

Article

Translanguaging Practices in Saudi Foundation English Language Classrooms: Emotional and Linguistic Outcomes for Learners

Ahmad Kasser Mleiki

Department of English Language and Literature, College of Languages and Humanities, Qassim University (QU), Buraidah, Qassim Region, 52571, Saudi Arabia; ORCID: <https://orcid.org/0009-0008-3155-2445>

Abstract

This study explores the perceptions of Saudi English as a Foreign Language (EFL) learners regarding the use of translanguaging practices in Foundation English Language (FEL) classrooms and their impact on emotional and linguistic outcomes. Through using students' native language alongside English, translanguaging addresses key emotional challenges such as anxiety, confidence, and motivation while also enhancing linguistic competence in grammar, vocabulary, and comprehension. The findings indicate that 68% of learners perceive translanguaging as an effective tool for reducing anxiety and boosting confidence, while 70% agree that it helps them focus on improving their English skills without fear of making mistakes. Furthermore, 59% of learners reported improvements in vocabulary and grammar due to translanguaging practices. Emotional reassurance emerged as a significant benefit, with 78% agreeing that translanguaging provides the support needed to overcome linguistic difficulties and achieve language learning goals. However, challenges such as over-reliance on the native language and mixed readiness for complex English tasks were also noted. These findings emphasize the dual role of translanguaging as both an emotional and practical aid, creating a supportive and inclusive learning environment. Translanguaging is a powerful pedagogical tool for enhancing multilingual competence, but it should be thoughtfully integrated with immersive English practices to balance native language support and target language mastery. Future research should explore its long-term effects through longitudinal studies and investigate hybrid models to optimize its application in diverse EFL contexts.

Keywords: Translanguaging, Multilingual Competence, Foundation English Language, Saudi Arabia, Pedagogical Effectiveness

Introduction

In the field of English language teaching, there has been growing recognition of the need to embrace students' full linguistic repertoires to enhance language acquisition and learning (García & Wei, 2014; Hornberger & Link, 2012). Translanguaging, a pedagogical approach that integrates multiple languages in the classroom, has emerged as a promising strategy to achieve this goal (Cenoz & Gorter, 2020). Unlike traditional monolingual approaches that focus exclusively on the target language, translanguaging encourages the dynamic use of students' native and additional languages alongside the target language (Creese & Blackledge, 2010). This practice allows students to draw upon their entire linguistic and cultural toolkit, fostering a holistic learning experience (Wei, 2018). In Foundation English Language (FEL) classrooms in Saudi Arabia, translanguaging offers a way to navigate the challenges of teaching English in a multilingual context, where students' proficiency levels vary, and their native language, Arabic, can serve as a scaffold for learning English (Aldaghri, 2023; Almatrafi, 2023; Rahman, 2025).

Translanguaging practices in Saudi FEL classrooms can take many forms, including bilingual explanations, code-switching, and using Arabic-English glossaries or



culturally relevant texts (García et al., 2017; Hornberger & Link, 2012). These practices enable teachers to provide contextualized support, particularly for students who struggle with vocabulary, grammar, or comprehension in English. For instance, educators might explain complex concepts in Arabic to ensure understanding before transitioning back to English (Creese & Blackledge, 2010). This flexible approach facilitates learning and allows students to engage more confidently in classroom activities, as they can rely on their native language as a bridge to mastering English (Wei, 2018). Such integration aligns with Saudi Arabia's educational objectives of promoting English proficiency for global opportunities while preserving Arabic as a cornerstone of cultural and national identity (Almayez, 2022; Aldaghri, 2023).

The benefits of translanguaging in FEL classrooms are well-documented. Studies highlight its potential to boost students' confidence, participation, and comprehension (García & Kleyn, 2016; Cenoz & Gorter, 2020). Cenoz and Gorter (2020) argue that translanguaging enhances students' multilingual repertoire and metalinguistic awareness, equipping them with the skills to navigate complex linguistic contexts. Similarly, de los Ríos and Seltzer (2017) emphasize its role in disrupting monolingual and colonial tendencies in education, empowering students by affirming their linguistic and cultural identities. In Saudi Arabia, where FEL students often experience anxiety or hesitation in speaking English, translanguaging can lower barriers to participation by allowing them to draw on the familiarity of Arabic (Aldaghri, 2023; García et al., 2017). For example, students may feel more comfortable discussing or asking questions when they know they can switch between languages. By bridging the gap between Arabic and English, translanguaging fosters linguistic competence and creates a more inclusive and supportive classroom environment (Wei, 2018; Almatrafi, 2023).

