Enabling Translanguaging in the Saudi EFL Classroom: Affordances and Reflections of Collaborative Translanguaging Tasks During Reading Lessons

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Abstract

Translanguaging advocates a new approach to the teaching and learning of multilinguals based on the idea that multilingual learners have one linguistic repertoire, rather than moving between two or more language codes (García and Li, 2014). In the EFL classroom, however, the tendency to use the target language only is still advocated as a pedagogy in education policy. In observations before this study and as a teacher in the context of Saudi Arabia, learners still used Arabic during group discussions in the EFL classroom. This study attempts to allow learners to draw on their full linguistic repertoire in a safe space to reconstitute their languaging processes for learning English during collaborative reading lessons. This study positions translanguaging as collaborative and agentive, viewing learning through a sociocultural framework (Vygotsky, 1978; Mercer, 1995; 2002)

In this qualitative study, group observations were conducted to observe translanguaging affordances of learning in two cases of different proficiency level groups of students. Students collectively reflected on their weekly learning and were interviewed and provided a structured written reflection at the end of the seven weeks of translanguaging as allowed in the classroom. The study found that students reflected particularly on awareness of their metalinguistic development as they showed creative ways to mediate their learning in the bilingual ZPD (Moll, 2014). Ultimately, students made their translanguaging purposeful through the active processes of interthinking, thus suggesting new mechanisms for how interthinking functions through translanguaging in the collaborative learning classroom. This research has extended the scope of applying sociocultural and translanguaging theory together to provide empirical evidence for translanguaging pedagogy in the EFL Saudi context. Finally, this study provides recommendations for policy and practice in enabling a collaborative translanguaging pedagogy approach in the EFL classroom.

Acknowledgments

When I first embarked on this journey, I told myself that years from today, this would be a story in the past of which I would be proud. This story of my journey to get a PhD degree in Newcastle upon Tyne involved long days of hard work, lonely nights, rainy, gloomy winters, and some warm days of sunshine. But, most importantly, this journey would not be achievable without the help and support of many people to whom I am forever grateful.

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Dedication

<div dir="rtl">

إلى أمي وأبي

إلى زوجي وابني

</div>

To my mother for being by my side in this journey

To my father for always believing in me

To my husband for being my biggest support system

To my son for being the cherished source of happiness in this journey

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List of Abbreviations

BZPD	Bilingualism Zone of Proximal Development
CFY	Common First Year
EFL	English as a Foreign Language
ELSD	English Language Skills Department
ESL	English as a Second Language
IDZ	Intermental Development Zone
KSA	Kingdom of Saudi Arabia
KSU	King Saud University
L1	First language
L2	Second language
MSA	Modern Standard Arabic
CA	Colloquial Arabic
RQ	Research Question
SA	Standard Arabic
SCT	Sociocultural Theory
SDA	Sociocultural Discourse Analysis
SLA	Second Language Acquisition
Tlang	Translanguaging
UK	United Kingdom
ZPD	Zone of Proximal Development

Chapter 1. Introduction and Research Context

1.1 Background to the Study

This thesis is shaped by my accumulated beliefs and experiences as a student abroad and later as an English teaching assistant. In addition to other scientific and educational reasons, my choice of this thesis topic was influenced by a personal childhood experience in my life. This experience inspired me to pursue a career at King Saud University[1] (KSU) in Riyadh, where I developed a strong relationship with multilingualism and translanguaging (tlang) at an early age in Britain and Saudi Arabia.[2] The story of this thesis begins almost 20 years ago when we moved to Newcastle upon Tyne and later to Leeds in the UK. As a 10-year-old child who had never been exposed to any culture or language other than Arabic, I faced many learning difficulties and challenges in adapting to the culture.

The move to British schools during my childhood was a transformational period in my life. As much as I enjoyed it and still recall many pleasant memories, I remember the hurdles I faced at the beginning to fit in. Of course, the language was my most significant barrier, not to mention the 'Geordie'[3] accent. As soon as I became comfortable speaking English, I settled comfortably in school. During the 5 years abroad with my family, my multilingualism grew as I became a fluent English speaker and a beginner in German and French. I attended Arabic school every Friday evening to maintain my level in Arabic reading, grammar, and Islamic studies.

