flexibility, increased metalinguistic awareness, and ease of switching between languages can contribute to their language acquisition

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

advantages (Bialystok, 2010). These cognitive benefits make multilinguals potentially more adaptable in acquiring additional languages, even if their proficiency in any one language might be slightly lower.

B. In Terms of Learning Outcomes

In terms of learning outcomes, monolinguals often perform better in academic settings where the language of instruction is their native language. Their deep understanding of that language allows for smoother comprehension of complex concepts and academic tasks. However, their academic performance in multilingual or cross-linguistic settings may be limited. In contrast, multilingual individuals often benefit from enhanced cognitive skills, such as better problem-solving, mental flexibility, and executive functioning, which can lead to superior performance in tasks that require critical thinking or abstract reasoning (Bialystok & Martin, 2004). Nonetheless, multilingual students may face challenges in environments where high proficiency in the dominant language is essential, particularly if their proficiency in that language is still developing (Cummins, 2000).

Overall, multilingualism and monolingualism offer different cognitive and academic advantages depending on context. Understanding these distinctions is essential for supporting diverse learners in educational settings. Recognizing the strengths and challenges of each can help optimize language learning and achievement.

Table 1 monolingulism vs. multilingualism

Aspects	Monolingualism	Multilingualism
Definition	Fluency in one language (often native).	Ability to speak and understand multiple languages.
Language Proficiency	Deep, advanced proficiency in one language (vocabulary, grammar, cultural nuance).	Moderate proficiency in multiple languages; not equally strong in all.
Language Acquisition	Strong within one language; less adaptable to learning new languages.	More adaptable and efficient in acquiring additional languages due to cognitive benefits.
Academic Strengths	Higher academic success when instruction is in the native language.	Better at tasks requiring problem-solving, critical thinking, and abstract reasoning.
Academic Challenges	May struggle in multilingual or cross-linguistic environments.	May face difficulties in high-demand academic language settings if dominant language proficiency is low.

The table presents the key differences between Monolingualism and multilingualism from various perspectives. In terms of language proficiency, cognitive development, cultural awareness, and educational outcomes, highlighting how each context shapes learners' abilities and academic performance.

2.3. Connecting Multilingualism and Translanguaging in Modern Contexts

In today's multilingual world, speakers often move fluidly between languages to communicate effectively. Translanguaging captures this natural blending of linguistic resources in everyday interactions. This section outlines how multilingualism and translanguaging are interconnected in contemporary contexts.

2.3.1. Origins, definition and Background of Translanguaging

A. Origins of Translanguaging

The origins of translanguaging can be traced to Welsh bilingual education in the 1980s, where the concept was first developed by educator Williams, who coined the Welsh term "trawsieithu" to describe the planned and systematic use of two languages within a single lesson. Williams initially used the term to refer to pedagogical practices in which students would receive input in one language (such as Welsh) and produce output in another (such as English), aiming to integrate both languages dynamically in the classroom rather than keeping them separate by subject or time.

The term was later adapted to "translanguaging" by Baker(2001), and its meaning broadened over time to encompass the flexible and integrated use of multiple languages by bilingual and multilingual individuals, both in educational settings and in everyday communication.

The concept gained international prominence in the 2000s through the work of scholars like García, who emphasized translanguaging as a way for speakers to draw from their entire linguistic repertoire, challenging traditional views of bilingualism as the use of two distinct, autonomous language systems. In conclusion, the concept of translanguaging, which originated in Welsh bilingual education, has evolved into a widely recognized approach that highlights the fluid and dynamic use of multiple languages. (Lewis, Jones, & Baker, 2012).

B. Definition and Background of Translanguaging

Translanguaging is a concept that has reshaped the understanding of language use in multilingual communities. Initially coined by Baker in the 1980s, the term gained widespread recognition through the work of García, who, along with her collaborator Carlos J. García (2009)

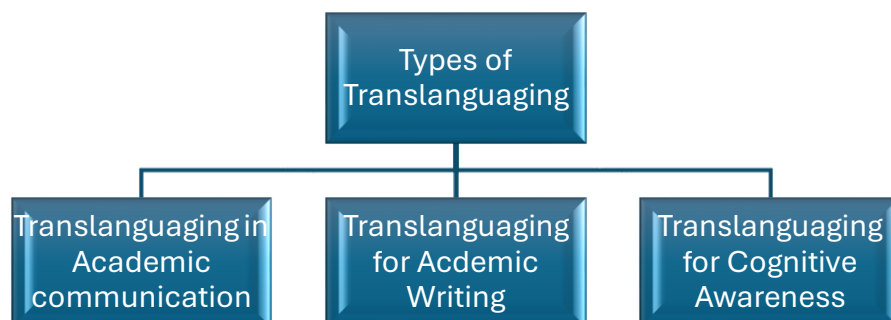
Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

defines translanguaging as a “*dynamic and fluid way of using multiple languages in communication,*” challenging traditional views of languages as distinct, separate systems. Further elaborating on this, Baker (2012), defines translanguaging as “*the process of making meaning, shaping experiences, and gaining understanding and knowledge through the use of two languages,*” though he acknowledges that it can also involve more than two languages. Baker's work highlights the cognitive and communicative benefits of translanguaging, emphasizing its potential in multilingual contexts. Ultimately, translanguaging, as described by these scholars, is not merely about language mixing but a comprehensive strategy that allows multilingual individuals to use their entire linguistic repertoire to make meaning, communicate effectively, and enhance learning outcomes.

2.3.2 . Types of Translanguaging

Translanguaging is a flexible practice that enables multilingual individuals to draw on their full linguistic repertoire for communication and learning. In education, it helps students bridge language gaps, enhance comprehension, and improve academic performance. The different types of translanguaging serve various purposes, from facilitating academic communication to supporting writing and cognitive awareness. Below are some key types of translanguaging in academic settings, illustrated in figure 2:

Figure 2: types of translanguaging



A. Translanguaging in Academic Communication

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

Translanguaging offers a powerful strategy for students to navigate academic challenges and enhance their communication skills. Involves students using both their home and target languages to express academic ideas, especially in group discussions or presentations. This helps fill vocabulary gaps and convey complex ideas more clearly when proficiency in the target language is limited (García & Li, 2014). Drawing on their full linguistic repertoire improves understanding, participation, and collaboration. Using both languages boosts confidence and inclusion, leading to better performance in group tasks and oral assessments, it supports communication, fosters an inclusive environment, and enhances academic success (Cummins, 2007).

B. Translanguaging for Academic Writing

Translanguaging helps students improve their academic writing by allowing them to use their home language to brainstorm, organize, and structure ideas before writing in the target language (García & Li, 2014). This approach enables students to focus on content and structure without being limited by vocabulary in the target language. It also enhances clarity and coherence, as students can refine their ideas when switching to the target language, leading to more precise and effective writing (Canagarajah, 2011).

C. Translanguaging for Cognitive Awareness

Translanguaging involves students switching between languages to reflect on their understanding or thought processes during academic tasks. This helps them articulate reasoning and assess comprehension in both their home and target languages, making it easier to identify knowledge gaps (García & Li, 2014). Through this, students develop metacognitive skills reflecting on learning strategies, adjusting approaches, and regulating cognitive processes. Thinking across languages provides flexible tools for problem-solving and boosts academic performance. It also promotes independence and deeper engagement, helping students track

Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

progress and improve strategies (Canagarajah, 2011). As a result, translanguaging enhances both understanding and academic outcomes.

The three types of translanguaging academic communication, academic writing, and cognitive awareness work together to improve learning in general. Translanguaging in communication helps with group discussions and participation, while in writing, it aids in organizing ideas and improving clarity. Lastly, it supports cognitive awareness by helping students reflect, solve problems, and understand their own thinking better.

2.3.3. Translanguaging as a Natural Extension of Multilingualism in Social Media

Translanguaging is the integration of multiple languages in communication, and it can be regarded as a natural extension of multilingualism; it is the practice/performance of it (multilingual competence), particularly within the context of social media. In a multilingual household and society, individuals often have access to interact with various languages, through social media, where these linguistic resources can be blended or alternated. (García & Li, 2014). As a result, the blending of languages in social media reflects real-world multilingual practices, where speakers navigate and construct identities through their use of multiple languages.

According to Li and Zhu (2013), “*translanguaging provides a way of engaging with multiple languages in a more fluid and natural way, which reflects the multilingual reality of many speakers*”. The flexibility of language use in social media is closely linked to the concept of translanguaging, which highlights the importance of accommodating and embracing linguistic diversity in communication.

A. Challenges of Translanguaging in Academic Writing

Translanguaging can enhance cognitive flexibility, but it may also pose challenges in academic writing by disrupting coherence and formality. The blending of languages can lead to

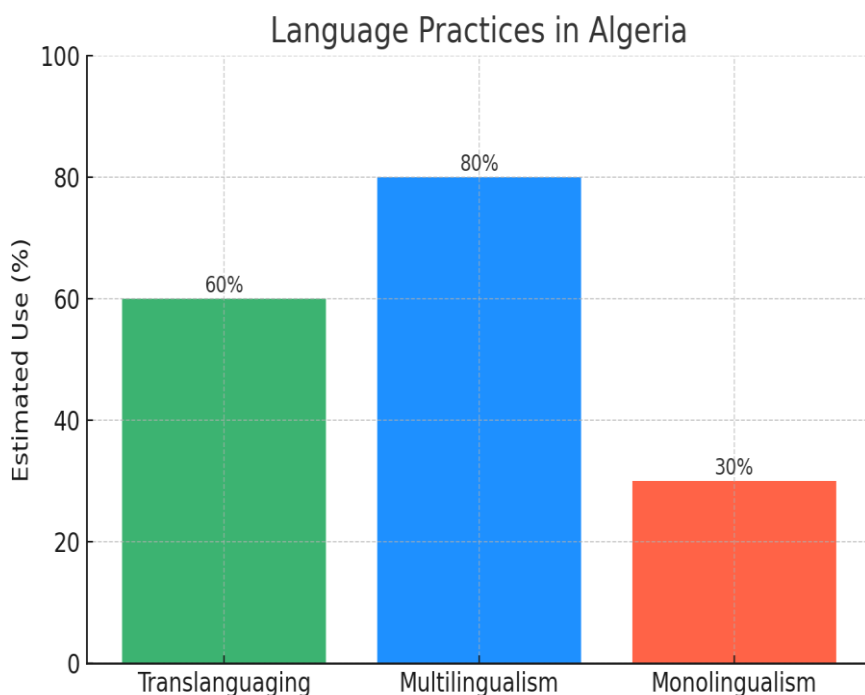
Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

unclear ideas and compromise the required academic register. Students who frequently switch languages may find it difficult to maintain consistency and precision in their writing, hindering their ability to meet academic standards (García & Li, 2014). Over-reliance on translanguaging can thus negatively impact writing quality and academic performance.

B. Managing Translanguaging Practices for Academic Success

Effective management of translanguaging practices is essential to maximize its benefits while minimizing its drawbacks in academic writing. Structured approaches, such as clear guidelines on when and how to use students' full linguistic repertoires, can help maintain academic rigor without discouraging multilingual expression. Teachers' awareness and strategic support can turn translanguaging into a scaffold rather than a source of confusion (Creese & Blackledge, 2010). By framing translanguaging carefully within academic tasks, students can strengthen their writing quality and better meet educational standards.

Figure 3 language practices in Algeria. Adapted from (Hossain, Sharif, & Hoque, 2021)



Chapter 2: Monolingualism, Multilingualism and Translanguaging, an Overview

The graph shows that most people in Algeria use more than one language which is multilingualism. Many also mix languages when they speak or write. But Using only one language is not very common in Algeria. While also the translanguaging practices are very common.

Chapter 3: Writing: A Key to Educational Performances

Chapter 3: Writing, A Key to Educational Achievement

3.1. Insights into Academic Achievement and its Relation to Multilingualism

Academic achievement refers to students' measurable performance in formal education. In multilingual contexts, it exists alongside diverse language practices, including translanguaging. This section outlines the background of academic achievement and its relation to multilingualism and translanguaging.

3.1.1. Background and Definition of Educational Achievement

A. Background of Educational Achievement

Educational achievement has been shaped by various psychological and educational theories across the 20th and 21st centuries. Bloom (1956) laid the groundwork by developing Bloom's Taxonomy, which emphasized the importance of cognitive skills such as analysis, synthesis, and evaluation in measuring academic success. Later Vygotsky (1978), highlighted the social nature of learning, asserting that cognitive development is strongly influenced by interaction within the learner's cultural environment. In the 1980s, Gardner (1983) introduced the Theory of Multiple Intelligences, expanding the concept of intelligence to include linguistic, spatial, musical, interpersonal, and other forms, thus broadening the definition of educational achievement. Moving into the 21st century, Dweck (2006) proposed the idea of a growth mindset, suggesting that learners who believe intelligence can be developed through effort are more likely to succeed academically.

Today, educational achievement is viewed as a multidimensional construct, influenced by cognitive abilities, emotional and motivational factors, socio-cultural contexts, and increasingly, by digital engagement and technological literacy. (Wentzel & Miele, 2016).

Chapter 3: Writing, A Key to Educational Achievement

B. Definition of Educational Achievement

Educational achievement is commonly understood as the measurement of a student's success in reaching academic goals. As Miller (2013) defines it, "*Educational achievement refers to the extent to which a student, teacher, or institution has reached their educational goals, often measured through assessments, grades, and overall academic performance*" (p. 45). Miller's (2013) definition highlights that educational achievement is typically assessed through measurable outcomes like grades and test performance. In multilingual contexts, translanguaging practices can directly influence these outcomes by affecting how learners' express knowledge, which may either enhance understanding or lead to language-related errors that impact academic success.

3.1.2. Factors Influencing Educational Achievement

In the following lines, we introduce some variables that can be seen as key factors that influence students' academic achievement. These include motivational behaviors, cognitive abilities, social interaction, and language-related challenges. Each factor plays a critical role in shaping learning outcomes. These variables were selected based on their relevance to our research focus on translanguaging practices, as they directly interact with how students process, express, and engage with knowledge across languages.

A. Motivation and Self-determination as Behaviors

Motivation is a critical determinant of academic achievement. Self-determination theory (SDT) posits that students are more likely to engage in learning when their psychological needs for autonomy, competence, and relatedness are met (these 3 needs that social media offer to teenager more than schools). These needs foster intrinsic motivation, which leads to persistence and higher performance (Ryan & Deci, 2009). Research also shows that interest in school

Chapter 3: Writing, A Key to Educational Achievement

activities sustains attention and engagement, which are crucial for academic success (Renninger & Hidi, 2011)

B. Cognitive Factors and Social Isolation

Cognitive factors and social isolation play critical roles in shaping academic performance. Cognitive abilities such as memory, logical reasoning, and information processing allow students to efficiently absorb and understand information, leading to improved academic outcomes (Deary et al., 2006; Li & Xu 2015). SI in multilingual educational contexts refers to students feeling excluded due to limited language proficiency, which can hinder participation and academic success (Li Xu & 2015). It often arises when students cannot use their full linguistic resources in the classroom. It can negatively affect self-esteem and psychological well-being, which are essential for optimal learning. Studies have shown that SI significantly contributes to differences in academic performance highlighting the importance of both cognitive abilities and strong social connections for academic success. (Juvonen et al., 2000; Wentzel & Caldwell, 1997).