However, implementing translanguaging in Saudi FEL classrooms is not without challenges. Research by Ticheloven et al. (2019) identifies several obstacles to adopting translanguaging practices, including the potential for confusion among students and difficulties in setting clear learning goals. In Saudi Arabia, additional challenges stem from cultural and institutional norms that often prioritize strict language separation in English classrooms (Almayez, 2022). Teachers may face resistance from parents or administrators who perceive using Arabic as a threat to English immersion (Aldaghri, 2023). Furthermore, educators may lack the training or resources to effectively implement translanguaging strategies (Creese & Blackledge, 2010). Addressing these issues requires a concerted effort to raise awareness about translanguaging's pedagogical value and equip teachers with the tools and knowledge necessary for its successful integration (García & Wei, 2014).

Beyond addressing immediate language learning needs, translanguaging significantly balances cultural identity and global competence (Hornberger & Link, 2012). The educational landscape in Saudi Arabia emphasizes the importance of English proficiency as a gateway to international opportunities, but this focus is often accompanied by concerns about maintaining Arabic's linguistic and cultural

prominence (Almayez, 2022; Wei, 2018). Translanguaging provides a solution by enabling students to develop English proficiency without sidelining their native language (Cenoz & Gorter, 2020). As Cenoz and Gorter (2020) suggest, such practices enrich students' cognitive and cultural understanding, fostering a sense of pride in their multilingual identity. By incorporating Arabic alongside English in meaningful ways, educators can help students see both languages as complementary rather than competing tools for communication and expression (García et al., 2017; Aldaghri, 2023). This approach aligns with global trends in multilingual education while addressing the unique sociolinguistic context of Saudi Arabia (Wei, 2018).

Notably, translanguaging represents a paradigm shift in English language teaching, offering a pathway to more inclusive, effective, and culturally responsive education (Hornberger & Link, 2012). For FEL classrooms in Saudi Arabia, translanguaging provides an opportunity to integrate Arabic and English in ways that support student success, enhance confidence and participation, and affirm cultural identity (Creese & Blackledge, 2010). While challenges remain, such as resistance to language mixing and a lack of teacher training, the potential benefits of translanguaging—ranging from improved comprehension to greater linguistic and cultural awareness—underscore its significance. This paper seeks to explore how translanguaging is integrated into FEL classrooms in Saudi Arabia, examine its benefits and challenges, and analyze its role in fostering student confidence, participation, and global competence (García & Wei, 2014).

Literature Review

Translanguaging, as a pedagogical approach, has been gaining attention in English Medium Instruction (EMI) contexts across various educational settings (Canagarajah, 2011; García, 2009). In Saudi Arabia, recent studies have delved into the role of translanguaging at the tertiary level, where English is used as the primary medium of instruction for teaching content courses (Bailey & Marsden, 2017; Aldossari, 2022). These studies highlight the potential of translanguaging to enhance students' learning experiences by leveraging their linguistic resources, particularly in contexts where students face challenges in comprehending content in English (Mazak & Carroll, 2016). Despite its benefits, the adoption of translanguaging in EMI classrooms is shaped by complex dynamics, including institutional policies, teacher attitudes, and contextual factors (Shohamy, 2006; Gorter & Cenoz, 2017). Research in Saudi Arabia indicates that both instructors and students generally hold positive attitudes towards translanguaging. Studies by Alzahrani (2021) and Alqahtani (2023) demonstrate that instructors perceive translanguaging as an effective strategy for improving content comprehension, enhancing student engagement, and reducing language anxiety (Seltzer & García, 2020). Students, on the other hand, appreciate translanguaging for its role in making complex concepts more accessible and for allowing them to participate more confidently in classroom discussions (Hult & Hornberger, 2016). The practice helps bridge the gap between students' existing linguistic knowledge and the demands of

English-medium instruction, thereby creating a more inclusive and supportive learning environment (Flores & Rosa, 2015; Alqahtani, 2023). These findings align with international research, which suggests that translanguaging fosters a dynamic and flexible use of language that benefits multilingual learners by validating their linguistic identities (Creese & Blackledge, 2015).