As a student, I experienced the two extremes of fitting into the foreign context and British schools and as a returnee to my home context and 'foreigner', a reverse cultural shock. When we returned home to the Kingdom of Saudi Arabia (KSA), my Arabic language was basic compared to that of my peers in school, whereas my English was very proficient. In fact, I do not ever recall studying for any English exam until I had to study for my undergraduate degree in Translation and English Language Skills at KSU. As a student, I benefitted from my multilingualism in school and later at university. However, my struggle with Arabic subjects persisted for many years, as I always thought and wrote notes in English to understand and recall some concepts. In fact,

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[1] KSU, the first institute of higher education established in 1957, is one of the highly ranked universities in Saudi Arabia. https://ksu.edu.sa/en/

[2] Saudi Arabia, also officially known as the Kingdom of Saudi Arabia (KSA), is the context of this thesis.

[3] The word 'Geordie' refers to both a native of Newcastle upon Tyne and the speech of the inhabitants of that city. https://www.bl.uk/british-accents-and-dialects/articles/geordie-a-regional-dialect-of-english

my method of writing was to write in complete English sentences and then translate them into Arabic, as I found it easier to think and reflect on general concepts and knowledge in English.

These early experiences in my education have influenced my thinking about learning, as well as my future directions and practices. For example, when I became a teaching assistant of English as a Foreign Language (EFL) at KSU, I understood students' struggles when they were only permitted to use the target language (in this case English). As a result, I had to follow the university's policy in the classrooms and teach exclusively in English. At other times, however, inspired by my personal experience, I encouraged students to discuss collectively in their groups, knowing they would talk in Arabic.

Knowing the benefits of utilising and encouraging students' multilingualism for learning motivated me to conduct this study and design a tlang strategy in my teaching context. This is one of the two reasons for choosing to allow tlang as a strategy and pedagogy, especially since the concept is relatively new in the Saudi EFL context. The other reason is the vast education development in KSA that has occurred over the last 10 years during the country's financial and economic revolution. Therefore, I firmly believe that this research is positioned well to fit the demands and future objectives of teaching English in the Saudi context. In the next section, I preview the context of KSA, the history of teaching and learning English, and the multilingual situation that I anticipate for KSA in the future. This chapter introduces the context of this study identifying the rationale for conducting the study and its significance. Then provides the aims of the study and research questions, and finally the organisational structure of the thesis is presented.

1.2 The Context of KSA

KSA is an Arab country located in the Middle East in the southwest of the continent of Asia, representing the largest part of the Arabian Peninsula. Its neighbouring countries are Yemen, Oman, Qatar, the United Arab Emirates (UAE), Bahrain, Kuwait, Iraq, and Jordan (see figure 1-1).

Figure 1-1 Map of KSA[4]

In KSA, there are 13 administrative regions, each divided into governorates (Provincial System), the number of which varies from one region to another, and each governorate is divided into centres that are administratively linked to the governorate. Historically, KSA has Islamic and religious significance in the Islamic world since it is where the Grand Mosque in Mecca[5] and the Prophet's Mosque in Medina[6], which are considered the most important holy places for Muslims in the world (Islam), are located.

The Basic Law of Governance states that Arabic is the official language of KSA, and it has a sacred status, as it is the language of the *Holy Qur'an*.[7] According to estimates by the Central Department of Statistics and Information (CDSI), in 2021 (mid-year) the

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[4] https://en.wikipedia.org/wiki/Geography_of_Saudi_Arabia#/media/File:Arabia_Saudi_physical.jpg

[5] Mecca, officially Makkah al-Mukarramah, is the holiest city in Islam and birthplace of the Islamic prophet Muhammad. The Great Mosque of Mecca is known as Masjid al-Haram. Visiting Mecca for Umrah and Hajj is an obligation upon all able Muslims (see section 1.2.2).

[6] Medina, officially Al Madinah Al Munawwarah, is the second-holiest city in Islam, where Al-Masjid al-Nabawi (The Prophet's Mosque) is of exceptional importance in Islam and the burial site of the last Islamic prophet Muhammad.