C. Language Interference and Proficiency Imbalance

One central issue and topic of interest in the psycholinguistics of multilingualism is language interference and the ultimate level of attainment in the languages used. According to Odlin (2005) “*Language interference and proficiency imbalance play a significant role in shaping a student’s academic success. Language interference occurs when structures from a student’s first language impact their learning of a second language, leading to errors in grammar, pronunciation, and syntax*». This can hinder comprehension and overall performance Odlin(2005). On the other hand, language proficiency imbalance refers to the gap between a student’s proficiency in the language of instruction and their academic needs(Cummins ,2000). Research Xu and Li (2015), has shown that higher proficiency in the language of instruction, like

Chapter 3: Writing, A Key to Educational Achievement

English, is strongly correlated with better academic outcomes, as it enables students to understand complex concepts across subjects.

3.2.Competence-based and Performance-based Writing Behaviors

3.2.1. Competence, a Psycholinguistic Glance

In the context of multilingual education, Competence-based (CB) writing refers to an individual's internalized knowledge of language, including grammar, vocabulary, syntax, and discourse structures. This competence is essential in the writing process, as it allows students to produce coherent, well-structured texts that meet academic standards. Rooted in Chomsky's theory of generative grammar, competence is viewed as a subconscious cognitive system that enables the generation of grammatically accurate and contextually appropriate sentences even in unfamiliar writing situations. As Ortega (2009) notes, writers with high competence demonstrate strong control over language form and rhetorical organization, whether writing in their first language or an additional one. Thus, competence-based writing behavior is marked by the ability to mobilize internalized linguistic knowledge to meet the demands of academic writing tasks.

3.2.2. Performance, a Psycholinguistic Glance

In contrast to competence-based(PB) refers to the actual use of language in real communicative contexts. As Ellis (2012) explains, performance reflects the outward realization of internal linguistic knowledge, but it is shaped and often constrained by external factors such as time pressure, emotional state, working memory, and social context. In the domain of writing, performance manifests in the drafting process, the strategies learners employ during revision, and the quality of the final written product.

In multilingual settings, performance is particularly dynamic. Learners may shift between languages or integrate features from multiple linguistic systems depending on the context,

Chapter 3: Writing, A Key to Educational Achievement

audience, or purpose of the writing task. These translinguaging practices, while rich in communicative intent, often expose the gap between a learner's internal competence and their ability to produce academically acceptable writing under pressure (Canagarajah, 2011). This is especially evident in high-stakes writing contexts such as official examinations, entry tests, or standardized evaluations, where linguistic output is closely scrutinized. Performance-based writing behaviors, therefore, highlight the variability in how language knowledge is applied and the influence of contextual pressures on multilingual students' writing outcomes.

3.3. The Challenges and Perspectives of the Writing Process in Multilingual Classrooms

The writing process (WP) is traditionally conceptualized as a series of recursive stages: prewriting, drafting, revising, editing, and publishing. Each stage demands not only linguistic competence but also cognitive and metalinguistic awareness. In multilingual classrooms, this process becomes increasingly complex as learners navigate between languages, often drawing on translinguaging practices to support their thinking and expression. Besides, in academic writing, different genres and types of paragraphs are required (argumentative, explanative, comparative, descriptive, etc. along with literary, scientific, business, etc.).

3.3.1. Challenges of the Writing Process in Multilingual Classrooms

In today's linguistically diverse classrooms, students frequently draw on multiple languages to support their learning, especially in writing tasks. While this multilingual approach can enhance expression and comprehension, it also presents specific challenges when aligned with academic standards. Translinguaging as discussed above in the sections is "*strategic use of a multilingual speaker's full linguistic repertoire to communicate and learn. It allows students to move fluidly between languages to make meaning, solve problems, and express ideas*". (García & Li, 2014, p. 14). This practice can enhance understanding and expression by allowing learners to draw on multiple languages. However, when translinguaging intersects with academic writing,

Chapter 3: Writing, A Key to Educational Achievement

several challenges emerge. In academic contexts, translanguaging is often misinterpreted as linguistic interference, particularly when it leads to deviations from standardized grammar or lexical norms (Garcia & Li, 2014).

A key challenge is cross-linguistic influence, where structures from a student's first language affect writing in the target language, causing errors in grammar and syntax (Gort & Sembiente, 2015). Furthermore, limited proficiency in the language of instruction can prevent students from fully expressing complex ideas in writing. Informal language used in digital spaces, such as on social media, may also negatively influence academic writing by introducing casual and non-standard forms (Deumert, 2014). These struggles are often overlooked by traditional assessment systems and teaching practices, which further complicates the challenges faced by multilingual writers (Palmer et al., 2014).

3.3.2. Perspectives of the Writing Process in Multilingual Classrooms

Despite the challenges, translanguaging offers valuable perspectives in multilingual classrooms. It allows students to use all their language resources, promoting deeper thinking and expression (García & Li, 2014). Multilingualism also enhances metalinguistic awareness, helping students reflect on language structures and become more flexible writers (Bialystok, 2001). Inclusive teaching practices that value linguistic backgrounds can boost student engagement and improve writing outcomes (Cummins, 2001). These perspectives show how translanguaging can support students in overcoming challenges in academic writing by fostering confidence and clarity in expression.

3.4. The Importance of the Writing Skill in Educational Achievement

Writing is a fundamental skill that plays a crucial role in students' educational achievements. It not only reflects their understanding of content but also demonstrates their

Chapter 3: Writing, A Key to Educational Achievement

ability to organize thoughts, argue logically, and communicate effectively. Strong writing skills are essential for success across subjects, as they influence academic performance, assessment outcomes, and future opportunities.

3.4.1. Literacy as the Foundation of Academic Success

Academic achievement is deeply tied to a student's ability to use written language effectively. Literacy is often the primary mode of assessment in education whether through essays, reports, or standardized exams (Shanahan & Shanahan, 2008). Strong literacy skills enable students to access content, perform well across subjects, and engage critically with academic discourse.

In multilingual settings, however, students may face challenges when academic writing is expected to follow monolingual norms. Scholars like Canagarajah (2011) argue that recognizing and valuing students' multilingual literacy practices including those developed through digital communication can lead to more inclusive and effective learning environments. In this way, literacy becomes not just a goal of education, but a means through which educational equity can be promoted. This suggests that rather than treating multilingualism as a barrier, educators should view it as a strength. By embracing students' full linguistic repertoires including informal practices such as code-switching or texting language schools can foster a more equitable learning environment where students are not penalized for their language background. Literacy, then, is not merely about mastering a standard form of language; it becomes a way to support identity, access, and participation in academic life.

3.4.2. Writing as a Tool for Learning and Communication Across Contexts

Writing is more than a skill, it is a medium through which students process, organize, and communicate knowledge. In both school and out-of-school settings, writing supports critical

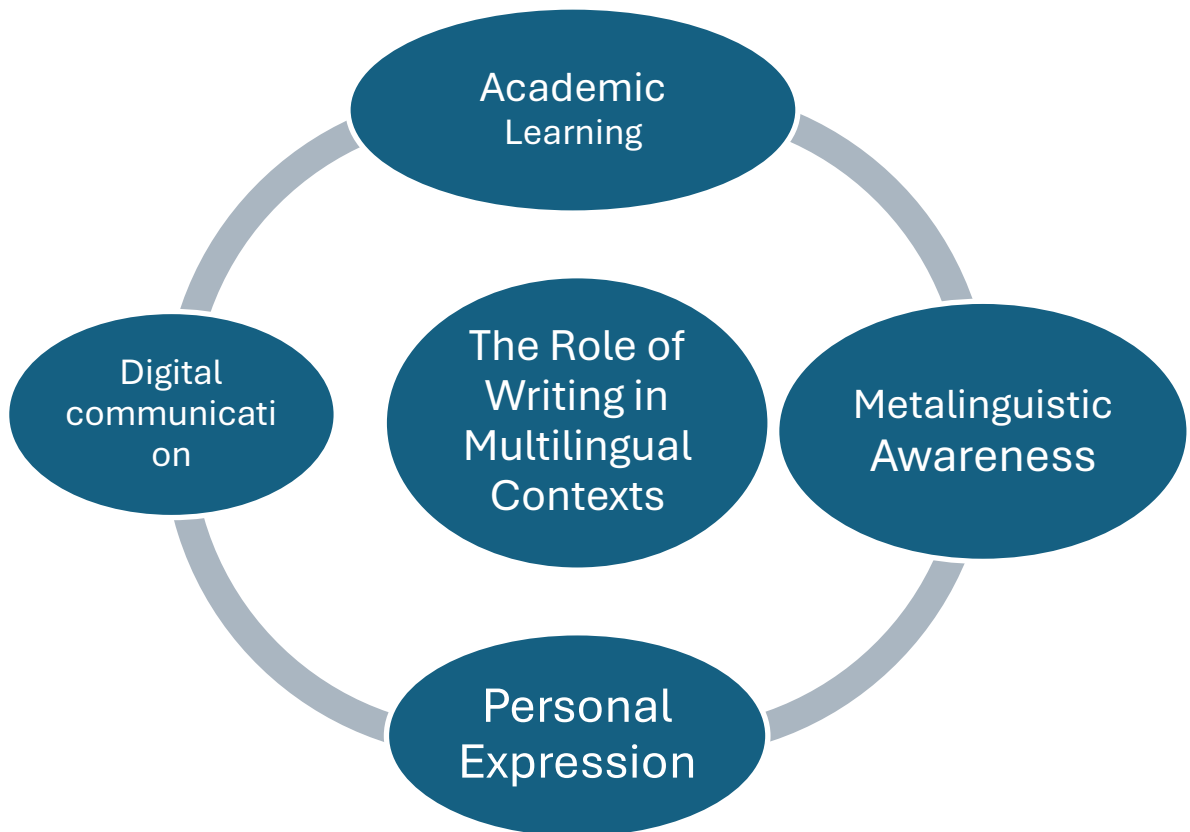
Chapter 3: Writing, A Key to Educational Achievement

thinking, deepens understanding, and enables learners to express themselves across academic disciplines. According to Street (2003), *“literacy is not a neutral, technical skill but a social practice shaped by context and purpose”*. In this view, writing becomes a key way for students to engage with content, negotiate meaning, and demonstrate what they know, among many other benefits, writing also enhances memory retention, encourages self-reflection, and fosters creativity by allowing students to explore ideas in depth and from multiple perspectives (Bazerman et al., 2005).

In multilingual classrooms, writing allows learners to draw on their entire linguistic repertoire, especially when translanguaging practices are supported. Students may use writing not only to meet academic standards, but also to express their identities and connect with diverse audiences across both school and digital platforms (García & Li, 2014). In multilingual classrooms, writing allows learners to draw on their entire linguistic repertoire, especially when translanguaging practices are supported. An example can be found in Wales, United Kingdom, where schools such as Ysgol Gyfun Gymraeg Plasmawr implement translanguaging pedagogy in bilingual Welsh-English classrooms. Students are encouraged to use both languages fluidly in written assignments and digital communication, which has been shown to enhance academic achievement and support identity expression (Lewis, Jones, & Baker, 2012). Students may use writing not only to meet academic standards but also to express their identities and connect with diverse audiences across both school and digital platforms (García & Li, 2014).

Chapter 3: Writing, A Key to Educational Achievement

Figure 4 : the role of writing in multilingual contexts



The circles summarize the multifaceted importance of writing across various contexts in multilingual settings. Writing not only facilitates academic learning but also supports identity and personal expression, and enhances metalinguistic awareness.

3.4.3. ICTs, AI, and Computer-Assisted Writing in Multilingual Contexts

In the digital age, writing practices among multilingual users are increasingly shaped by interactions on social media platforms and digital tools. These spaces often encourage informal, fluid, and multilingual forms of expression, where translanguaging is a natural and frequent strategy. However, while digital environments foster linguistic creativity, they also present challenges when these practices intersect with academic writing and assessment.

Chapter 3: Writing, A Key to Educational Achievement

Social media writing frequently involves code-switching, lexical borrowing, and the blending of languages within a single utterance. These patterns, when transferred into academic contexts, can result in writing that deviates from standardized norms. Digital tools such as spellcheckers, grammar correction software, and AI-based writing assistants often fail to accommodate this linguistic hybridity (Lee, 2014). Many of these tools are designed with monolingual, standard-language corpora and are unable to interpret or appropriately correct code-meshed input (Sultana, 2018; Vaidhyanathan, 2021). As a result, this can lead to inaccurate error detections or inappropriate corrections that disrupt the students' original meaning, making the writing process more frustrating and less effective.

Information and Communication Technologies (ICTs) and Artificial Intelligence (AI) can negatively impact academic writing by encouraging shortcuts and reducing students' engagement with the writing process. Overreliance on AI tools may weaken critical thinking, originality, and the ability to develop independent arguments. Additionally, constant exposure to informal digital communication through ICTs can blur the boundaries between formal and informal writing styles.

Computer-Assisted Language Learning (CALL) systems and AI-based writing platforms also exhibit similar limitations. While such tools can provide valuable supporting vocabulary development, grammar correction, and structure modeling, their inflexibility toward translanguaging can hinder multilingual writers (Lin, 2021). Instead of supporting language negotiation strategies, many systems attempt to “correct” deviations that are in fact purposeful or contextually appropriate in informal settings (Sultana, 2018). This may lead students to internalize deficit views of their language use, especially when digital feedback contradicts their communicative intent.

Chapter 3: Writing, A Key to Educational Achievement

These technological limitations raise important concerns regarding the influence of digital writing practices on formal academic writing. Multilingual students who engage regularly in translanguaging on social media may face difficulties in adjusting to rigid academic genres. Without pedagogical guidance on how to navigate these contrasting norms, negative transfer from digital translanguaging-rich environments into academic writing becomes a persistent risk.

3.4.4. The Influence of Online Communication on Academic Writing and Achievement

Online communication, through platforms like social media and blogs, has become an influential part of learners writing practices. While these platforms often promote informal, quick writing, they also help pupils develop key skills such as clarity, conciseness, and audience adaptation (García & Li, 2014). These skills can transfer to academic contexts, aiding students in articulating ideas more clearly.

However, the informal nature of digital writing can create challenges in academic settings. Research indicates that the casual tone, syntax, and grammar often used online can conflict with the more formal expectations of academic writing (Thorne, 2013). The rapid pace of online communication can also lead to habits that prioritize speed over accuracy, which can be detrimental when students transition to more structured academic writing (Liu, 2017).