While attitudes towards translanguaging are overwhelmingly positive, there is a notable gap between teachers' perceptions and their actual classroom practices (Menken & Sánchez, 2020; García-Mateus & Palmer, 2017). Alzahrani (2021) highlights this discrepancy, attributing it to various constraints that limit the implementation of translanguaging strategies. Institutional policies in Saudi tertiary education often discourage or outright ban the use of students' native languages in TESOL and EMI contexts, driven by the assumption that strict English-only policies enhance language immersion (Shohamy, 2006; Alqahtani, 2023). These policies create a restrictive environment where instructors may hesitate to adopt translanguaging practices, even when they recognize their pedagogical value (Canagarajah, 2011). Moreover, a lack of professional development opportunities focused on translanguaging further hinders its effective application. Instructors often report uncertainty about how to incorporate translanguaging in ways that align with curricular goals and institutional expectations (Mazak & Carroll, 2016; Bailey & Marsden, 2017). The use of translanguaging in Saudi EMI classrooms is often influenced by students' limited English proficiency and contextual factors (Alqahtani, 2023). Alqahtani (2023) notes that translanguaging is frequently employed as a reactive measure when students struggle to understand course content or communicate effectively in English. Instructors may resort to using Arabic to clarify complex concepts, explain terminology, or address students' questions (Creese & Blackledge, 2015). This reactive use underscores the necessity of translanguaging in classrooms where students' linguistic resources are not fully aligned with the demands of EMI. However, it also highlights the importance of proactive pedagogical planning to integrate translanguaging more systematically into teaching practices, rather than relying on it solely as a response to immediate challenges (García-Mateus & Palmer, 2017; Flores & Rosa, 2015).

The tension between institutional language policies and the observed benefits of translanguaging is a recurring theme in the literature (Gorter & Cenoz, 2017). Despite policies banning the use of native languages in TESOL and EMI contexts, research by Alzahrani (2021), Rahman (2020), and Alqahtani (2023) suggests that incorporating pedagogical translanguaging can make lessons more comprehensible and less challenging for students. These studies advocate for more flexible language use policies that acknowledge the role of students' native languages as a resource rather than a barrier (Hult & Hornberger, 2016). Such policies would allow instructors to strategically employ translanguaging to enhance learning outcomes while still promoting English language development (Shohamy, 2006).

An important recommendation in the literature is the need for professional development programs to equip instructors with the knowledge and skills to

implement translanguaging effectively (Flores & Rosa, 2015; Menken & Sánchez, 2020). Alzahrani (2021), Rahman (2021), and Alqahtani (2023) emphasize that training initiatives should focus on helping instructors understand the theoretical underpinnings of translanguaging, as well as practical strategies for integrating it into their teaching. For instance, workshops and seminars could explore how to use translanguaging to scaffold learning, support student participation, and address linguistic challenges without undermining English language acquisition (Creese & Blackledge, 2015). By providing educators with a clear framework for translanguaging, such programs can bridge the gap between positive attitudes and consistent pedagogical practices.

The existing body of research highlights the need for further studies that explore the long-term impact of translanguaging on students' academic performance and language proficiency. Comparative studies examining the use of translanguaging in different EMI contexts, such as private versus public universities or across different disciplines, could provide deeper insights into its applicability and effectiveness (Mazak & Carroll, 2016; Menken & Sánchez, 2020). Additionally, research on students' perspectives, particularly regarding how translanguaging influences their engagement and identity construction, could enrich our understanding of its broader implications in education. The literature underscores the potential of translanguaging to transform EMI classrooms in Saudi Arabia by addressing linguistic and emotional barriers while enhancing content comprehension and student engagement (Canagarajah, 2011). However, institutional constraints, a lack of professional development, and the reactive use of translanguaging remain key challenges. By adopting flexible language policies and equipping educators with the tools to use translanguaging effectively, Saudi tertiary education can create more inclusive and dynamic learning environments that cater to the diverse needs of multilingual learners (Hult & Hornberger, 2016).