[7] The Holy Qur'an is a compilation of the verbal revelations given to the Holy Prophet Muhammad over a period of 23 years. The *Holy Qur'an* is the Holy Book or the Scriptures of the Muslims https://www.alislam.org/articles/about-holy-quran/

total population of KSA was 34.1 million (mid-year), with Saudi citizens constituting 63.6 per cent of the total population and non-Saudis constituting 36.4 per cent. The CDSI has also reported that Saudi citizens in Riyadh, the capital of KSA, originate from at least 13 different Saudi regions (e.g., Mecca, Jazan and the Eastern Region), where they speak their regional dialects (see figures 1-1 and 1-2). In addition, non-Saudi migrants are from other Arab countries including but are not limited to Egypt, Sudan, and Syria, and from other countries in the world such as India, Pakistan, Bangladesh, Indonesia, Philippines, Europe, UK, and the USA creating their own multilingual communities. Mostly working and studying in KSA, these migrants represent a variety of countries and speak their own languages and dialects.

In general, KSA enjoys a stable political and economic situation. Its economy is based on oil, having the second-largest oil reserves and sixth-largest gas reserves in the world, as well as exporting the most crude oil in the world (OPEC). KSA is considered one of the influential forces in the world politically and economically due to its Islamic position, economic wealth, control over oil prices and global supplies, and large media presence represented by several satellite channels and printed newspapers.

1.2.1 Arabic language

Arabic is a Semitic[8] language spoken by more than 200 million people in the Arab region, and millions of other people around the world speak it as a heritage language (Versteegh, 2001; Holes, 2004). There is a difference between Arabic and English, as well as many other European languages, in that Arabic is written in a cursive script that runs from right to left. Arabic is the native language of more than 20 countries that are members of the Arab League and is considered one of the six official languages in the United Nations (Versteegh, 2014). Arabic is a liturgical language associated with Islam, and therefore it is used by millions of non-Arab Muslims who can often read it but do not speak it fluently. In sociolinguistics, two varieties of Arabic coexist: Standard Arabic (SA), known as *fuṣha*, and Colloquial Arabic (CA), known as the local variety, which refers to several Arabic dialects spoken routinely that do not have a standardised orthography or an official status (Bassiouney, 2020). Conversely, SA, which is also known as Classical Arabic and Modern Standard Arabic (MSA), refers to the variety of Arabic taught in schools and has an official and formal status that is shared in the Arab

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[8] Semitic languages are members of the Afro-Asian language family and have played a significant role in the linguistic and cultural landscape of the Middle East for thousands of years. The Afro-Asian language family includes Hebrew, Aramaic, Arabic, and Ethiopic.

world. Bassiouney (2020, p. 28) highlighted an important difference between SA and CA in that

> Native speakers and constitutions in Arab countries do not specify what "Arabic" refers to, but it is usually MSA. Native speakers also do not make a distinction between MSA and CA. For them there is only one kind of SA which is called "*fuṣha*".

CA, also known as Local Arabic, includes more than 20 dialects. The most important of these dialects and their concentration areas are Hejazi in the western region, Najdi in the central region, Gulf and Bahraini in the eastern region, and a southern dialect in the southern region. These dialects may branch out from other dialects (see figure 1-2).

Figure 1-2 Main groups of KSA dialects (Alghamdi et al., 2008)

In general, Saudi dialects share many similarities and are considered mutually intelligible to their speakers. Albirini (2016) noted that local dialects in Arabic share a wide range of "lexical, syntactic, phonological, and morphological features".

The situation of SA and CA has been described by many scholars as a prototypical example of diglossia due to their contexts of use. The distribution of SA and CA is differentiated by 'high' and 'low' varieties, with the former used in many formal and literary contexts in education, governance, religious discourse, and mass-media

(Albirini, 2016). The latter, described as local varieties of Arabic, are used in more informal situations such as everyday conversations and informal communicative exchanges (Albirini, 2016). Ferguson (1959) defined the characteristic features of diglossia as eight major features: function, prestige, literacy heritage, acquisition, standardisation, stability, grammar, and lexicon. He describes diglossia as a stable situation in which primary dialects coexist alongside a highly codified, highly divergent variety acquired through formal education. The below table exemplifies the difference between SA and the different dialects reflected in this study.