A. How Informal Language Practices Disrupt Academic Writing Standards

Informal language practices commonly used on social media and digital platforms significantly disrupt academic writing standards. Abbreviations, slang, and the use of emojis in digital communication often lead to students neglecting grammar, punctuation, and formal writing structures (Creese & Blackledge, 2010). These habits become ingrained over time, carrying over into academic tasks where precision and clarity are essential. As a result, students face challenges in adhering to the formal writing conventions required in educational settings

Chapter 3: Writing, A Key to Educational Achievement

(Lee, 2014). The continual use of informal language impedes the development of necessary academic writing skills, ultimately affecting academic performance.

B. Informal Writing vs. Academic Writing: The Impact on Writing Standards

Online writing, typically characterized by informal language and quick exchanges, contrasts sharply with academic writing, which demands clarity, structure, and formal grammar. Social media platforms often encourage the use of shorthand, non-standard syntax, and language switching, all of which can undermine writing accuracy (Li, 2022). While online communication is geared towards immediacy and informality, academic writing requires careful consideration of language norms. This disparity between online writing and academic writing results in a gap that negatively impacts students' ability to produce high-quality, error-free academic work (García & Li, 2014). The habit of switching between these two writing styles can diminish the consistency and precision needed in academic writing.

**Chapter 4: Translanguaging in
Online Communication and its
Impacts on Students' Achievement
in Academic Writing**

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

4.1. Understanding Translanguaging in Digital Communication

4.1.1. Linguistic Fluidity in the Digital Age

Translanguaging in digital communication represents a significant shift from rigid, monolingual norms to more fluid and adaptive forms of language use that reflect the authentic practices of multilingual speakers. In online spaces such as social media, messaging apps, and discussion forums, individuals frequently move between languages to express themselves more fully and accurately. This fluidity allows for richer communication, where meaning is prioritized over adherence to a single language system. In academic contexts, such linguistic flexibility challenges the conventional expectations of standardized language use, bringing to light the need to acknowledge multilingual realities in education. Rather than focusing solely on correctness and grammar, this approach emphasizes cognitive engagement and effective meaning-making.

This view is consistent with García and Li's (2014) definition of translanguaging as "the process by which bilinguals use their languages as an integrated communication system." Digital platforms create spaces where this integrated system is both natural and encouraged, allowing users to draw from their full linguistic repertoire without restriction. However, the freedom offered by digital communication can blur the boundaries between formal and informal language practices. In academic settings, this often creates a disconnect between how students communicate online and how they are expected to write in school. While translanguaging promotes expression and identity, it may also challenge students' ability to conform to academic conventions. As previously discussed in the sections above, translanguaging in online communication can have unintended consequences for academic writing achievement. Continuous exposure to informal, mixed-language writing online may lead learners to adopt habits that are inconsistent with academic standards. These include grammatical inaccuracies, lack of coherence, and weak structural organization. Over time, such habits can hinder the

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

development of essential academic writing skills, as students struggle to switch back to the formal, standardized language required in educational contexts. Therefore, while translanguaging reflects linguistic reality and promotes inclusivity, its unregulated use—especially in digital environments—requires careful pedagogical attention to prevent negative effects on students' academic performance.

4.1.2. The Role of Digital Communication in Language Practices

The rise of digital communication platforms such as social media, messaging apps, and online forums has significantly influenced how multilingual students engage with language. These platforms provide spaces for informal, real-time language use, where translanguaging practices often emerge naturally. At the micro-linguistic level, digital communication often leads to syntactic simplification, lexical borrowing, and unconventional spelling or grammar, which may transfer into academic writing (Hinrichs, 2006; Sebba, 2012). For instance, students might adopt abbreviations, emojis, or hybrid syntax that blur the boundaries between languages, affecting their control of formal registers. At the macro-linguistic level, digital platforms shape broader language ideologies and social norms, influencing how students perceive language authority, correctness, and identity (Androutsopoulos, 2014). These platforms promote peer-to-peer interactions where linguistic mixing is normalized and even valorized, which can lead students to challenge traditional academic expectations. Understanding both the micro-level linguistic features and the macro-level sociolinguistic contexts of digital communication is essential to evaluating its impact on multilingual students' academic language development.

A. Language Errors in Digital Communication

In digital contexts, students frequently engage in translanguaging mixing home and target languages to communicate efficiently and express themselves more fully. However, this fluid language use can lead to the formation of language-switching errors, including lexical

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

borrowings, grammatical inconsistencies, and inappropriate code-mixing that do not align with formal writing standards (Sebba and Mahootian, 2012).

Research by Deumert (2014) and Garcia & Li (2014) shows that social media platforms often normalize non-standard usage, which can affect students' language awareness and grammatical precision. For example, students may adopt abbreviations, phonetic spellings, or informal syntactic structures common in texting or online chat, and later transfer these habits into academic contexts unconsciously.

Furthermore, digital environments often prioritize speed and efficiency over accuracy, leading students to develop a tolerance for linguistic errors. This reduced sensitivity to grammatical rules and target language conventions raises concerns about the long-term effects of digital writing norms on academic literacy.

Table 2: language errors in digital communication

Type of error	Example	Possible Academic Impact
Lexical Borrowing .	I have a problema with this	Misuse of vocabulary in formal writing .
Grammatical code-Mixing	She no went to school	Subject verb agreement errors .
Informal Abbreviations .	U r late .	Inappropriate tone or style in academic writing .
Phonetic Spellings .	Becoz instead of because .	Spelling issues in essays and assignments .

The table highlights common language-switching errors observed in students' writing, many of which stem from informal digital communication habits. These errors such as lexical borrowing, code-mixing, and phonetic spelling suggest a transfer of non-standard language features into academic contexts, potentially affecting clarity, tone, and grammatical accuracy.

B. Academic Impact of Language-Switching Errors in Digital Contexts

The informal language patterns adopted in digital spaces can negatively affect students' academic writing skills quantitatively and qualitatively, especially when those habits are

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

transferred into formal tasks such as essays, reports, or exams. When students regularly switch between languages without attention to grammatical or syntactic correctness, this can hinder the development of standard academic language proficiency (Canagarajah, 2011; Cummins, 2007).

Several studies have documented how frequent exposure to informal digital writing can reinforce non-standard linguistic habits, making it harder for students to shift to the formal register required in academic contexts (Creese & Blackledge, 2010). For instance, students who often write in multilingual or hybrid forms online may struggle to maintain clarity, coherence, and correctness in academic writing. This can lead to lower grades, reduced confidence in writing tasks, and negative feedback from instructors (Cummins, 2007).

Therefore, while digital communication encourages expressive and flexible language use, it also presents challenges for academic writing, particularly when students lack awareness of when and how to shift between registers. Raising students' metalinguistic awareness and teaching explicit strategies for separating informal and academic language practices may help mitigate these issues (García & Kleyn, 2016). Studies have shown that students spend significantly more time engaging in online writing than in academic writing, often on a daily basis through texts, social media, and online chats. In contrast, academic writing is usually confined to specific assignments and limited classroom hours, resulting in fewer opportunities to practice and refine formal writing skills (Lenhart et al., 2008). This discrepancy in writing frequency reinforces informal habits, which can inadvertently carry over into academic contexts.

4.1.3. Challenges of Translanguaging and Their Impact on Academic Achievement

While translanguaging offers potential benefits for multilingual learners, several challenges hinder its effectiveness, particularly in academic writing within Algerian educational contexts. Learners especially Algerian teenagers with medium proficiency levels often struggle

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

to transfer ideas from their home languages (such as Arabic, Tamazight, or French) into the formal conventions of academic English. This process is demanding, as formality requires not only language skills but also general world knowledge and cognitive maturity. The challenge intensifies when students exhibit limited proficiency in both their first language and the target language, leading to underdeveloped arguments, inconsistent syntax, and lexical inaccuracies Cummins, (2000). In Algerian classrooms, this may result in writing that lacks clarity and coherence, thereby affecting both grades and overall academic performance. Moreover, institutional expectations for monolingual, English-only outputs common in many secondary and tertiary institutions in Algeria often leave little room for translanguaging strategies, creating pressure for students to conform to rigid language norms that may not reflect their everyday linguistic practices

Moreover, the lack of pedagogical support for integrating translanguaging in writing instruction contributes to students' uncertainty about when and how to use their full linguistic resources. Without explicit guidance, students may produce writing that blends informal language patterns drawn from digital communication with academic registers, resulting in errors and lower grades (Canagarajah, 2011; García & Kleyn, 2016). These challenges not only impact the technical quality of writing but can also affect students' confidence and engagement in academic contexts. Therefore, while translanguaging has the potential to enhance expression and comprehension, its unstructured or unsupported use can negatively influence academic achievement, especially in writing-based assessments which is the most used form of academic testing and assessment.

4.1.4. Teachers 'Perspectives about Translanguaging Practices

Teachers play a crucial role in shaping how translanguaging is perceived and practiced in academic contexts, particularly in relation to student writing. They often recognize

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

translanguaging as a useful tool for helping multilingual students generate and organize ideas, particularly when writing in a second language (García & Kleyn, 2016). However, many also face tension between supporting students' linguistic realities and meeting institutional demands for monolingual academic writing (Saxena, 2009). In environments shaped by Arabic/French policies and standardized assessments, teachers may feel limited in how much they can allow translanguaging, especially in formal writing tasks.

Additionally, Some Teachers express concerns that excessive reliance on the home language may hinder students' development of academic writing skills in the target language (Palmer et al., 2014). Others point to the difficulty of assessing translanguaged writing fairly due to the lack of clear frameworks (Creese & Blackledge, 2010). These perspectives reveal how institutional pressures and limited pedagogical support shape teachers' cautious engagement with translanguaging in writing instruction.

A. Awareness of Translanguaging Practices

Awareness of translanguaging practices among educators is essential for its effective integration into classrooms. Teachers who understand translanguaging as a natural part of bilingual discourse and a pedagogical tool are better equipped to leverage student's linguistic resources to enhance learning outcomes. However, institutional constraints and monolingual ideologies often limit teacher's ability to implement translanguaging strategies effectively (Creese & Blackledge, 2010; García & Li, 2014). For instance, in some schools, language policies prioritize English-only instruction, which may discourage the use of student's home languages despite their potential benefits for comprehension and engagement (Cummins, 2008). Research also highlights the importance of professional development in fostering teachers' understanding of translanguaging, enabling them to view bilingualism as an asset rather than a

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

deficit (García & Kleyn, 2016). The school as a place to prepare teenagers for a globalized multilingual world in every domain (travel, workplace, diplomacy, commerce, etc.).

B. Initial Reactions to Language Switching in Writing

Teachers often have mixed reactions to students' use of translanguaging in writing. Whilesome recognize its value in helping students express complex ideas and bridge linguistic gaps(Canagarajah, 2011), others perceive it as a sign of linguistic deficiency or off-task behavior. This perception is influenced by traditional academic norms that favor monolingualism and standardized language use (Hornberger, 2003), including well-known teaching methods that rely on the use of one language only. Additionally, teachers may struggle to assess writing that incorporates multiple languages due to a lack of clear guidelines or training onevaluating such work (Martínez-Roldán & Sayer, 2006)and being themselves monolingual. Despite these challenges, research suggests that when teachers are open to translanguaging, they can create inclusive environments that encourage students to draw on their full linguistic repertoires for academicsuccess, starting from early childhood.

4.2. Effects of Translanguaging on Academic Achievement

4.2.1. Error Patterns in Digital Communication

Error patterns in digital communication not only affect academic writing but also have implications for students' critical thinking skills. Khan and Yousaf (2022) found that common digital writing errors, such as punctuation and capitalization mistakes, often reflect a lack of attention to detail and structured reasoning(knowingly, the rules for punctuation vary from one language to another). Critical thinking requires the ability to analyze language carefully, assess the clarity of ideas, and construct well-organized arguments. When students frequently engage in informal digital communication without proper grammatical awareness, they may develop

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

habits that hinder their ability (which is known in psycholinguistics as fossilization) to articulate logical and well-supported academic arguments.

Moreover, Khan and Nazim, (2024) highlight that the informal nature of platforms like whatsapp encourages quick, unstructured responses rather than deep engagement with ideas. This shift can weaken students' ability to critically evaluate and refine their thoughts, as academic writing requires careful argumentation and coherence. If students do not consciously differentiate between informal digital discourse and formal academic writing, their ability to critically assess sources, synthesize information, and construct well-reasoned arguments may suffer.

Thus, error patterns in digital communication are not merely surface-level mistakes but are indicative of deeper cognitive challenges(see the distinction between competence and performance, chapter 3, section 2). To enhance both language accuracy and critical thinking, educators must encourage students to engage in reflective writing practices, apply metacognitive strategies, and consciously transition between informal and formal writing contexts.

A. How Online Communication Affects Writing Accuracy

The rise of online communication platforms has significantly influenced how students use language, often to the detriment of their academic writing. Social media encourages informal, abbreviated, and often grammatically incorrect expressions that easily transfer into academic contexts (Creese & Blackledge, 2010). Learners frequently use nonstandard spelling, punctuation, and syntax when messaging, which over time reinforces habits that conflict with formal writing conventions. According to Lee (2014), these digital communication styles reduce learners' awareness of academic norms and contribute to persistent writing errors in school settings. When students become addicted to social media messaging, they can develop habits of informal writing, such as frequent mistakes and poor spelling. As a result, these habits carry over

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

into academic writing, negatively affecting their educational achievement and disregarding established writing norms.

B. Digital Language vs. Academic Writing

The increasing use of nonstandard digital language in student communication has raised concerns about its impact on academic writing and the difficulty students face in maintaining formality. Digital communication platforms such as social media and instant messaging encourage informal linguistic practices, including abbreviations, acronyms, and phonetic spellings (Crystal, 2020). Although these forms facilitate quick and creative exchanges among peers, they often infiltrate students' academic work, reducing clarity and professionalism.

Vyatkina (2022) emphasizes that formal academic writing requires critical awareness of register, structure, and coherence skills that may decline when students rely heavily on unregulated digital discourse. This clash between informal digital language and academic conventions creates challenges for students striving to meet educational writing standards.

At the secondary school level, key features of academic writing include clarity, objectivity, formal tone, logical structure, evidence-based argumentation, and discipline-specific vocabulary (Hyland, 2004; Nesi & Gardner, 2012). These elements are essential for producing writing that communicates complex ideas effectively and aligns with academic expectations. Therefore, despite the creativity and peer engagement fostered by nonstandard digital language, it also presents obstacles to academic rigor, highlighting the need for explicit instruction on formal writing conventions to help students develop a balanced and adaptable linguistic competence.

Aspects	Online Writing Example	Academic Writing Version
---------	------------------------	--------------------------

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

Grammar.	"She don't care about deadlines."	"She does not care about deadlines."
Abbreviations.	"idk what the q means, can u help?"	"I do not understand the question; could you help me?"
Punctuation/Clarity.	"we had a test i think its next week"	"We had a test; I believe it is scheduled for next week."
Code-Switching.	"The lecture was boring bzaf I almost slept."	"The lecture was very boring; I almost fell asleep."