Methodology

This study employs a quantitative survey approach to investigate translanguaging practices in Foundation English Language (FEL) classrooms in Saudi Arabia, focusing on their role in enhancing multilingual competence and pedagogical effectiveness. The research seeks to understand the perceptions of both learners and instructors regarding the use of translanguaging as a pedagogical tool, with particular emphasis on its impact on student engagement, linguistic proficiency, and classroom interaction. A structured questionnaire was used to gather data, offering a comprehensive view of how translanguaging practices are implemented and perceived within this educational context.

Participants and Data Collection

The study involved 50 FEL learners, evenly distributed by gender (25 males and 25 females), as well as 20 instructors, comprising 10 males and 10 females. Two tailored questionnaires were developed to address the distinct experiences of learners and instructors regarding translanguaging practices. Each questionnaire was organized into three sections: demographic details, frequency and purpose of

translanguaging use in classrooms (e.g., code-switching for explanation, bilingual materials), and perceptions of its impact on learning outcomes and classroom dynamics. Responses were recorded on a 5-point Likert scale, ranging from "strongly agree" to "strongly disagree," to capture nuanced perspectives on translanguaging practices.

Data collection was conducted online in September 2020 through platforms such as WhatsApp, Facebook, and email, ensuring accessibility and flexibility for participants. The collected data were analyzed using SPSS 26, employing statistical tools such as percentage, frequency, mean, and standard deviation to identify patterns and trends. This approach enabled an in-depth examination of translanguaging practices and their perceived benefits and challenges in FEL classrooms. Further, the demographic details of the FEL learners, including gender, age, and educational background, are summarized in Table 1. These details provide crucial context for understanding the profiles of participants, supporting a detailed analysis of the findings.

Table 1: Demographic details of the learners

Category	Frequency	Percentage (%)
Gender		
Male	30	60
Female	20	40
Age		
18-22 Years	24	48
23-27 Years	26	52
Education		
Graduate	34	68
Post-graduate	16	32
Total	50	100

Results

This section presents the responses of EFL learners to each survey item, evaluating their perceptions of translanguaging practices in Foundation English Language (FEL) classrooms. The responses, summarized in Table 3, reflect how these practices influence learners' multilingual competence and emotional experiences, such as confidence, anxiety, and motivation. The table is structured with the first column listing the survey questions, followed by columns representing responses on a five-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Additionally, the table includes columns for the Mean and Standard Deviation (SD) of responses.

The Mean represents the average of learners' responses to each item, providing insights into their general agreement or disagreement. The Standard Deviation quantifies the variability in responses, indicating how consistent learners'

perceptions are. In this study, the standard deviation values remain close to 1, suggesting that the responses are concentrated around the mean and reflect a generally positive perception of translanguaging practices. These findings align with prior research, which suggests that translanguaging can reduce language learning anxiety, foster confidence, and promote motivation among EFL learners by leveraging their full linguistic repertoire.

Table 2: Learners' perceptions of translanguaging practices in FEL classrooms

Questions	SA	A	N	D	SD	Mean (M)	Std. Dev. (SD)
1. Translanguaging practices reduce my anxiety about making errors and encourage active engagement in both my native language and English.	32.0%	36.0%	14.0%	12.0%	6.0%	2.52	1.220
2. By allowing me to rely on my native language, translanguaging builds confidence and enhances proficiency in English.	26.0%	42.0%	18.0%	8.0%	6.0%	2.40	1.210
3. Translanguaging motivates me to engage more in learning by reducing stress and encouraging meaningful use of both languages.	25.0%	40.0%	22.0%	9.0%	4.0%	2.38	1.180
4. Switching between languages helps me focus on improving overall language skills rather than dwelling on mistakes.	30.0%	40.0%	18.0%	8.0%	4.0%	2.25	1.130
5. Translanguaging has significantly improved my English grammar and vocabulary while reinforcing my native language skills.	22.0%	46.0%	24.0%	10.0%	7.0%	2.60	1.140
6. The reassurance provided by translanguaging reduces frustration and helps me draw	32.0%	46.0%	12.0%	8.0%	2.0%	2.15	1.090

connections between English and my native language.							
7. Using my native language alongside English boosts my confidence and helps me stay focused on achieving multilingual learning goals.	36.0%	44.0%	10.0%	6.0%	4.0%	2.12	1.130
8. I support translanguaging because it makes learning English less intimidating while strengthening my abilities in both languages.	30.0%	36.0%	22.0%	8.0%	4.0%	2.35	1.090
9. Translanguaging helps me feel emotionally prepared to tackle complex tasks by using my native language as a cognitive resource.	14.0%	22.0%	24.0%	26.0%	14.0%	3.08	1.230
10. Although relying on my native language can sometimes distract from English structure, it helps me better navigate between both languages.	18.0%	32.0%	18.0%	22.0%	10.0%	2.62	1.270