English	Standard Arabic	Southern Dialect	Northern Dialect	Hejazi Dialect	Najdi Dialect	Eastern Dialect
What is it?	ماذا؟ matha	ما هو؟ maho	وش هو؟ wish ho	إيش هوا؟ ish howwa	وشو؟ wisho	إيش هو؟ ish how

Table 1-1 Example of different Saudi dialects

1.2.2 Bilingualism and multilingualism in KSA

The most critical period in the history of KSA was when oil was discovered in 1938 by the US company CALTEX. This was the beginning of the largest crude oil production in the world, which resulted in radical economic, political and educational reforms (Al-Rasheed 2010). Saudi students were sent to study English in the US to become teachers and study to work in the petroleum industry. Additionally, locals had to learn English to interact with workers coming from the US. In 1943, Arabian American Oil Company (Aramco) took control of oil in KSA, which expanded the petrochemical industry, thus providing better chances of education and leading to more students studying abroad (Elyas and Picard 2010). Since that time, Saudi students have been provided with international scholarships to study abroad to meet the needs of the country's development and to exchange knowledge (Picard, 2018). It is worth noting that KSA, unlike other countries in the Gulf, North Africa or the Middle East, was never under the control of modern European colonisation, and therefore there has not been any influence of colonisation on the language (Rahman 2011).

In general, Arabic is the official and supreme language in the KSA, as it has cultural, religious, educational, and communicational associations. English is the main foreign language in the country, and it is the only foreign language officially taught in Saudi public schools according to the regulations of Ministry of Education (MOE, 2022). In

many cases, Arabic and English are used together. For example, most road signs, publications, and websites are in both Arabic and English, and other websites, such as the official Saudi Press Agency (SPA) website, are in six languages: simplified Chinese, Arabic, English, Russian, Persian, and French. (See figures 1-3 and 1-4 below).

Figure 1-3 Screenshot of the official SPA website available in six languages

Figure 1-4 Bilingual Street signs in KSA

According to statistics for 2021 from the Central Department of Statistics and Information (CDSI) (see section 1.2), 36.4 per cent of the total population of KSA are from different countries, therefore representing their own multicultural communities. These multicultural communities speak a variety of minority languages, such as Urdu, Tagalog, Korean, Persian, Indonesian, Chinese, Bengali and Rohingya (Payne and Almansour, 2014).

English is used verbally more often than Arabic or peripheral languages in major cities in KSA , in large part due to the large emigrant community that uses English as a lingua franca, as well as English's status as a global language (Hopkyns and Elyas, 2022). Nevertheless, divisive language ideologies remain as Arabic is associated with the ethnic and national identity, for example, as reported in the work of Almulhim (2014) and Almayez (2022). Arabic is associated with religious and domestic domains while English represents civilisation and education. The association between Arabic and religion is also followed by culture, traditions, and customs symbolizing the domestic and local identity. On the contrary, English is connected to wider world associations such as entertainment, travel, shops, and restaurants. Hopkyns and Elyas (2022) highlighted that this ideological divide affects people's linguistic identities, which include feelings of guilt or discomfort in mixing languages, particularly in English-only or Arabic-only zones. Despite the different roles of English in KSA, it is still viewed as a foreign language associated with the western culture (Hopkyns and Elyas, 2022). As a response to bridging this ideological divide, Hopkyns and Elyas (2022, p. 25) suggest the following:

> To move away from the current situation where ideological divides place Arabic and English as symbolic opposites, leading to conflicted local linguistic identities, we suggest two future policy directions: An increased

focus on glocalization and the need for translingual identities to be legitimized across domains.

The phenomenon of glocalization (Robertson 1992 cited in Hopkins and Elyas 2022) refers to the intricate process in which "the global is brought into conjunction with the local, and the local is modified to accommodate the global" (Kumaravadivelu, 2008, p. 45).

Multilingualism is evident in religious places, tourist locations, businesses, and sports events (Alhamami, 2018). In addition, the rise of Islam in the Arab region that is now known as KSA and spread across Asia, Africa and Europe enabled Saudi inhabitants to interact closely with pilgrims from across the world, particularly in the two holy cities of Mecca and Medina (see figure 1-1). This close contact also contributed to the increase in trade in the region between pilgrims and scholars who came to learn in the two holy mosques of Mecca and Medina (see section 1.2). Consequently, these areas became focal points of different language contact, with English being used more prominently (Elyas and Picard 2010).