Table 3 online writing vs. academic writing

This table shows how informal online writing habits differ from the formal standards expected in academic writing. It highlights common student practices such as abbreviation, or lack of punctuation, that may hinder clarity, coherence, and academic tone in formal contexts.

4.2.2. Academic Outcomes of Translanguaging vs. Monolingual Practices

Recent studies have compared the academic outcomes of translanguaging and monolingual practices to understand how each approach influences student learning and performance in academic contexts. García and Li (2014) in their work argue that

Translanguaging enables students to access and deploy their full linguistic repertoire, promoting deeper comprehension and cognitive engagement. Their work suggests that by tapping into multiple languages, students can analyze concepts from varied cultural and linguistic perspectives, which enhances critical thinking and, in turn, academic writing and problem-solving skills.

Cenoz and Gorter (2022) further support this view by demonstrating that translanguaging encourages linguistic flexibility, leading to improved academic outcomes, particularly in contexts where students must navigate complex ideas particularly when they are at an appropriate developmental stage and have sufficient proficiency in the languages they use.

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

In contrast, proponents of monolingual practices maintain that a single-language approach upholds academic rigor and clarity. Monolingual frameworks are believed to facilitate standardized communication and ensure consistency, particularly in formal assessment contexts (MacSwan, 2020). However, this perspective has been critically challenged by scholars who argue that rigid adherence to monolingual norms can marginalize multilingual students and suppress their ability to express complex or culturally embedded ideas (Shohamy, 2011). For example, in classroom activities such as interpreting or translating tasks, requiring students to operate only in one language can hinder their ability to convey nuanced meanings, which often depend on drawing from multiple linguistic resources. MacSwan (2020) cautions that while monolingual practices offer structure, they risk excluding students whose linguistic competencies extend beyond a single language. Consequently, the debate suggests that rather than positioning translanguaging and monolingualism as mutually exclusive, educators might consider a balanced, strategic approach that harnesses the benefits of both to support academic writing and overall performance.

4.2.3. Impact of Translanguaging on Writing Proficiency and Assessment

Translanguaging plays a crucial role in enhancing writing proficiency by allowing multilingual students to use their full linguistic resources for deeper expression and comprehension. These resources include their home language(s), academic language, informal speech, and digital communication styles. For example, a student might use vocabulary from their first language to brainstorm ideas and then switch to their second language for formal writing. García and Sylvan (2011) argue that when students are encouraged to think and draft in multiple languages, they develop more complex arguments, expand their vocabulary, and improve overall writing coherence. This process fosters cognitive flexibility, enabling learners to refine their thoughts before presenting them in the target academic language. Similarly, (Cenoz&

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

Gorter, 2022) emphasize that translanguaging not only strengthens writing skills but also boosts students' confidence in academic expression by reducing language barriers.

However, the impact of translanguaging on assessment remains a contentious issue among researchers rather than educators. Shohamy (2018) critiques traditional standardized assessments, which often fail to accommodate multilingual students' linguistic strengths, leading to an inaccurate evaluation of their writing proficiency. Since many researchers such as Hornberger (2002) and Shohamy (2006), focus on language policy, equity, and assessment validity, they tend to question the fairness of monolingual testing norms, whereas educators are often constrained by institutional requirements and standardized grading systems, limiting their ability to adapt assessments to multilingual practices. This mismatch reflects a broader tension between competence-based and performance-based assessment: while standardized tests often measure isolated language knowledge, they may fail to capture the practical, strategic language use that multilingual learners demonstrate in real writing tasks.

These assessments, rooted in monolingual norms, may disadvantage students who rely on translanguaging as a cognitive strategy. Therefore, while translanguaging significantly enhances writing skills, its integration into academic assessment requires a more inclusive approach that acknowledges multilingual competence while maintaining academic rigor. These challenges also highlight the influence of political sociolinguistics, where language hierarchies and societal attitudes toward certain languages affect educational policy and assessment design, particularly in linguistically diverse communities.

4.2.4. The Risk of Linguistic Interference in Academic Writing

Linguistic interference is a major concern in academic writing, particularly for students who engage in translanguaging. According to Ellis (2015), language interference or cross-linguistic influence refers to *“the impact that one language has on another during language*

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

production, often leading to deviations from standard norms in areas such as syntax, vocabulary, and grammar”. This issue is especially prevalent in online spaces where students frequently switch between languages without adhering to formal linguistic conventions.

Cenoz (2013) highlights that while translanguaging can facilitate comprehension and expression, it may also cause students to unconsciously transfer structures from their home language into their academic writing, leading to inconsistencies and errors. Similarly, Bialystok (2018) argues that constant code-switching in informal digital communication can weaken students’ ability to maintain linguistic accuracy in academic contexts, ultimately affecting their writing achievement.

From a critical perspective, while translanguaging offers cognitive flexibility, its unregulated use in academic writing may hinder students’ ability to develop proficiency in the target language, posing challenges for standardized assessment and academic success. Therefore, educators must implement structured approaches to help students balance the benefits of translanguaging while minimizing its potential for linguistic interference.

A. The Effects of Social Media Writing on Academic Writing Skills

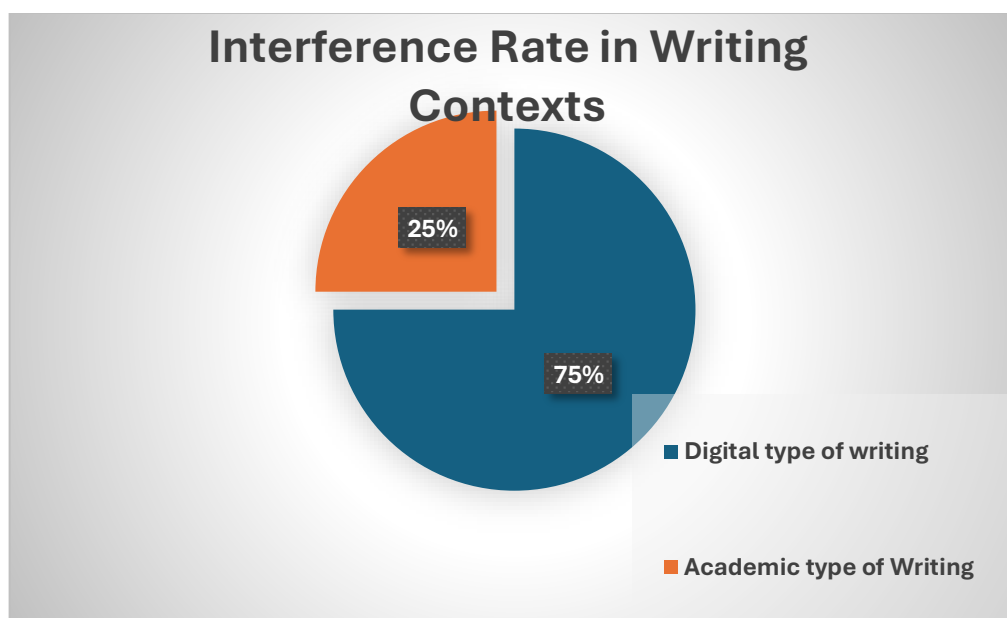
The integration of social media into daily communication has significantly impacted how students approach academic writing. The informal nature of online platforms encourages the use of abbreviations, slang, and nonstandard grammar, all of which become ingrained habits for learners. These digital writing habits transfer into formal academic tasks, where students struggle with maintaining clarity, accuracy, and proper structure in their writing. As students engage in translanguaging practices switching between languages or writing styles they may find it difficult to adhere to the linguistic norms expected in academic settings. This misalignment between informal communication and formal education ultimately hinders students’ academic writing skills, reducing their overall academic performance (Creese & Blackledge, 2010; Lee, 2014).

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

B. Exploring the Consequences of Informal Digital Writing on Formal Education

The consequences of informal digital writing are particularly evident when examining students' academic achievements. Social media encourages rapid, casual exchanges that prioritize speed over precision, contributing to the development of poor writing habits. As students become accustomed to these informal practices, their ability to produce coherent and grammatically correct academic texts diminishes. This decline in writing accuracy is further compounded by the prevalence of translanguaging practices, where students switch between informal digital communication styles and the formal writing expected in education. The negative transfer of these habits into academic settings underscores the need for more attention to how social media communication affects writing proficiency and its long-term impact on educational success (Cummins 2000; García & Li, 2014).

Figure 5 the interference rate in writing Contexts. Adapted from Lee (2014)



This pie chart illustrates that interference in academic writing contexts accounts for only 25%, whereas interference in digital writing characterized by abbreviations and translanguaging

Chapter 4: Translanguaging in Online Communication and its Impacts on Students Writing in Academic Achievement

practices makes up 75%. This demonstrates that students engage more frequently in online or informal writing practices than in academically appropriate forms.

Part Two: Field Work Methodology and Empirical Research Results and Discussions

Chapter 5: Field work

Methodology and Research Design

Chapter 5: Field-work Methodology and Research Design

5.1 Research Background

5.1.1 Research Problem

In today's globalized and digitally connected world, multilingualism has become a defining feature of youth communication, particularly within online environments such as social media, messaging apps, and collaborative learning platforms. Among multilingual youth, translanguaging The flexible use of multiple languages within a single communicative act has emerged as a natural and widespread practice. This linguistic fluidity allows students to express their identities, foster peer connections, and navigate diverse social and cultural spaces. However, the implications of translanguaging for academic achievement, especially in writing, remain underexplored and often misunderstood within traditional educational frameworks.

As Filippi (2024) notes, *“Engaging in multilingual communication can enhance cognitive flexibility and critical thinking, both of which are vital for academic success”*. Yet, many educational systems continue to function within monolingual norms that may overlook or undervalue the dynamic language practices of students. This gap is particularly evident in the domain of writing, where formal academic standards often conflict with the informal and hybrid language use common in online communication. As such, a critical concern arises: to what extent do these multilingual and translanguaging practices in digital youth communication influence students' writing skills academic achievement?and how do educators perceive and respond to these practices in increasingly digital learning environments?

Understanding the effects of translanguaging and multilingualism in youth online communication is especially important in contexts where linguistic diversity is prevalent and pedagogical approaches have yet to adapt. Investigating this relationship offers valuable insights for creating inclusive and responsive educational strategies that bridge students' out-of-school language practices with in-school academic demands.

Chapter 5: Field-work Methodology and Research Design

5.1.2. Research Questions

- How does the integration of translanguaging in online multilingual communication influence students' academic performance and engagement in writing?
- What are teachers' perceptions of translanguaging strategies, and how do these perceptions affect their implementation in learning environments due to online conversations?

5.1.3. Research Aim

The research aim outlines the primary purpose or goal of a study, or what the researcher wants to achieve through their investigation. This study aims to examine the impact of multilingualism and translanguaging practices in online youth communication on pupils' academic writing achievement. By analyzing both learner's language use in digital contexts and teachers' attitudes toward translanguaging, the research seeks to uncover how these practices influence writing performance and engagement. Ultimately, the study aims to inform the development of pedagogical approaches that recognize students' linguistic repertoires as resources for enhancing academic success and promoting equity in language education.

5.2.Context of the Study

5.2.1 Research Population

The research population includes Algerian learners aged from 13 to 19 years old, enrolled in high schools. This group is crucial because they are at a stage where academic writing skills are still developing, while exposure to multilingual digital communication is high. Their linguistic environment, shaped by Arabic, French, English, and local dialects, directly relates to the study's focus on translanguaging and its impact on writing.

Chapter 5: Field-work Methodology and Research Design

5.2.2 Research Sample

The sample consists of pupils from Bejaia City, where access to participants is both practical and feasible. Students were selected to represent a variety of educational backgrounds, allowing a closer examination of how online multilingual practices influence formal academic writing. This localized sample supports the investigation of language-switching errors and their academic consequences in a specific Algerian context.

5.2.3 Focus on Algeria as the Study context

Algeria is a multilingual country where people grow up speaking Tamazight, Arabic, and French, offering a unique and relevant context for studying the impact of translanguaging on academic writing. The mixing of languages in everyday life, especially through digital communication, has shaped student vocabulary that blends informal expressions, borrowed terms, and nonstandard structures. As students conducting a research and raised and educated in this environment, we have a personal connection to these linguistic practices, which gives us both insight and motivation. The coexistence of multiple languages in homes, schools, media, and online spaces makes translanguaging a common and natural practice among learners. However, this linguistic fluidity may also introduce challenges in formal educational contexts, particularly in writing tasks that require adherence to standard language norms. Our familiarity with these challenges enables us to conduct a more grounded and context-sensitive analysis of how translanguaging affects academic achievement in a multilingual society like Algeria.

5.2.4 Multilingualism in Bejaia

Bejaia city is a linguistically rich urban space where multilingualism is deeply embedded in everyday interaction. In this context, speakers routinely navigate between Tamazight (Kabyle), Arabic, French, and increasingly English. Tamazight, particularly in its colloquial Kabyle form, serves not only as a widely spoken language but also as a mother tongue, cultural symbol, and

Chapter 5: Field-work Methodology and Research Design

identity marker for a significant portion of the population. From an urban sociolinguistic perspective, such multilingual practices reflect the complexity of language use in socially and ethnically diverse urban settings, where language functions fluidly across public and private domains.

Despite the central role of Tamazight in the community, it has been not selected for this study for methodological reasons. The research aims to examine the effects of translanguaging practices in digital contexts on learners s' academic writing and achievement, concentrating on institutional languages Modern Standard Arabic, French, and English which dominate educational, official, and evaluative spheres. While learners often mix Tamazight with other languages in informal digital communication, this research prioritizes the academic and formal linguistic domains where Tamazight is not yet fully institutionalized.

Moreover, because Tamazight is the first language for many pupils, its use in translanguaging primarily expresses identity rather than academic intent. Therefore, the study focuses on the tensions and interferences between institutional languages, which are subject to formal standards in writing-based assessments. The exclusion of Tamazight does not diminish its sociolinguistic importance but ensures that the analysis remains consistent with the study's objectives: investigating how translanguaging among academic languages affects writing performance in an urban, multilingual educational context

5.3 Research Scope

5.3.1 Focus on the Writing Skill

In our research, we have chosen to focus specifically on the writing skill because, unlike speaking, writing generates concrete evidence and lasting outputs that can be examined in a structured and detailed manner. offering insights into the influence of translanguaging on their academic performance. Moreover, writing in academic settings is often subject to formal

Chapter 5: Field-work Methodology and Research Design

assessment, making it a critical area where language proficiency directly impacts grades and overall achievement. Through writing, learners demonstrate their ability to organize ideas, adhere to academic conventions, and transfer their linguistic practices from informal to formal contexts. This makes writing a particularly measurable and revealing skill to examine in relation to the effects of translanguaging.

Similarly, Cumming (1989), a Canadian linguist known for his research on second language writing, highlights the transferability of writing skills from one's first language to a second language. Cumming's studies suggest that writing skills are integral to academic success and that proficiency in writing can influence performance across various disciplines.

5.3.2. Theoretical Background

In multilingual educational settings, translanguaging has emerged as a transformative pedagogical approach that recognizes and utilizes the full linguistic repertoire of learners. Rather than treating languages as separate, bounded systems, translanguaging allows for the dynamic and fluid use of multiple languages to enhance comprehension, expression, and learning.