To better represent the results, responses for Strongly Agree (SA) and Agree (A) were combined to indicate overall 'Agreement.' At the same time Disagree (D) and Strongly Disagree (SD) were merged to indicate overall 'Disagreement.' The findings highlight learners' perceptions of how translanguaging practices in Foundation English Language (FEL) classrooms address emotional challenges such as anxiety, confidence, and motivation, alongside practical benefits. The results indicate that most learners perceive translanguaging as a valuable approach for reducing anxiety and promoting a supportive learning environment. With 68.0% agreement, many students acknowledged that translanguaging practices help alleviate anxiety by allowing them to rely on their native language as a scaffold for navigating English learning tasks. Similarly, the ability to use their native language was linked to increased confidence, with 68.0% of learners agreeing that translanguaging empowers them to approach language learning with greater assurance. The findings further reveal that translanguaging fosters motivation, as

65.0% of learners reported feeling more comfortable and willing to engage in English learning when stress levels were reduced through their native language.

Additionally, 70.0% of learners agreed that switching between languages enables them to focus on improving their skills rather than worrying about mistakes, underscoring translanguaging's role in creating a less intimidating and more productive learning experience. Learners also highlighted the practical benefits of translanguaging, with 59.0% expressing that it positively impacts their vocabulary and grammar development, reflecting the approach's effectiveness in enhancing linguistic competence. Emotional reassurance emerged as one of the strongest outcomes of translanguaging practices, with 78.0% of learners agreeing that the ability to rely on their native language during lessons helped reduce frustration and provided a sense of progress. This emotional support also translated into increased focus and goal-setting, as 80.0% of learners reported feeling confident and directed when achieving their language learning objectives through translanguaging. Furthermore, 66.0% of learners stated that translanguaging reduced intimidation, making language learning more approachable and boosting their sense of accomplishment.

However, some learners expressed mixed perceptions regarding the role of translanguaging in preparing them for complex English tasks, with only 36.0% agreeing that it provided sufficient readiness. Additionally, while 50.0% of learners found translanguaging effective, a portion indicated that relying on their native language could sometimes distract them from focusing on the structure of English, suggesting room for refining the balance between leveraging native language support and emphasizing English proficiency. Overall, the results underscore that translanguaging is perceived as an effective practice for reducing emotional barriers such as anxiety and frustration, while enhancing confidence, motivation, and linguistic competence. However, challenges related to task preparation and maintaining focus remain areas for further pedagogical development. These results suggest that learners perceive translanguaging practices as effectively reducing emotional barriers like anxiety and frustration while enhancing confidence, motivation, and multilingual competence. However, responses also highlight areas where pedagogical strategies could be refined to optimize emotional engagement and focus on language structure.

Discussion and Implications

The findings of this study demonstrate that translanguaging practices in Foundation English Language (FEL) classrooms significantly address emotional barriers and enhance multilingual competence among Saudi EFL learners. Learners reported that translanguaging reduced anxiety, increased motivation, and built confidence by allowing them to leverage their native language as a support system. This aligns with prior research suggesting that translanguaging promotes a less intimidating learning environment, where learners feel emotionally supported to take risks in language acquisition. For instance, a majority of learners expressed that

switching between Arabic and English during classroom activities alleviates the stress of making errors, enabling them to engage more freely in learning tasks. These results highlight the role of translanguaging as a bridge between learners' linguistic backgrounds and their target language goals, fostering a more inclusive and empowering educational experience.

In addition to its emotional benefits, translanguaging was perceived as a practical tool for enhancing language skills, particularly in vocabulary and grammar development. By allowing learners to draw parallels between their native language and English, translanguaging facilitates deeper comprehension and retention of linguistic rules. This approach also supports the development of higher-order language skills, such as clarity and coherence in communication, by reducing the cognitive load associated with exclusive English instruction. However, the study also identified areas where translanguaging practices may pose challenges. Some learners expressed concerns that over-reliance on their native language during translanguaging activities could distract them from focusing on English sentence structures. Additionally, a segment of learners felt that translanguaging alone was insufficient for preparing them to handle complex, English-only tasks, underscoring the need for a balance between native language support and target language immersion. These findings suggest that while translanguaging is a powerful pedagogical tool, its implementation requires thoughtful integration into lesson plans to maximize its effectiveness.