The holy city of Makkah hosts the Umrah[9] and Hajj[10], where millions of Muslims from all over the world come to perform this religious obligation. To serve international Muslims coming to Mecca and Medina, the Ministry of Hajj and Umrah initiated programmes to learn foreign languages to provide better services for pilgrims (Alhamami, 2018). It has been imperative for Saudi officials and other stakeholders to learn languages to enhance communication and bridge the gap between pilgrims who speak different languages (e.g., Urdu, Turkish, English, French and Persian). In addition, business traders in restaurants and hotels have shown interest in learning more foreign languages to better serve pilgrims. Therefore, it can be said that Mecca is considered one of the most super-diverse places in the world (Alhamami, 2018) due to the large number of visitors from across the globe, placing it as one of the most multilingual and multicultural cities.

1.2.3 Teaching English in KSA

The unified education system in KSA is divided into five educational stages: 1- Kindergarten; 2- Elementary School; 3- Middle School; 4- Secondary School; and 5- Higher Education. There are three types of school in KSA: public, private, and international. Public schools in KSA provide free education for all levels, and education

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[9] Umrah is an Islamic pilgrimage to Makkah. Muslims participate in this pilgrimage throughout the year.
[10] Hajj is a religious duty that should be accomplished at least once in the lifetime of a Muslim.

is segregated, as there are separate schools for males and females and separate campuses of universities for males and females. In general, the official medium of instruction in public and private schools is Arabic while English is mostly used in international schools, following a curriculum of another country, such as the UK or the US. Universities are also either private or public, but the medium of instruction usually depends on the discipline, as science and medical disciplines tend to be in English since all textbooks are in English, whereas humanities tend to be in Arabic. This is the case in the 36 universities in KSA (26 are public and 10 are private institutions).

Teaching EFL has been through different stages since it was first introduced as a core subject in the 1930s. The first method of teaching English is the grammar-translation method, which focused on reading and writing skills (Alqahtani, 2018). The grammar-translation method is based on presenting learners with short rules and word lists, and then translation exercises where they must utilise the same rules and words (Harmer 2008). Although this method depended on using the L1 commonly for classroom interaction, it was also criticised for the lack of L2 oral practice. It was also common for learners to translate their texts from the L2 into the L1 (Abdulkader 2016).

Then there was the 'reformative phase' (Abahussain, 2016, p. 45) in KSA, shifting to the audio-lingual method, which focuses particularly on sound structure. Teaching English in the audio-lingual method requires teaching the four skills in a natural order of listening, speaking, reading, and only then writing (Al-Ahaydib 1987). Alqahtani (2018) posited that although culture has a prominent place in the audio-lingual method, the most distinctive and often only feature of this method became the use of drills and pattern practice. This methodology dominated teaching English in KSA for more than 20 years (Al-Hajailan, 2003).

After 20 years of practice, teachers and administrators started to question the validity of the audio-lingual method to equip learners with adequate English communication skills (Abahussain 2016). This resulted in the introduction of communicative language teaching, which is the approach still practised today. The fundamental notion of communicative language teaching is the idea of communicative competence. Hymes (1972, p. 13) defined communicative competence as "the overall underlying knowledge and ability for language which the speaker-listener possesses". Canale and Swain (1980) posited that communicative competence has four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Furthermore, Richards (2006, p.3) described the key aspects of communicative competence as follows:

a) Knowing how to use language for a range of different purposes and functions.

b) Knowing how to vary use of language according to the setting and the participants

(e.g., knowing when to use formal and informal speech, or when to use language appropriately for written as opposed to spoken communication).

c) Knowing how to produce and understand different types of texts (e.g., narratives,

reports, interviews, conversations).

d) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Like the previous methods of teaching English in KSA, the communicative language teaching method was criticised for several fallacies. Farooq (2015), for example, found in his study that overcrowded classrooms, shortage of visual aids, students' low proficiency level and time constraints are some of the factors that restrict teachers' implementation of the communicative language teaching method, leading them to resort to other more traditional methods of teaching.