Existing research in Algerian EFL classrooms has acknowledged the potential of translanguaging to support language learning, but often lacks original theoretical grounding. To address this gap, our study draws on the pioneering work of Ofelia García (2009), and Li Wei (2000), who have been particularly influential in providing the theoretical foundation necessary and their research provided essential theoretical insights that helped guide and complete the present study's analysis of multilingual classroom practices.

García and Li, (2014) conceptualizes translanguaging as a process that goes beyond code-switching; it is an intentional and strategic use of a speaker's entire linguistic repertoire to make meaning and learn. Li Wei (2014) further expands this understanding by emphasizing

Chapter 5: Field-work Methodology and Research Design

translanguaging as a socially situated practice that challenges traditional views of language boundaries and monolingual ideologies, together, their work provides a comprehensive lens for analyzing how multilingual learners navigate and leverage their linguistic resources in educational settings. This framework enables our research to explore how translanguaging influences writing skills and academic achievement among Algerian pupils. Moreover, it offers a foundation for developing more inclusive and responsive pedagogical approaches that reflect the linguistic realities of multilingual learners in Algeria.

5.3.3. Ethical Consideration

To ensure ethical integrity, this study implements several measures throughout the research process. All participants including pupils, teachers, and, where appropriate, parents or guardians are informed about the study's purpose, procedures, and potential implications. Participation are entirely voluntary, with informed consent obtained in advance and the right to withdraw at any time without consequence. To protect privacy and confidentiality, all collected data such as writing samples, online communication, interviews, and assessments are anonymized, and pseudonyms are used in all documentation. Data are stored and accessible only to the principal researcher. Given the sensitive nature of language use, identity, and digital behavior, the study is conducted with cultural awareness and a nonjudgmental approach, aiming to respectfully represent pupil's natural multilingual and translanguaging practices while safeguarding their dignity, autonomy, and academic integrity.

5.4 Methodological Design, Tools and Procedures for Data Collection

In terms of scientific research and methodology, the terminology and the concepts are not defined and understood in the same way by the research community in the different disciplines. According to Kerlinger and Lee (2000)

Chapter 5: Field-work Methodology and Research Design

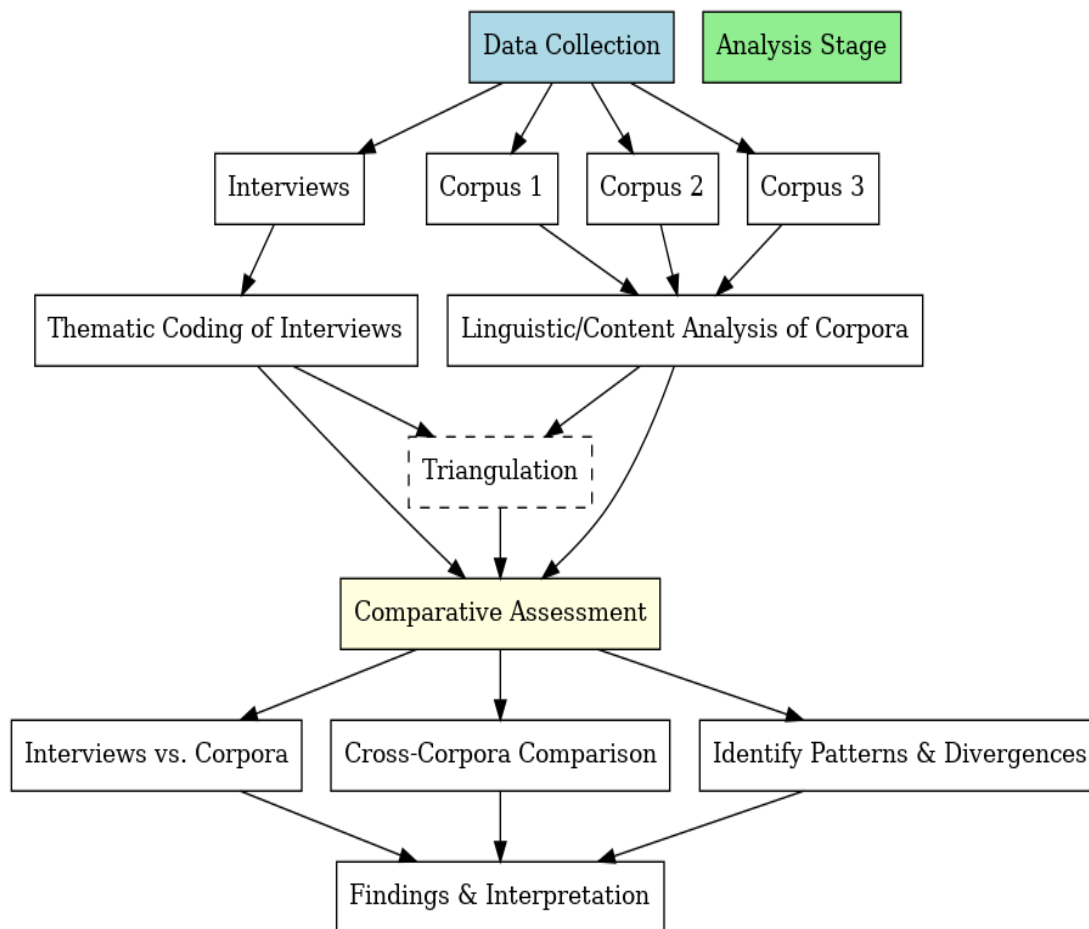
A research design is the plan and structure of investigation so conceived as to obtain answers to research questions. The plan is the overall scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data.

There are three main approaches to research designs Below, we describe with some detail the characteristics of each research design:

- Quantitative, which focuses on numerical data and statistical analysis; It often involves surveys, experiments, or statistical analysis to measure variables and draw objective conclusions.
- A qualitative research design which explores phenomena through textual or visual data to understand meanings, experiences, and concepts. For our investigation we employ the qualitative design in order to explore the role of translanguaging in Learners academic writing and language development. According to Dentin and Lincoln (2011), qualitative research is “*a situated activity that locates the observer in the world,*” involving “*an interpretive, naturalistic approach to the world*”

Chapter 5: Field-work Methodology and Research Design

Figure 6: Field Work Research Design



The diagram illustrates the research process, starting with data collection from interviews and three corpora, followed by thematic and linguistic analysis. These results are integrated through triangulation and comparative assessment to identify key patterns, leading to the final findings and interpretation. Adapted from Creswell (2014),

In qualitative research, data collection instruments play a vital role in capturing rich, detailed information that reflects participants' experiences, behaviors, and contexts. Carefully chosen instruments ensure that the data gathered aligns with the study's objectives and allows for a comprehensive understanding of the research problem. In our research, we are proceeding to use three main instruments to collect and analyse our data: teacher interviews, corpus analysis, and comparative assessment.

Chapter 5: Field-work Methodology and Research Design

- First, we conducted interviews with teachers to understand their opinions and experiences with translanguaging in writing classes. This helped us know how they view and apply this approach in their teaching.
- Second, we conducted a corpus analysis, where we carefully examined samples of pupils' written texts to identify how they use language, especially when they mix languages or switch between them.
- Third, we conducted a comparative assessment between monolingual and multilingual pupils to examine differences in their writing performance, particularly focusing on the role of translanguaging practices. By evaluating their academic writing with and without the use of translanguaging strategies, we aimed to determine whether such practices positively influence writing achievement. These assessment tools also provided valuable qualitative data to support our study.
- Finally, to enhance the validity and reliability of the findings, this study employed triangulation by integrating data from multiple sources: teacher interviews, three distinct corpora (online conversations, official academic writing, and personal texts), and a comparative assessment between monolingual and multilingual learners. This methodological triangulation allows for cross-verification of patterns and divergences in writing practices, ensuring a more comprehensive and balanced interpretation of the impact of translanguaging on academic writing. To make sure the study's results are valid, the research uses different methods that fit well with the questions being asked. By looking at information from various sources, the study reduces the chance of mistakes or bias. Also, the researchers check with the teachers and learners involved to confirm that the findings truly reflect their experiences. This helps the study measure what it intends to measure.

Chapter 5: Field-work Methodology and Research Design

- The study also focused on reliability by using clear and consistent ways to analyze the data. Multiple researchers check the data to make sure they agree on what it shows. This makes the results more trustworthy and easier to repeat. While the study looks closely at certain groups and types of writing, the findings can still be useful in other settings. The differences between monolingual and multilingual learners give helpful ideas for teaching in many schools. However, the study recognizes that things like language background and school rules might affect the results, so future studies could look at more places and people to confirm these findings.

5.4.1. Teachers' Interviews

A. Interview Aim

This interview aimed to explore English and French teachers' perspectives on pupil's language-shifting and translanguaging practices. To investigate how these practices influence learners' academic writing and overall achievement, focusing on both positive and negative outcomes

B. Description of the Interview

The teacher's interview process followed a structured sequence to systematically examine the impact of translanguaging in online youth communication on academic writing and achievement. First, teachers were selected based on their experience with multilingual pupils and their role in assessing academic writing, with priority given to those who have observed learners engaging in online multilingual communication. Next, semi-structured interview questions were developed, focusing on key themes such as the frequency of translanguaging in pupils' online interactions, its influence on grammar, coherence, and writing structure, and whether it enhances conceptual understanding or creates academic challenges.

Chapter 5: Field-work Methodology and Research Design

Once the questions were finalized, individual interviews were scheduled and conducted, allowing teachers to provide detailed insights into their observations. During the interviews, teachers discussed whether learners transfer online multilingual practices into academic writing, the specific linguistic challenges they face, and the strategies used to support pupils in balancing multilingualism with academic writing conventions. To ensure validity and reliability, all interviews were recorded and transcribed, followed by thematic data analysis, where common patterns and trends were identified. Finally, the findings were integrated into the broader study to contribute valuable perspectives on the relationship between online translinguaging and pupils' academic writing performance.

5.4.2. Case Study: Three Main Corpora

The case study focused on three main corpora to examine the influence of translinguaging in online youth communication on academic writing. By analyzing online conversations, academic exam responses, and voluntary learner's writings, this study identified patterns of language switching and their effects on writing quality. This multi-faceted approach provided a comprehensive understanding of how multilingual digital practices shape pupils' academic language proficiency.

A. Online Conversations and Posts Corpora Analysis

This approach involved collecting a representative sample of written interactions from various online platforms, such as social media, forums, or school-related discussion groups. The aim is to analyze how these students shift between the four languages likely a mix of Arabic, Tamazight, French, and English during their communication. We aimed to determine if these language shifts hinder effective academic communication, or if they reflect common language practices among pupils. This corpus analysis provided valuable insights into the potential

Chapter 5: Field-work Methodology and Research Design

challenges of multilingual communication translanguaging in online spaces and contribute to a better understanding of how young people navigate complex linguistic environments.

B. Official Examination/Assignment Corpora Analysis

This analysis involved reviewing a sample of official exam papers of pupils focusing on the language choices they make while answering questions. We have looked for instances where pupils switch between languages or use multiple languages in a single response, examining whether these practices result in linguistic errors or affect the clarity of their answers, indicating potential translanguaging practices, even in situation where the pupils should not. The primary objective is to determine if multilingualism or translanguaging switching between languages for ease of understanding or expression impacts the accuracy, coherence, and overall quality of their responses.

C. Voluntary/Participatory or Personal Corpora Analysis

For the voluntary corpus, we analyzed individual pupil's performance by asking them to write a paragraph or essay, where they may naturally incorporate multiple languages (e.g., Arabic, French, and English). The pupils were encouraged to express themselves freely, and we observed how they shift between languages during the writing process. This analysis allowed us to evaluate the impact of translanguaging practices on writing quality and to understand how learners manage multilingualism in their academic work. Moreover, this corpus led us to conduct the comparative assessment between monolingual and multilingual pupils.

5.4.3. Comparative Assessment of Learners Corpora

A. Comparative Assessment Aim

This comparative analysis aimed to evaluate the writing performance of a monolingual Arabic pupil and a multilingual pupil in English and French. It examined language proficiency,

Chapter 5: Field-work Methodology and Research Design

frequency of language-switching, error types, and cognitive processing in relation to their primary language use during writing tasks.

B. Description of the Comparative Assessment

In this method of evaluation, we compared how monolingual and multilingual pupils write. First, we choose learners from both groups who have similar educational experiences. Then, we gave them writing assignment that tests their grammar, sentence structure, creativity, and overall writing flow. We used a grading guide to evaluate things like how well they organize their ideas, use vocabulary effectively, and follow grammar rules.

Chapter 6: Research Results and Analysis

Chapter 6: Research Results and Analysis

6.1. Report of the Interviews

6.1.1. Report of the Interview with the English Teacher in “CHOUHADA CHIKHOUNE” Secondary School

The teacher expressed a critical view of multilingualism and translanguaging in the context of second language acquisition. He observed that pupils frequently switch between languages during class discussions, which he believes disrupts their English learning process rather than supporting it. According to him, this language mixing interferes with proper target language acquisition, and he does not consider multilingual learners to have any advantage over monolingual peers in mastering English. In fact, he described translanguaging as a barrier rather than a bridge to language development. As he stated, “*Mixing languages confuses learners and slows down their ability to fully grasp English*”.

In the second part of the interview, the teacher emphasized that language mixing is strictly prohibited in written assignments. He reported that pupils sometimes incorporate expressions from their native languages into English writing, which leads to awkward or incorrect phrasing. To maintain academic standards, he applies uniform assessment criteria to all students, regardless of their linguistic backgrounds, and does not provide accommodations for multilingual learners.

The third section of the interview addressed the influence of digital communication on learners' academic writing. The teacher noted that frequent use of social media leads to the adoption of informal habits such as abbreviations and code-switching. He believes these practices negatively impact learners' academic style, contributing to a decline in linguistic accuracy and fluency in formal writing.

Finally, the teacher concluded that multilingualism tends to hinder rather than help academic achievement, particularly in written performance. He highlighted that language interference, rather than enhancing learning, often results in reduced clarity and correctness. To

Chapter 6: Research Results and Analysis

mitigate these effects, he recommended adopting learner-centered strategies, implementing individualized assessments, and tailoring teaching materials to reflect pupils' social and cultural contexts.

6.1.2. Report of the First with the French Teacher in El-Hammadia Secondary School

The teacher highlighted that multilingualism and translanguaging are becoming increasingly significant in contemporary communication. He observed that pupils often switch languages during discussions, viewing this ability as an asset that enriches both expression and thought, while promoting collaboration and dynamic learning environments. However, he also cautioned that translanguaging could lead to language misuse in academic writing.