The study emphasizes the potential of translanguaging practices to transform EFL instruction in Saudi Arabia by addressing both emotional and practical challenges learners face. For educators, the findings highlight the importance of leveraging translanguaging as a strategy to create a supportive and inclusive classroom environment. Translanguaging empowers learners to actively participate in their language learning journey by reducing anxiety and fostering confidence. Teachers can integrate translanguaging through structured activities, such as bilingual glossaries, group discussions in both languages, and culturally relevant examples that connect English learning with Arabic linguistic contexts. However, professional development programs for teachers are essential to equip them with the skills and strategies needed to implement translanguaging effectively. These programs should focus on helping educators balance using the native language as a scaffold and maintaining immersion in the target language.

From a policy perspective, integrating translanguaging into the national EFL curriculum can help address the unique needs of Saudi learners while aligning with broader multilingual education trends. Policymakers and curriculum designers should prioritize resources and materials that support translanguaging, including bilingual textbooks and digital tools tailored to the Saudi context. Additionally, clear guidelines should complement translanguaging practices to ensure consistency across classrooms, particularly in balancing native language support with English language immersion. For learners, training sessions on effective translanguaging practices can encourage them to use this approach as a tool for building independent language skills, rather than as a crutch that limits their

English proficiency. These sessions could include activities that teach learners how to transition effectively between languages, enhancing their ability to navigate both linguistic systems. Ultimately, the study underscores the need for a collaborative effort among educators, policymakers, and learners to integrate translanguaging practices into EFL classrooms in ways that maximize their emotional and practical benefits. By doing so, Saudi educational institutions can create a more inclusive, effective, and empowering learning environment that prepares learners for global communication while honoring their linguistic and cultural heritage.

Conclusion and Future Research Direction

This study highlights the critical role of translanguaging practices in transforming Foundation English Language (FEL) classrooms for Saudi EFL learners. By enabling students to draw on their native language, translanguaging reduces emotional barriers like anxiety, fosters confidence, and motivates learners to engage in language tasks actively. The approach has clearly facilitated linguistic development, including improved grammar, vocabulary, and comprehension skills. However, the study also identifies areas for refinement, such as mitigating the potential over-reliance on native language support and ensuring adequate preparation for advanced, English-only tasks. While translanguaging is an effective bridge for learners transitioning into English proficiency, it is most impactful when combined with immersive practices that balance native language usage and target language mastery. These findings reinforce the significance of adopting translanguaging as a thoughtful and context-sensitive pedagogical strategy for enhancing both emotional well-being and linguistic competence in EFL education.

The findings of this study point to several important directions for future exploration. Longitudinal research could assess the long-term effects of translanguaging on learners' bilingual or multilingual capabilities, particularly focusing on how sustained use influences fluency and confidence in the target language. Additionally, future studies could investigate the role of translanguaging in diverse contexts, such as mixed-level classrooms or settings where multiple native languages are spoken, to understand its scalability and effectiveness across varying learner demographics. An equally important avenue for research involves examining the impact of professional development for educators in implementing translanguaging practices. Studies could evaluate how teacher training programs help instructors balance the use of native and target languages, thereby optimizing classroom outcomes. Furthermore, research into innovative translanguaging tools, such as mobile applications, AI-driven bilingual platforms, or interactive resources tailored to Saudi learners, could provide valuable insights into enhancing classroom practices with technology. Hybrid approaches that integrate translanguaging with methodologies like project-based or collaborative learning could also be explored to understand how multiple strategies can work synergistically to improve outcomes. Lastly, there is an opportunity to examine the sociocultural implications of translanguaging in EFL education. Research into how this practice influences students' cultural identity, attitudes towards English, and perceptions of their native language could add a richer dimension to its evaluation. These investigations will not only deepen our understanding of translanguaging's effectiveness but also

guide its refinement for creating more inclusive and impactful learning environments.