The MOE (2022) adheres to the globalised movement and Saudi Vision 2030 (see section 1.2.4) to provide new ideologies of teaching the language. Major reforms include changes in the medium of instruction, the age of exposure to English, the amount and methods of exposure, and pedagogies of teaching (Alqahtani, 2018). For example, English is now incorporated into the curriculum from the very first year, unlike many years ago when it was only taught at the elementary level.

In the Saudi Constitution, English is not a formal language, either politically or non-politically (Alnasser, 2018), and therefore teaching English is still considered as foreign not second. The difference between EFL and ESL in KSA is context-based as English is taught in a non-native country and therefore considered foreign. Nonetheless, Picard (2018) argues that with the changing trends in teaching English in KSA, it is likely that the focus in English teaching will change from EFL to ESL in universities and even secondary school levels. She added that this is likely to be encouraged through bilingual education immersion programmes. In addition, recent research, such as that conducted by Al-Ahdal (2020); Alasmari *et al.* (2022); Alzabidi and Al-Ahdal (2022) has already investigated the implications of tlang and teachers' ideologies for implementing

tlang pedagogy. Al-Ahdal (2022) argued that tlang is rarely present in the Saudi English classrooms. This indicates the traditional view of English language teaching, which prohibits the use of L1 in the classroom and has been inherited by the education system.

As a teaching assistant in the university context in KSA, I can assert that bilingual Arabic–English education is prevalent in universities (mostly science and medical disciplines) today since most textbooks are in English, and therefore Arabic-speaking teachers tend to shift naturally between languages and translate for their students and vice versa. Nevertheless, monolingual rules of teaching EFL in language classrooms are still favoured and are imposed by many universities and schools as a language teaching policy.

1.2.4 Future trends in education resulting from Saudi Vision 2030

In 2016, the Saudi Arabian government unveiled Saudi Vision 2030 (Saudi Vision 2030, 2016), a vision for an ambitious future with long-term goals and expectations. The Vision is based on three pillars: a thriving economy, a vibrant society, and an ambitious nation. Each pillar has several strategic objectives and realisation programmes that ensure effective implementation. These strategies have already been implemented, for example, the issuance of e-visas to facilitate the arrival of visitors from countries across the world and the organisation of world-class events to attract tourists. This is important since it opens mutual opportunities for cultural and economic benefits, as well as diversifying the international and multilingual context of KSA.

One of the initiatives that are listed to achieve Vision 2030 is to attract international higher education and vocational institutions to KSA, thus opening better cooperation opportunities locally and internationally (Saudi Vision 2030, 2016). Another initiative is the reform of curriculums in schools, particularly in primary schools that focus on reading, maths, and foreign languages, including English and Chinese.

There is no doubt that the education sector in KSA is undergoing rapid transformation at all stages of education. For example, the article of Saudi Vision 2030 stated:

> Scholarship opportunities will be steered towards prestigious international universities and be awarded in the fields that serve our national priorities. We will also focus on innovation in advanced technologies and entrepreneurship (Saudi Vision 2030, 2016, p. 36).

It is important to note that English in KSA has become increasingly important, as it is growing rapidly as a language used for education, business, (Daniel *et al.*, 2019) and politics across the world. There is also a contrasting movement towards English as a medium of instruction in Saudi technological colleges and universities concentrating on scientific, medical, and technological disciplines. English is now the language of communication in many large companies, hotels, hospitals, shops, and other areas where communication with non-Arabic speakers is necessary. The broad exposure to English in schools, universities or even in social life has created contexts where tlang (defined in more detail in forthcoming 2.3) is already an observed phenomenon. Nevertheless, despite the wide spread of the demand for English for work, education, business, academic research and science, there remains a view that the importance of Arabic is being challenged in the community. Consequently, it is clearly stated in Saudi Vision 2030 that the goal is to "endeavour, strengthen, preserve and highlight the Saudi national identity so that it can guide the lives of future generations" (2016, p.17). This is accomplished by maintaining Saudi national values, encouraging social development, and upholding the Arabic language. However, this causes conflict between the government's socioeconomic policy in the advocacy of learning English and the view of the community in maintaining the supremacy of Arabic (Mahboob and Elyas, 2014). Hopkyns and Elyas (2022) suggest that the issue of the ideological divide (as discussed in section 1.2.2) can be addressed by implementing tlang practices to bridge the translingual identities (discussed further in forthcoming 2.10).