In the second part, the teacher reported that in formal assessments and written work, the use of multiple languages is strictly forbidden. He noted that despite this, learners sometimes incorporate informal language or their L1 into academic texts, resulting mainly in spelling errors. He emphasized that multilingual pupils are assessed by the same standards as their monolingual peers. As he Said *"Bien que le mélange des langues puisse stimuler la créativité, il doit être soigneusement encadré pour éviter la confusion dans l'écriture formelle."*

The third section revealed the teacher's belief that pupils' social-media writing habits negatively affect their academic style. He pointed out the frequent use of informal abbreviations such as "slt," "je ss," and "idk," arguing that SMS-style writing weakens academic performance. According to him, students often fail to differentiate between digital and academic registers, and no positive influence of online language practices on formal writing has been observed.

Finally, the teacher asserted that multilingualism mainly impacts pupils' written performance rather than their oral language skills. He observed frequent patterns of grammatical and spelling errors due to language interference, especially between English and French. He

Chapter 6: Research Results and Analysis

provided examples such as the misuse of "scientific" instead of "scientifique" and "text" instead of "texte" in French writing. These errors, he argued, underline the need to develop pupils' language awareness through various strategies, particularly reading.

6.2. Corpora Analysis

6.2.1. Thematic Analysis of Online Conversations and Posts

Table 4 Thematic analysis of online conversations and posts

Conversation	Context/Platform	Languages Used	Translanguaging Features	Examples	Themes Identified
1. Group Chat about Exams	WhatsApp group of high school learners discussing final exams	Darija, French, English	Code-switching, Borrowing, Code-mixing	• <i>J'ai pas révisé yet wallah, I'm dead.</i> • <i>You have the sujet of math?</i> • <i>"Bro, c'est pas clair du tout 😊 he didn't explain well fi le cours. »(Tbh , U).</i>	• Academic stress • Peer solidarity • Practicality of multilingual expression • Abbreviations
2. Instagram Comments on a Meme	Instagram thread reacting to a meme about daily life	Darija, French, English	Code-switching, Borrowing	• <i>This is so vrai bro 😊</i> • <i>Nti 3andek l'humour 😊.</i> • <i>Thnks 4 sharing 😊</i>	• Humor & irony • Youth identity • Cultural relevance
3. Online Gaming Chat	Real-time communication during gameplay (PUBG)	English, Darija, French	Code-mixing, Borrowing	• <i>Rushih! Huwa f la maison.</i> • <i>Sniper f top wala low?</i> • <i>Lag bzzaff dz mdr</i>	• Team coordination • Gaming culture • Efficiency in communication

The table presents examples of translanguaging practices observed across different online communication platforms, including WhatsApp group chats, Instagram comments, and gaming chats. These interactions demonstrate frequent use of code-switching, borrowing, and code-

Chapter 6: Research Results and Analysis

mixing among languages such as Darija, French, and English. Such practices often involve informal language features like abbreviations, emojis, grammar mistakes, and strategic language choices tailored to specific social contexts. While these flexible multilingual interactions enhance peer solidarity, cultural expression, and communication efficiency in digital spaces, they may also influence learners' academic writing skills. The informal and hybrid nature of online translinguaging could contribute to challenges in maintaining formal writing standards, potentially affecting educational achievement by creating interference in grammar, vocabulary, and overall writing accuracy. (see chapter 4 section 1) about academic impact of language-switching errors in digital contexts.

6.2.2. Thematic Analysis of Official Examination in Writing

Table 5 Thematic Analysis of the Errors made by Learners in Writing Exams in Both English and French

Learners Mistake	Category	Topic	Code
<i>"high school to scientifique and litteraire classes".</i>	Vocabulary	French Influence on Terminology	Lexicon,Borrowing
<i>"we dont learning a black magique".</i>	Grammar	Verb Tense and Code-Switching	GRM, Tense, Code-Switching
<i>"she sleeping one princesse".</i>	Grammar	Article Misuse and Lexical Transfer	GRM / VOC / Lexical Transfer.
<i>"my level in anglais".</i>	Vocabulary	Direct Transfer of French Words	VOC / Code-Switching .
<i>"i love english et i love my teacher English".</i>	Syntax	Code-Switching with Coordination	CS / SYN / capitalisation
<i>"do uenglish is good 70 male and 35 il n'aime pas la lunge English"</i>	Syntax	Sentence Fragment & Mixed Structures	SYN / Abbreviations / CS: Interference.
<i>"lire permet de developper les competences linguistic"</i>	Grammar	Morphosyntactic Interference	GRM / speech part/lex.
<i>"Children should consomme yaourtes"</i>	Vocabulary	French Lexical Borrowing	VOC / Borrowed Lexicon.
<i>"He gave a pot of wine to the official"</i>	Idiomatic	False Friend/Idiom Transfer	Idiom Transfer.
<i>"Corruption is present in all the domains"</i>	Lexical	Direct Translation of 'domaines'	LEX / Word Formation.

Chapter 6: Research Results and Analysis

The analysis shows that many learners make similar mistakes in their writing, mostly because they mix English with French. These mistakes include using the wrong grammar, spelling, or words taken directly from French. Learners often switch between languages, especially when they don't know the right English word. Some mistakes also come from how they write on social media (see case 6, table above), using short forms or informal language. This means teachers need to help pupils understand the difference between formal and informal writing and give extra support to those who use more than one language. Clear rules and examples can help pupils improve their academic writing. (see chapter 4, section teachers' perspectives about translanguaging practices).

6.2.3. Comparative Assessment between Research Participants

A. Performance of Monolingual ArabicPupilin the Three Languages

We asked the pupil to produce a text in English, French and Arabic, knowing that she is likely monolingual (in Arabic), at least in her attitudes. Below is what she produced in English, French and Arabic.

- **The Assigned text1 in English**

"today I went to the electronics stor to buy a new phone but when I arrived to home, I discovered that my phone was a fake phone not the original that I wanted.

"Algerian program is very hug with long hours of study without any time then to have fun and on their favourite hobbi which it had bad effect in their mantel health whith stress and anxiety that school put in their schoolers with no break which will also make students hate school and had bad affect in their abilities."

- **Her intended meaning when translated from Arabic (Schematic thought)**

اليوم ذهبت إلى محل الإلكترونيات لشراء هاتف جديد ولكن عندما وصلت إلى المنزل اكتشفت أن هاتفي كان هاتفًا مقلدًا وليس الأصلي الذي أردته.

Chapter 6: Research Results and Analysis

البرنامج الدراسي الجزائري واسع جدًا ويتضمن ساعات دراسة طويلة، دون أن يترك وقتًا للترفيه أو لممارسة الهوايات المفضلة لدى الطلاب، مما يؤثر سلبيًا على صحتهم النفسية من خلال التسبب في التوتر والقلق.

المدرسة تضع ضغطًا كبيرًا على التلاميذ دون فترات راحة كافية، مما يجعلهم يكرهون المدرسة ويؤثر سلبيًا على قدراتهم الدراسية.

- **The Assigned text 2 in French**

“L’ éducation en Algérie est très importante mais le programme est très long
..... وذلك ما يسبب التوتر التلاميذ مما سيؤدى بالحدوث آثار سلبية على تعليمهم وقدرتهم

- **The Assigned text 3 in Arabic**

في الجزائر يمر التلميذ بثلاث مراحل قبل دخوله إلى الجامعة، حيث يبدأ بخمس سنوات في الابتدائي، ثم أربع سنوات في المتوسط، بعدها ينتقل إلى الثانوية ليدير ست سنوات في الجامعية
تتالية أو أخيرًا ينتقل إلى الجامعة

- **Explanation**

Based on our data, we observe that the participant, an Arabic monolingual pupil from El Hammadia High School, tends to think in Arabic when producing written texts in English and French. In our study, we ask a monolingual Arabic-speaking pupil to write short texts in English, French, and Arabic. She has grown up in an environment where only Arabic is spoken and has had no early exposure to other languages. When writing in Arabic, she shows a strong command of the language, with no major mistakes. Her ideas are clear, well-organized, and grammatically correct.

However, when writing in French and English, she makes many errors. Most of these mistakes result from thinking in Arabic and then trying to translate her ideas word-for-word (see Chapter 2, Section 3 on translanguaging for cognitive awareness). As a result, her sentences in French and English often sound unnatural or confusing. She uses Arabic sentence structures, vocabulary, and expressions that do not exist or do not make sense in the other two languages. For example, she often places adjectives after nouns, uses incorrect verb tenses, and writes phrases that only make sense in Arabic.

These problems show that she relies completely on Arabic to form her thoughts. Even in school or online, she mostly uses Arabic to communicate, which makes it harder for her to switch

Chapter 6: Research Results and Analysis

to French or English when needed. This heavy dependence on Arabic affects her academic performance, especially in tasks that require writing in other languages.

As a result, she uses translanguaging unconsciously, transferring Arabic patterns into French and English without realizing it, which leads to frequent writing errors in both foreign languages (see Chapter 3, Section 4).

B. Performance of Multilingual pupil in the Three Languages

We asked the pupil to produce a text in English French and Arabic, knowing that he is likely multilingual (in at least Arabic, Kabyle, French and English), at least in his attitudes. Below is what he produced in the three Languages.

- **The Assigned Text 1 in English**

"I went to a mobile store and I bought a phone, after that I found that it was fake."

"Education system in Algeria is divided into four main stages: primary, middle, secondary levels followed by higher education."

"The educational program in Algeria has a lot of subjects, and the schooling days are long and tiring due to the heavy lectures."

- **His intended meaning in Arabic when translated from Arabic (Schematic thought)**

ذهبت إلى متجر هواتف محمولة واشتريت هاتف آيفون، وبعد ذلك اكتشفت أنه كان مقلداً.

نظام التعليم في الجزائر مقسم إلى ثلاث مراحل رئيسية: المرحلة الابتدائية، المرحلة المتوسطة، والمرحلة الثانوية تليها التعليم العالي.

يحتوي البرنامج التعليمي في الجزائر على العديد من المواد الدراسية، وأيام الدراسة طويلة ومتعبة بسبب كثرة المحاضرات.

- **The Assigned Text2 i French**

"L' éducation joue un rôle essentiel dans le développement des individus et des sociétés. Elle permet non seulement de transmettre des connaissances mais aussi de former des citoyens responsable"

- **The Assigned Text 3 in Arabic**

Chapter 6: Research Results and Analysis

في الأونة الأخيرة انتشر تبشك كبير مظاهر الخدا ع في مجتمعنا خاصة في مجال البيع والحوارات الذكية المقلدة ومنتجات «أخر غير أصلية

- **Explanation**

In our study, we examine a multilingual pupil from Chouhada Chikhoun High School who is asked to write texts in English, French, and Arabic. The student has grown up in a multilingual environment where exposure to all three languages begins early, and he regularly uses them in everyday conversations, especially online. Because of this background, the pupil can switch between languages easily and naturally thinks in English, French, or Arabic depending on the situation.

At first glance, this flexible language use seems like a strength. It allows him to express ideas quickly and avoid word-for-word translation. However, our findings show that this constant switching between languages, known as translanguaging, sometimes causes confusion in his writing. Instead of sticking to one language, the student unconsciously blends grammar rules, sentence structures, and vocabulary from the three languages. This results in mixed-language expressions, incorrect word choices, and sentences that are often unclear or grammatically inconsistent.

Although multilingualism gives him access to a wide range of linguistic choices, the overlapping use of different languages does not always improve the quality of his writing. In fact, it often leads to confusion and errors, especially when the pupil is not fully aware of the differences between the languages. This case shows that frequent translanguaging, when not guided or controlled, can interfere with accurate writing rather than support it.

Chapter 6: Research Results and Analysis

Table 6: Comparative assessment: monolingual vs. multilingual pupil new page

Criteria	Monolingual Pupil (Arabic-dominant)	Multilingual Pupil (Arabic, Kabyle, French, English)
Language Dominance	Arabic only	Balanced use of Arabic, French, and English
Text Accuracy in Arabic	High accuracy; grammatically correct and coherent	Moderate accuracy; occasional stylistic inconsistencies
Text Accuracy in French	Low accuracy; many structural and lexical errors due to literal translation from Arabic	Moderate accuracy; clearer structure but occasional blending of syntax from other languages
Text Accuracy in English	Low accuracy; unnatural phrasing and incorrect grammar due to Arabic influence	Moderate accuracy; better fluency but instances of incorrect word choice or structure
Evidence of Translanguaging	Unconscious transfer of Arabic into French and English	Frequent language mixing; transfers features from multiple languages (syntax, vocabulary)
Cognitive Processing	Thinks and plans in Arabic only	Shifts between languages depending on context or topic
Typical Errors	Literal translation, incorrect word order, inappropriate verb tense	Cross-linguistic interference, code-mixing, inconsistent grammar rules
Content Clarity	Clear in Arabic only; unclear in French and English	Content is mostly clear in all languages but sometimes lacks precision due to language interference
Impact on Writing Quality	High in Arabic; low in other languages	Variable; fluency exists but errors reduce the quality and clarity
Attitude towards Languages	Sees herself as Arabic speaker; low confidence in others	Identifies as multilingual; confident but often unaware of interferences

This table shows that the monolingual pupil writes accurately in her dominant language (Arabic) but struggles in others. In contrast, the multilingual pupil, despite broader language exposure, often makes mistakes due to uncontrolled language switching

Chapter 6: Research Results and Analysis

Table 07: Comparative table between monolingual vs. multilingual pupils

Language	Monolingual Pupil	Multilingual Pupil
Arabic	Writes well and clearly. No grammar mistakes. Ideas are well organized.	Mostly clear writing. Some small style problems. Sometimes mixes with other languages.
French	Many mistakes in grammar and words. Translates directly from Arabic. Mixes Arabic with French.	Speaks and writes better than monolingual. Sometimes mixes grammar from other languages. More natural sentences.
English	Sentences sound strange. Grammar is often wrong. Uses Arabic sentence style.	Easier to understand. Few word mistakes. Sometimes mixes language rules.

This table shows the differences between monolingual and multilingual pupils in using Arabic, French, and English. It shows that monolingual pupils write better in Arabic, but multilingual pupils are stronger in French and English, even if they sometimes mix languages.

Chapter 7: Discussions of The Results, their Implications and Limitations of the Study

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

7.1. Discussions

7.1.1 Discussion of the Teachers' Interviews

We interviewed four English teachers and four French teachers to gather insights on pupils' language practices. From these, we selected one English teacher and one French teacher whose responses best represented our research problem. These two participants were chosen because their experiences and perspectives closely aligned with our research aims, offering the most relevant and detailed insights. Their answers addressed the core issues of our study, making them the best placed to contribute meaningful data to our analysis.

The teachers from El Hammadia and Chouhada Chikhounne Secondary Schools expressed critical perspectives toward translanguaging practices in multilingual classrooms.

- They viewed frequent language switching as a barrier to effective second language acquisition, particularly in English, arguing that it disrupts the learning process.
- The teachers interviewed revealed that multilingualism and more specifically, translanguaging practices used in online communication negatively affect pupils' writing performance, as they often make errors resulting from language transfer.
- So, translanguaging was seen as having more disadvantages than benefits, especially in writing tasks, where learners tend to mix expressions from their native languages, resulting in incorrect usage and phrasing.