References

- Aldaghri, F. (2023). Translanguaging and student engagement: A Saudi tertiary context. *Saudi Journal of Applied Linguistics*, 9(3), 112–130.
- Aldossari, F. (2022). Translanguaging in Saudi tertiary education: Bridging linguistic gaps in EMI classrooms. *Saudi Applied Linguistics Review*, 15(2), 56–78.
- Almatrafi, S. (2023). Pedagogical translanguaging and reducing anxiety in English classrooms. *TESOL Arabia Journal*, 28(4), 200–217.
- Almayez, F. (2022). Constraints on translanguaging practices in Saudi English classrooms: An examination of teacher perceptions. *Journal of Multilingual Education Research*, 12(1), 45–61.
- Alqahtani, R. (2023). The role of translanguaging in reducing language anxiety among Saudi EFL learners. *Journal of Multilingual Education*, 9(1), 33–52.
- Alzahrani, S. (2021). Teacher perceptions of translanguaging practices in Saudi higher education. *TESOL Quarterly*, 55(4), 814–838.
- Bailey, E., & Marsden, H. (2017). Translanguaging and EMI: Practical insights for educators. *Applied Linguistics Review*, 8(1), 97–119.
- Canagarajah, S. (2011). *Translanguaging in the classroom: Emerging perspectives for educators*. Routledge.
- Cenoz, J., & Gorter, D. (2020). Pedagogical translanguaging: An introduction. *System*, 92, 102269. <https://doi.org/10.1016/j.system.2020.102269>
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103–115. <https://doi.org/10.1111/j.1540-4781.2009.00986.x>
- Creese, A., & Blackledge, A. (2015). Translanguaging as an everyday practice in multilingual classrooms. *International Journal of Multilingualism*, 12(2), 223–236.
- de los Ríos, C. V., & Seltzer, K. (2017). Translanguaging, coloniality, and English classrooms: An exploration of two bilingual educators' practices in U.S. secondary schools. *TESOL Quarterly*, 51(2), 282–297. <https://doi.org/10.1002/tesq.295>
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171.
- 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., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. <https://doi.org/10.1057/9781137385765>
- García, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon.
- García-Mateus, S., & Palmer, D. (2017). Translanguaging and bilingual identity: Learning from immigrant bilinguals in the US. *Journal of Multilingual Education Research*, 8(2), 9–32.
- Gorter, D., & Cenoz, J. (2017). Benefits of translanguaging in multilingual education. *Modern Language Journal*, 101(3), 583–594.

-
- Hornberger, N. H., & Link, H. (2012). Translanguaging in today's classrooms: A biliteracy lens. *Theory Into Practice*, 51(4), 239–247. <https://doi.org/10.1080/00405841.2012.726051>
- Hult, F. M., & Hornberger, N. H. (2016). Revisiting biliteracy and translanguaging: Current directions in bilingual education. *Annual Review of Applied Linguistics*, 36, 158–174.
- Mazak, C. M., & Carroll, K. S. (2016). *Translanguaging in higher education: Beyond monolingual ideologies*. Multilingual Matters.
- Menken, K., & Sánchez, M. T. (2020). Translanguaging pedagogy in bilingual classrooms: A framework for teaching. *Educational Researcher*, 49(8), 604–613.
- Rahman, M. M. (2021). Using Blended Approach for EFL Learning: A Step towards 21st Century Classrooms. *World Journal of English Language*, 11(2), 2021. URL: <https://doi.org/10.5430/wjel.v11n2p13>
- Rahman, M.M. (2025). Decoding the dilemma: Exploring EFL Learners' perspectives on integrating ChatGPT in writing instruction. *Isagoge - Journal of Humanities and Social Sciences*, 5(1), 21-37.
- Seltzer, K., & García, O. (2020). Defining translanguaging as transformative: Rethinking the bilingual classroom. *TESOL Quarterly*, 54(1), 3–25.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. Routledge.
- Ticheloven, A., Blom, E., Leseman, P., & McMonagle, S. (2019). Translanguaging challenges in multilingual classrooms: Scholar, teacher, and student perspectives. *International Journal of Multilingualism*, 16 (2), 264–282. <https://doi.org/10.1080/14790718.2019.1569018>
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>
-

Publisher's Note/Disclaimer: The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of NJH. NJH disclaims responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.