Indeed, this revolution is happening, and transformation in education requires a paradigm shift to meet the need for inclusive, fair, and high-quality learning. A tlang approach has been called for by several scholars in the Saudi EFL context, for example, Alzahrani (2012), Al-Ahdal (2020) and Alzabidi and Al-Ahdal (2022). However, further empirical research is still needed to explore tlang practices in multilingual and multidialectal classrooms. I would contend that what we need is more openness in the Saudi educational context that meets the needs of learners. This has been suggested previously by Alqahtani (2022) in that openness requires involving learners in pedagogical choices. The current study addresses the need to explore learners' tlang views and adheres to students' pedagogical choices in the language learning classroom principally during the time of KSA's biggest revolution in history.

1.3 Aims of the Study and Research Questions

The current study aims to add to the knowledge of practices of tlang as a pedagogy in mainstream education in KSA, where students are enabled to translanguage in a space strategically and purposefully created through collaborative reading tasks. The case study is informed by tlang as a theory and a pedagogy (see section 3.3) (García and Li, 2014; Li, 2018) and a sociocultural theory (SCT) understanding of learning (Vygotsky, 1978; Lantolf, 1995; Mercer, 2007). It posits that tlang should be viewed as a tool for learning that emphasises the notion of mutual knowledge construction in collaborative work through SCT lens.

At its core, learning as a concept is conceived as a socially situated activity mediated by language as a semiotic tool The aim of the study is not simply to allow students to use Arabic, but to facilitate a space for their creativity and criticality[11] in reconstituting their languaging process for learning.

This is accomplished by conducting a microgenetic analysis (Parnafes and DiSessa, 2013) and sociocultural discourse analysis (Mercer, 2007) of students' tlang in two proficiency-level groups (level A: beginner English proficiency, and level B: Intermediate English proficiency) in the reading classroom. The affordances of tlang are captured as a process during students' collaborative tlang and through students' reflections in an EFL classroom in KSA. The research questions below seek to explore the potential of allowing tlang in the collaborative reading groups of the EFL classrooms and gain a better understanding of the affordances of tlang as a process of learning and as a reflection of students' perceptions.

RQ 1. How can allowing tlang in the EFL university-level classroom in KSA support learning?

RQ 1.1 What are the tlang affordances of learning that students demonstrate during the collaborative reading tasks?

RQ 1.2 How do students describe and reflect on the tlang affordances of learning in the collaborative reading tasks?

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[11] The notion of criticality in this thesis does not reflect a political notion of critical consciousness, rather criticality is concerned with the speech act of exploratory talk described by Mercer (2004), as in 'thinking critically'. Therefore, criticality is achieved through exploratory talk when students demonstrated several functions of interaction, such as questioning, recapping, and elaborating (see 4.4.2).

RQ 1.3 Is there a difference between level A and level B use and reflection on tlang during and after the collaborative reading tasks?

1.4 Significance of the Study

The motivation for conducting this study is not only founded on personal and educational curiosity but also stems from the need for a paradigm shift that fits the growing multilingual and bilingual classrooms in KSA. The main problem remains that schools and universities are reluctant to use tlang as a method for unknown reasons (Alzabidi and Al-Ahdal, 2022) regardless of the growing multilingual population. Knowing that students are already utilising their multilingualism regardless of the English-only policies in the EFL classrooms, monolingual policies in the country seem to be impractical. Nevertheless, both students and teachers seem to be faced with an ideological divide between maintaining Arabic and English (see section 1.2.2), which is affecting their linguistic identities as students in the twenty-first century. The work of Hopkyns and Elyas (2022) investigated the prospects of translingual practices in the Gulf countries including KSA from a language policy perspective as an approach to face the ideological divide as they recommended:

> If translingual practice were actively endorsed and validated in formal domains, such as in education, the increased presence of Arabic would counter domain loss, thus aiding language sustainability. (Hopkyns and Elyas , 2022, p.27).