7.1.2. Discussion of the Online Corpus

The study of online conversations and posts by teenagers in Bejaia shows how they use different languages together when they chat or comment online.

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

- These teens often mix Darija (the local Algerian dialect), French, English, and Modern Standard Arabic to express themselves better and communicate more easily. For example, in WhatsApp groups where pupils talk about their exams, making the conversation feel more relaxed and friendly.
- On Instagram, when they comment on funny memes, they mix languages to show their sense of humor and how they see themselves as young people who belong to a modern, connected world. In online gaming chats, teens use quick language switching to coordinate with teammates and be efficient, which helps them play better together.
- On TikTok, they mix languages in comments to talk about study tips or share their feelings, showing how important these platforms are for learning and socializing.

To sum up, from looking at all these conversations, it becomes clear that while translanguaging helps pupils connect socially, their frequent use of informal expressions, grammatical mistakes, and lack of adherence for academic writing norms often transfers into their schoolwork, ultimately affecting their academic performance and achievement in a negative way (see official exams, in chapter 5).

7.1.3. Discussion of the Official Examination Corpus

The thematic analysis of the examination corpus from various pupils' writing exam sheets at El Hammadia Secondary School highlights

- A consistent pattern of errors largely influenced by translanguaging, particularly between English and French. The pupils' writing reveals a strong tendency to mix languages, especially when they lack the appropriate English vocabulary or grammatical structure. This is evident in lexical borrowings such as "my level in anglais" and "Children should

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

consomme yaourtes," where French words are directly inserted into English sentences without adaptation.

- In addition, some sentences mimic informal, fragmented structures commonly seen on social media platforms, such as "*do u english is good 70 male and 35 il n'aime pas la lunge english,*" combining abbreviations, code-switching, and sentence fragments.

These findings indicate that translanguaging, while natural and useful for communication, can negatively impact writing accuracy in formal academic settings. Unregulated language switching often causes persistent errors in grammar, vocabulary, and sentence structure. Therefore, without explicit instruction and monitoring, translanguaging may hinder rather than help learners' formal writing development.

7.1.4. Discussion of the Comparative Assessment between the Research Participants

These results suggest that

- Monolingual benefit from a stronger command of their primary academic language, resulting in clearer structure, more accurate grammar, and fewer vocabulary mistakes.
- In contrast, the multilingual pupil, despite having greater exposure to multiple languages, displayed frequent code-switching, structural confusion, and interference errors, especially in formal writing tasks.
- This highlights that multilingualism, while cognitively enriching, may pose challenges when not supported by balanced academic language instruction in each language.
- Ultimately, our findings confirm that while multilingualism and translanguaging offer communicative flexibility, the way apply the pupils se practices particularly through informal mixing and unstructured switching can negatively affect their educational

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

achievement by leading to increased writing errors, reduced clarity, and weaker adherence to academic standards.

The findings of this study reveal a strong connection between the theoretical perspectives on translanguaging and the practical realities observed in pupils' writing. Theoretically, scholars such as García and Li (2014) describe translanguaging as a resource that enables learners to draw on their full linguistic repertoires to enhance comprehension and creativity. However, our empirical analysis demonstrates that in the Algerian school context, this potential is often hindered by the absence of structured academic support. Pupils' informal online habits, characterized by uncontrolled code-switching and hybrid structures, confirm the literature that warns of negative transfer when translanguaging is not pedagogically guided. In other words, while theory emphasizes translanguaging as a pedagogical strength, practice shows that without clear frameworks, it risks becoming a barrier to academic writing. This critical link underscores the importance of bridging the gap between theoretical ideas and classroom realities, where translanguaging can only contribute positively through intentional teaching strategies.

7.2. Implications and Further Suggestions

7.2.1. Implications of the Research

The implications of this study are significant for educators, curriculum developers, and policymakers working in multilingual educational contexts. By highlighting the benefits of translanguaging practices, the study encourages teachers to incorporate learners' full linguistic repertoires into classroom instruction, thereby fostering more inclusive and effective learning

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

environments. This can lead to improved writing skills and overall academic performance, as pupils gain confidence and better express their ideas across languages.

Furthermore, the findings suggest that teacher training programs should emphasize multilingual pedagogy and translanguaging strategies to better equip educators in addressing the needs of linguistically diverse learners. Finally, this study opens pathways for future research on language policy and instructional design that support multilingualism as an asset rather than a barrier to academic success.

7.2.2. Significance of the Research Findings

This study is important because it highlights how translanguaging and multilingualism can serve as powerful tools for students to improve their academic performance, particularly in writing. By understanding and integrating pupils' diverse language resources, educators can support more effective learning processes and reduce language barriers that hinder writing skills development. This research aims to demonstrate that embracing translanguaging strategies fosters better comprehension, creativity, and expression, ultimately contributing to higher academic success in multilingual classrooms.

Moreover, the study addresses the growing need to adapt educational approaches to the realities of linguistically diverse classrooms where learners naturally draw on multiple languages. It provides insights into how translanguaging can bridge gaps between informal language use and formal academic writing, helping pupils transfer skills more effectively. Ultimately, this research supports educators and policymakers in designing inclusive language practices that enhance writing proficiency and overall academic achievement.

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

7.2.3. Suggestions for Further Research

Future research should continue to explore how the use of multiple languages and translanguaging practices influence pupils' academic development over time. Including a wider range of age groups from young children to older pupils and examining various educational contexts and countries would provide a deeper understanding of how multilingualism functions across different cultures, systems, and subject areas. This broader perspective can help shape more inclusive practices in education and support multilingual learners more effectively.

- Include learners of different age groups, from young children to adults.
- How translanguaging works in different countries and cultures.
- Look at how it is used in different school subjects.
- Research how teachers view and use translanguaging in class.
- Study how translanguaging is used in online and digital learning.
- Examine how school policies can support translanguaging practices.

7.2.4. Suggestions for Practitioners, Teachers and Translators

Drawing on all the information generated in the first part, and second parts of our study, we are in a humble position to contribute some insights and propose practical recommendations for supporting translanguaging in educational contexts, for practitioners, teachers, and translators:

- Practitioners, such as curriculum developers, educational consultants, and school leaders, have a vital role in shaping the environments in which translanguaging can thrive. They should work collaboratively with teachers and communities to embed multilingual approaches within institutional frameworks and learning materials. This includes

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

designing flexible curricula that accommodate diverse linguistic backgrounds, offering assessment models that value language diversity, and creating school policies that support multilingual expression.

- Practitioners can also advocate for systemic changes that recognize translanguaging as a legitimate educational strategy, ensuring that school systems reflect the linguistic realities of their pupils.
- Teachers play a central role in supporting learners who use multiple languages. It is important for educators to recognize that translanguaging is not a disruption, but a valuable learning tool.
- Teacher training programs should include practical strategies for integrating multilingual practices into classroom instruction. Further research could focus on how teachers' attitudes toward multilingualism evolve, especially in response to targeted professional development.
- Equipping teachers with a deeper understanding of students' linguistic strengths can help them create inclusive, empowering classroom environments where multilingualism is viewed as an asset. Encouraging students to draw on their full language repertoire can enhance their comprehension, critical thinking, and academic performance.
- Translators and language experts can contribute by developing educational materials that reflect real-world language practices, including language mixing and switching. These resources can validate pupils' linguistic identities and support their engagement in learning.
- Translators can also serve as advocates by informing educators, families, and policymakers about the cognitive and cultural benefits of multilingualism. By bridging informal and formal language practices, translators help ensure that multilingual learners

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

feel respected and understood. Their work can foster greater appreciation of linguistic diversity and contribute to the development of inclusive curricula that reflect the realities of pupils' lives.

- We suggested involving translators because the teaching programs in our area often use translation as a main method for learning languages. Many common teaching approaches, like the audiolingual and grammar-translation methods, depend a lot on translation. Also, since we studied translation for three years at university, we understand how useful translators can be. This makes us believe that translators can help connect pupils' everyday language use with the formal language needed in school.

7.3. Study Limitations

7.3.1. Methodological and Analytical Constraints

One key limitation concerns the nature of qualitative research itself. Although qualitative methods provide rich and detailed data, they are inherently subjective rather than fully objective. This means the findings depend on interpretation and may vary when viewed from different perspectives. However, qualitative research remains highly academic and essential for exploring complex social and linguistic phenomena

Moreover, this research primarily employed interviews, writing samples, and comparative analyses, which, although insightful, including quantitative approaches such as surveys or statistical analysis might have strengthened the findings and improved generalizability. Of the findings. Additionally, while the analysis of writing samples offered valuable data, only a subset of collected texts was closely examined, due to space and time limitations. This restricted a more comprehensive evaluation of pupil performance.

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

7.3.2. Sample Limitations and Contextual Gaps

Another limitation is the size and of the sample. The research focused on a relatively small group of pupils from limited regions, mainly within Algeria specifically in Bejaia city, a larger and more diverse sample including different regions or countries could have allowed for broader generalizations and a deeper understanding of how translanguageing operates across various cultural, educational, and linguistic contexts.

Additionally, the lack of Algerian-based theoretical and empirical literature on translanguageing presented a challenge. This literature gap made it difficult to situate the study within a robust national academic discourse. As a result, the research had to rely heavily on international frameworks, which may not fully capture the local realities of multilingual classrooms in Algeria.

7.3.3. Scope Limitations and Focus on Written Language

Another limitation is the exclusive focus on written language, which does not capture the full concept of translanguageing as it naturally occurs in spoken interactions. Spoken language often involves more fluid and dynamic language mixing, which can provide different insights into multilingual competence and challenges, For the purposes of this study, we focused on writing skills because educational achievement is primarily assessed through written performance rather than spoken communication. Future research should include spoken data to better understand how translanguageing functions in both oral and written academic contexts. Moreover, the time-intensive process of data collection, transcription, and analysis limited the inclusion of more schools, educational levels, or a longitudinal design. A long-term, longitudinal

Chapter 7 Discussions of The Results, their Implications and Limitations of the Study

study could provide a more dynamic view of how translanguaging affects academic development over time.

Finally, this research focused exclusively on written language, which, although essential for assessing academic achievement, only represents part of the translanguaging spectrum. Spoken interactions, which are often more fluid and reflective of natural language use, were not analyzed. Including spoken data in future research could offer a fuller understanding of pupils' multilingual competence, challenges, and strategies, both in informal and academic settings.

In summary, despite its contributions, this study is shaped by methodological, contextual, and practical limitations. Future research should consider mixed-methods approaches, expanded and diverse samples, longitudinal designs, and a focus on both written and spoken language to develop a more nuanced understanding of translanguaging's role in academic achievement.

Chapter 8: General Conclusion

Chapter 8 General Conclusion

This study explored how translanguaging-the use of multiple languages in flexible ways affects the academic writing of pupils, with a special focus on the Algerian context. Algeria is a naturally multilingual country where Arabic, French, and English are commonly used. Pupils often switch between these languages in daily life, especially when using social media or chatting with friends. This research aimed to understand how this non-academic language use influences their formal writing in school.

The study began with an overview of monolingualism, bilingualism, and multilingualism, helping to define translanguaging as more than just code-switching. It is a strategy used by multilingual people to communicate more effectively. While translanguaging is often seen as helpful in supporting learning, culture, and identity, this study found that when it is learned and practiced informally-mainly through online communication-it tends to harm pupils' academic writing more than it helps.

A large part of this research focused on how learners use language on social media and messaging platforms. Most pupils today communicate daily using WhatsApp, Facebook, or Instagram. On these platforms, they often mix Arabic, French, and English, using a relaxed, informal style. This habit of mixing languages freely online starts to influence their schoolwork. Many pupils begin to write their essays and assignments using the same informal tone, structure, and grammar. This leads to academic writing that lacks clarity, proper structure, and formal language.

Through interviews with secondary school teachers, it became clear that many educators see the negative effects of informal translanguaging in pupils' written work. Teachers shared that learners bring habits from digital spaces into the classroom. These habits make it harder for them to meet the expectations of academic writing. For example, pupils often write in incomplete sentences, use mixed vocabulary, and show less attention to grammar and organization. While

Chapter 8 General Conclusion

some teachers allow pupils to think or brainstorm in their home language, they agree that writing must be done in the required academic language with proper form and style.

There is a clear tension between how pupils use language in their daily lives and what the school system expects from them. While pupils naturally switch between languages outside the classroom, schools mostly expect writing in a single, standard language. This difference causes confusion. Pupils may not understand when it is acceptable to use multiple languages and when they should stick to one. Without proper teaching, they are likely to carry informal habits into formal writing tasks. This weakens their performance and limits their academic success.

Although translanguaging can be useful in helping pupils understand difficult ideas or express thoughts clearly during the planning stage, this study shows that informal translanguaging-learned without support-does more harm than good when used in academic writing. If pupils are not trained to shift from informal to formal styles, their writing will remain casual and unclear. Grammatical mistakes, weak structure, and informal expressions will continue to appear in their essays and exams.

This research calls for careful use of translanguaging in the classroom. Teachers should guide pupils to use translanguaging only when it supports learning, such as in discussions or idea development. However, when it comes to writing, clear rules should be in place. Pupils must understand how to change their language use for different situations. They need to learn that academic writing requires more formal and structured language. Teachers should receive training and materials to help pupils make this shift. Assessment systems should also recognize the complex language backgrounds of pupils but still maintain high academic standards.

In conclusion, this study shows that translanguaging, when learned informally and used without clear guidance, affects pupils' academic writing more negatively than positively. It brings informal habits into spaces that require formal expression and organization. To help pupils

Chapter 8General Conclusion

succeed, schools should limit the use of translanguaging in writing tasks and teach learners how to use formal language correctly. By supporting pupils in understanding when and how to use their language skills, teachers can help them grow as confident, successful writers in academic contexts.

Bibliography

Bibliography

Androutsopoulos, J. (Ed.). (2014). *Mediatization and sociolinguistic change*. De Gruyter

Mouton approaches (4th ed.). SAGE Publications.

Bak, T. H. (2016). The impact of bilingualism on cognitive aging and dementia: Finding a path through a forest of confounding variables. *Linguistic Approaches to Bilingualism*, 6(1–2), 205–226.

Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Multilingual Matters.

Baker, C. (2012). *Foundations of bilingual education and bilingualism* (5th ed.). Multilingual Matters.

Bazerman, C., Applebee, A. N., Berninger, V., Brandt, D., Graham, S., Matsuda, P. K., Murphy, S., & Rowe, D. W. (2005). *Writing: A draft report from the Working Group of the National Research Center on English Learning and Achievement*. National Commission on Writing.

Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge University Press.

Bialystok, E. (2010). Bilingualism. *Wiley Interdisciplinary Reviews: Cognitive Science*, 1(6), 559–572

Bialystok, E. (2018). Bilingual education for young children: Review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), 666–679.

Bibliography

- Bialystok, E., & Martin, M. M. (2004). Attention and inhibition in bilingual children: Evidence from the dimensional change card sort task. *Developmental Science*, 7(3), 325–339.
- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. David McKay Company.
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2(1), 1–28.
- Cenoz, J. (2013). Defining multilingualism. *Annual Review of Applied Linguistics*, 33, 3–18.
- Cenoz, J., & Gorter, D. (2015). *Multilingual education: Between language learning and translanguaging*. Cambridge University Press.
- Cenoz, J., & Gorter, D. (2022). *Pedagogical translanguaging*. Cambridge University Press
- Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103–115.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Crystal, D. (2020). *Language and the digital age*. Cambridge University Press.
- Cumming, A. (1989). Writing expertise and second-language proficiency. *Language Learning*, 39(1), 81–135.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Multilingual Matters.

Bibliography

- Cummins, J. (2001). *Bilingual children's language and cognitive development: A framework for research*. Cambridge University Press.
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 10(2), 221–240.
- Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction
- Cybulska, A. M. (2024). Digital language practices and academic writing: Investigating the impact of informal communication on student performance. *International Journal of Educational Linguistics*, 9(1), 22–39.
- Cybulska, K. (2023). Translanguaging in teaching and learning of English at university level: The perspectives of Ukrainian students and their teachers. *Sustainable Multilingualism*, 23(1), 25–62.
- Deary, I. J., Whiteman, M. C., Starr, J. M., Whalley, L. J., & Fox, H. C. (2006). The personality-intelligence interface: Insights from a study of 2,000 individuals. *Personality and Individual Differences*, 40(5), 915–926.
- Dentin, D., & Lincoln, F. (2011). *Translanguaging in academic writing: Implications for language development*. New York: Academic Language Press.
- Deumert, A. (2014). *Sociolinguistics and mobile communication*. Edinburgh University Press.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Ellis, R. (2012). *Language teaching research* (2nd ed.). Oxford University Press.
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford University Press.

Bibliography

- Filippi, F. (2024). Engaging multilingual communication: Cognitive flexibility and academic performance. *Journal of Multilingual Education Research*, 15(1), 23–41.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.
- García, O., & Kleyn, T. (Eds.). (2016). *Translanguaging with multilingual students: Learning from classroom moments*. Routledge.
- García, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, 95(3), 385–400.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- García, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon Publishing.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Gort, M., & Sembiante, S. F. (2015). *Translanguaging in the bilingual classroom: A pedagogy for learning and teaching*. Routledge.
- Grosjean, F. (2010). *Bilingual: Life and reality*. Harvard University Press.
- Halliday, M. A. K. (2014). Halliday's introduction to functional grammar (4th ed., C. M. I. M. Matthiessen, Ed.). Routledge.
- Hinrichs, L. (2006). *Codeswitching on the Web: English and Jamaican Creole in E-mail Communication*. John Benjamins Publishing.
- Hornberger, N. H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. *Language Policy*, 1(1), 27–51.

Bibliography

Hornberger, N. H. (2003). In N. H. Hornberger (Ed.), *Continua of biliteracy. Multilingual Matters.*

Hossain, E., Sharif, O., & Hoque, M. M. (2021).: Multilingual Code-mixed hope speech Detection using Cross-lingual Representation Learner.

Hyland, K. (2004). *Genre and second language writing.* University of Michigan Press.

Juvonen, J., Nishina, A., & Graham, S. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. *Journal of Educational Psychology*, 92(2), 349

Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Harcourt College Publishers.

Khan, A. H. K., & Yousaf, A. (2022). Optimization of charging infrastructure planning for plug-in electric vehicles based on a dynamic programming model. *Transportation Planning and Technology*, 45(1), 59–75.

Khan, S. A., & Nazim, M. (2024). Determinants and consequences of corporate social responsibility disclosure: A survey of extant literature. *Journal of Economic Surveys*, 38(3), 793–822.

Lee, C. (2014). Translanguaging and its effects on language learners' writing in the classroom. *Bilingual Research Journal*, 37(2), 148–163.

Lenhart, A., Arafeh, S., Smith, A., & Macgill, A. R. (2008). *Writing, technology and teens.* Pew Research Center.

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641–654.

Bibliography

- Li, W. (2000). The bilingualism and education of Chinese children in the United Kingdom. *International Journal of Bilingual Education and Bilingualism*, 3(1), 1–19.
- Li, W. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Li, W. (2022). Translanguaging as a political stance: Implications for English language education. *ELT Journal*, 76(2), 172–181
- Li, W., & Xu, M. (2015). Translanguaging and the bilingual imagination. In A. De Fina & A. Georgakopoulou (Eds.), *The handbook of narrative analysis* (pp. 169–188). Wiley-Blackwell.
- Li, W., & Zhu, H. (2013). Translanguaging identities and ideologies: Creating transnational space through flexible multilingual practices amongst Chinese university students in the UK. *Applied Linguistics*, 34(5), 516–535
- Lin, A. (2021). *Translanguaging and the language classroom: A pedagogical approach to multilingualism*. Routledge.
- Liu, J. (2017). The role of translanguaging in enhancing multilingual writing skills in the classroom. *International Journal of Multilingualism*, 14(1), 74–89.
- MacSwan, J. (2020). Translanguaging, language ontology, and civil rights. *World Englishes*, 39(2).
- Martínez-Roldán, C. M., & Sayer, P. (2006). Reading through linguistic borders: Latino students' transactions with narrative texts. *Language Arts*, 83(4), 347–357.
- Miller, S., Connolly, P., & Maguire, L. (2013). Wellbeing, academic buoyancy and educational attainment in primary school children. *International Journal of Educational Research*, 62, 239–248.

Bibliography

- Nesi, H., & Gardner, S. (2012). *Genres across the disciplines: Student writing in higher education*. Cambridge University Press.
- Odlin, T. (2005). Crosslinguistic influence and conceptual transfer: What are the concepts? *Annual Review of Applied Linguistics*, 25, 3–25.
- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.
- Palmer, D. K., Martínez, R. A., Mateus, S. G., & Henderson, K. (2014). Reframing the debate on language separation: Toward a vision for translanguaging pedagogies in the dual language classroom. *Modern Language Journal*, 98(3), 757–772.
- Pavlenko, A. (2014). *The bilingual mind: And what it tells us about language and thought*. Cambridge University Press.
- Renninger, K. A., & Hidi, S. (2011). *The role of interest in learning and development*. New York: Psychology Press.
- Ryan, R. M., & Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. *Educational Psychologist*, 44(2), 111–127
- Saxena, M. (2009). Construction & Deconstruction of Linguistic Otherness: Conflict & Cooperative Code-Switching in (English/) Bilingual Classrooms. *English Teaching: Practice and Critique*, 8(2), 167–187
- Sebba, M. (2012). Multilingualism in written discourse: An approach to the analysis of multilingual texts. *International Journal of Bilingualism*, 16(1), 97–118.
- Sebba, M., & Mahootian, S. (Eds.). (2012). *Language Mixing and Code-Switching in Writing: Approaches to Mixed-Language Written Discourse*. New York: Routledge.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. Routledge.

Bibliography

- Shohamy, E. (2011). Assessing multilingual competencies: Adopting construct-valid assessment policies. In D. Tsagari & I. Csépes (Eds.), *Classroom-based language assessment* (pp. 43–60).
- Shohamy, E. (2018). *Language policy: Hidden agendas and new approaches* (2nd ed.). Routledge.
- Street, B. V. (2003). What’s “new” in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education*, 5(2), 77–91.
- Thorne, S. L. (2013). Digital literacies. In M. Hawkins (Ed.), *Framing languages and literacies: Socially situated views and perspectives* (pp. 192–218). Routledge.
- Vyatkina, N. (2022). Technology and vocabulary. In N. Ziegler & M. González-Lloret (Eds.), *The Routledge Handbook of Second Language Acquisition and Technology* (pp. 201–214). Routledge.
- Vygotsky, L. S. (1978). *Mind in Society. The Development of Higher Psychological Processes*. Cambridge, MA. Harvard University Press
- Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7th ed.). Wiley-Blackwell.
- Wentzel, K. R., & Caldwell, K. A. (1997). Friendships, peer acceptance, and group membership: Relations to academic achievement in middle school. *Child Development*, 68(6), 1198–1209.
- Wentzel, K. R., & Miele, D. B. (Eds.). (2016). *Handbook of motivation at school* (2nd ed.). Routledge.

Bibliography

Williams, C. (1996). Secondary education: Teaching in the bilingual situation. In C. Williams, G. Lewis, & C. Baker (Eds.), *The Language Policy: Taking Stock* (pp. 39–78). CAI Language Studies Centre.

Appendices

Appendices

A. Interview in English Language

This interview is part of a research study examining the relationship between multilingualism and educational achievement, with a particular emphasis on the role of translanguaging practices in learners' online communication. The primary focus of this study is to explore how translanguaging influences learners' writing skills in multilingual classroom settings.

To begin, and to better understand the educational and linguistic context of this study, could you please share your experience in teaching foreign languages in our country? Additionally, could you describe the linguistic backgrounds of your pupils specifically, which languages they commonly speak, prefer, or feel most comfortable using in academic and informal settings?

Rubric 1 General Perspectives on Multilingualism & Translanguaging

1. Multilingualism and Translanguaging are emerging as key trends in modern communication, how do you perceive this, do you have any comments about it.
2. In your experience, how often do learners switch between languages in class discussions?
3. Do you believe that multilingual learners have advantages in learning compared to monolingual learners? Why or why not?
4. Have you noticed any patterns in how pupils use different languages depending on the subject or task?
5. How do you perceive the role of translanguaging in pupils learning and comprehension?

Rubric 2 Translanguaging and Writing Practices

1. Do you allow learners to use multiple languages in their writing assignments or exams?
Why or why not?

Appendices

2. Have you observed pupils mixing languages in their academic writing? If So, in which ways?
3. What are the most common errors pupils make when switching between languages in writing (In terms of spelling, orthography grammar ...)?
4. How do you assess written assignments from multilingual learners? Do you apply different criteria compared to monolingual students?

Rubric 3: The Influence of Social Media on Academic Writing

- 1 Do you think pupils' social media habits affect their academic writing? How?
- 2 Have you noticed informal language, abbreviations, or code-switching from social media appearing in pupils' essays or assignments?
- 3 In your opinion, does social media strengthen or weaken learners' academic writing skills?
- 4 Do you think learners are aware of how to differentiate between digital practices and classroom language due to their online language habits?
- 5 Have you seen cases where social media multilingual practices positively impact academic writing like Enriching writing fluency and vocabulary? If so, how?

Rubric 4 Educational Performance and Academic Achievement

- 1 In what ways do you think multilingualism influences pupils' overall academic performance?
- 2 Have you noticed that pupils face difficulties in adhering to writing norms and rules when using excessive translanguageing practices in online communication? Could you provide some cases where pupils did So?
- 3 What strategies do you use to help multilingual pupils improve their academic writing?

Appendices

4 Do you think schools should develop policies on how learners use multiple languages in writing? If so, what would be your recommendations.

B. Interview en Langue Française

Cet entretien s'inscrit dans le cadre d'une recherche portant sur le multilinguisme et ses effets sur les performances académiques des apprenants, avec une attention particulière portée aux pratiques de translanguaging (ou alternance codique) dans les interactions en ligne. L'étude se concentre spécifiquement sur l'impact de ces pratiques linguistiques sur le développement des compétences en expression écrite en contexte éducatif multilingue.

L'objectif de cet entretien est de recueillir les points de vue des enseignants sur l'usage du translanguaging en classe et sur son influence potentielle sur la performance rédactionnelle des apprenants. Vos réponses permettront d'approfondir la compréhension des dynamiques linguistiques en milieu scolaire et d'éclairer les pratiques pédagogiques liées à l'enseignement de l'écriture dans des contextes multilingues.

Pour mieux situer le contexte de cette recherche, pourriez-vous commencer par nous parler de votre expérience dans l'enseignement des langues étrangères dans notre pays ? Pourriez-vous également décrire les langues que vos élèves utilisent le plus souvent ou avec lesquelles ils se sentent le plus à l'aise, que ce soit dans un cadre scolaire ou informel ?

Rubrique 1 : Perceptions générales sur le multilinguisme et le translanguaging

1. Le multilinguisme et le translanguaging prennent une place de plus en plus importante dans les modes de communication actuels. Quelle est votre opinion à ce sujet ?
2. D'après votre expérience, à quelle fréquence vos apprenants alternent-ils entre plusieurs langues lors des discussions en classe ?

Appendices

3. Pensez-vous que les apprenants multilingues possèdent un avantage en apprentissage par rapport aux monolingues ? Pourquoi ?
4. Avez-vous remarqué des tendances ou des habitudes spécifiques chez vos élèves dans l'usage des langues selon les matières ou les types de tâches ?
5. À votre avis, quel rôle joue le translanguaging dans la compréhension et l'apprentissage des élèves ?

Rubrique 2 : Translanguaging et pratiques d'écriture

1. Autorisez-vous vos élèves à utiliser plusieurs langues dans leurs productions écrites ou examens ? Pourquoi ou pourquoi pas ?
2. Avez-vous déjà observé des cas où les élèves mélangent les langues dans leurs écrits académiques ? Si oui, de quelle manière cela se manifeste-t-il ?
3. Quelles sont, selon vous, les erreurs les plus fréquentes commises par les élèves lorsqu'ils alternent entre les langues dans l'écriture (orthographe, grammaire, structure, etc.) ?
4. Comment évaluez-vous les travaux écrits de vos élèves multilingues ? Appliquez-vous des critères différents par rapport aux élèves monolingues

Rubrique 3 : Influence des réseaux sociaux sur l'écriture académique

1. Pensez-vous que les habitudes des élèves sur les réseaux sociaux ont un impact sur leur manière d'écrire dans un cadre académique ? Si oui, comment ?
2. Avez-vous remarqué l'apparition d'un langage informel, d'abréviations ou de changements de code dans leurs devoirs ou rédactions ?
3. Selon vous, l'usage des réseaux sociaux renforce-t-il ou affaiblit-il les compétences en écriture académique des élèves ?

Appendices

4. Pensez-vous que les apprenants arrivent à faire la distinction entre les usages linguistiques numériques et les attentes en classe ?

5. Avez-vous déjà observé des cas où les pratiques langagières en ligne ont eu un effet positif sur l'écriture scolaire, par exemple en enrichissant le vocabulaire ou en développant la fluidité rédactionnelle ? Si oui, pouvez-vous donner des exemples

Rubrique 4 : Performance scolaire et réussite académique

1. À votre avis, en quoi le multilinguisme influence-t-il les performances scolaires globales des élèves ?

2. Avez-vous remarqué que certains élèves ont du mal à respecter les normes d'écriture en raison d'un usage excessif de la translanguaging, notamment dans la communication en ligne ? Pourriez-vous partager quelques exemples ?

3. Quelles stratégies mettez-vous en place pour aider les élèves multilingues à améliorer leur expression écrite académique ?

4. Pensez-vous que les établissements scolaires devraient établir des lignes directrices concernant l'usage de plusieurs langues dans les écrits ? Si oui, quelles seraient vos recommandations ?