Moreover, having reviewed the context of KSA (see section 1.2), I would argue that translingual practices are widely accepted and prevail in most non-educational domains. Nonetheless, I would acknowledge that disrupting the deeply rooted traditions of language separation and monolingual practices is not a straightforward process. I believe, however, that with the vast educational, economic, and vocational developments in KSA, my study fits the purpose and adds to the rigorous research needed to explore and expand on the potential of the adoption of translingual practices in education generally and in EFL classrooms more specifically.

I believe that disrupting the natural phenomenon of multilingual tlang practices should be reconsidered in teaching and learning, and this study is a step towards introducing tlang in mainstream education where strong monolingual practices still exist. Therefore, this study is well positioned to expand on and improve teaching practices of English at the university level. The argument in this study is that fluid and flexible languaging in collaborative talk is beneficial for students' mental thinking skills and for

better meaning making. Therefore, students' multilingualism should be celebrated and encouraged by allowing and facilitating tlang spaces in EFL classrooms.

This study will contribute to the field of ESL and EFL in terms of both pedagogy and practice. The findings of the study are expected to offer significant pedagogical implications for teachers and policymakers who may be resilient to use languages other than English in their classrooms. I expect that the study will help to introduce and recognise the pedagogical values of tlang by suggesting a tlang approach to teaching reading in EFL classrooms and highlighting the opportunities and affordances of tlang for learning. Hence, this study makes a significant contribution to the limited research available in KSA that explores the pedagogical benefits of tlang. Learning is captured as a process in the collaborative reading groups where students share and reflect on their tlang practices in a space where tlang is allowed and facilitated.

It is expected that this study will provide a valuable extension to the application of tlang techniques and strategies providing empirical evidence from students' tlang use and reflections. Thus, it is hoped that by capturing students' tlang during group observations and students' reflections, the findings will reveal the complexity and illustrate the numerous ways in which tlang practices exist within higher educational contexts and, in particular, the context of EFL reading classrooms.

1.5 Structure of the Thesis

This thesis is divided into seven chapters as follows:

Chapter 1 Introduction and Research Context,

I provide the background of this study and describe the context of KSA where this study was conducted. I also outline the significance of this study and the contributions it makes to contexts of EFL and to theory and knowledge in general. Finally, I present the aim and research questions guiding my work.

Chapter 2 Literature Review,

I start this chapter with a historical overview of multilingualism theories, then I present the conceptual framework guiding the study. I discuss the evolution of tlang as a theory of language in use and as a pedagogy and the positionings of fluid versus fixed in tlang. I then review literature on tlang as a pedagogy and discuss research in different classroom contexts and the arguments against tlang in education.

I then move to SCT perspective of learning and review the key aspects in the theory informing this study. Subsequently, I describe collaborative learning and elaborate on

its relation to affordances of tlang. Then, I describe my conceptual framework of combining SCT and tlang. I end the chapter with a review of the Arabic context and research on creating a tlang space to support learning.

Chapter 3 Methodology and Analysis,

I introduce the philosophical stance of the study and then outline the case study design and method of analysis using SDA and thematic analysis. Next, I describe the design and the contextual information of the EFL classroom and the participants in my study. I also explain the data collection and pilot study along with the tools used to collect the data. Finally, I review my analysis procedures and the methods I used to establish the trustworthiness of the study.

Chapter 4 Tlang Affordances in the Collaborative Reading Groups,

I provide the first part of my findings on tlang affordances of learning in collaborative reading groups. I present the findings of the microgenetic and SDA of tlang episodes and the collected artefacts during collaborative reading tasks. I report on the five affordances of tlang considering the type of talk as a social mode of thinking.

Chapter 5 Students' Reflections on Tlang Affordances of Learning in the Collaborative Reading Groups,

I provide the second part of my findings regarding the reflections on tlang affordances of learning. I draw on the findings from students' interviews and DEAL reflections after they have completed the collaborative tlang reading tasks. I also explain the ten themes emerging from affordances of students' reflection and present what they described as uncertainties of tlang.

Chapter 6 Discussion, "Using my own Word" Tlang: From Allowing to Enabling via Collaborative Agency

I draw on the findings presented in Chapter 4 and Chapter 5 to amalgamate the conclusions of tlang affordances that students showed in their groups with how they reflect on tlang affordances of their learning. I elaborate on three main themes emerging from the purposeful use of tlang in the EFL classroom. In addition, I discuss the relational connections in what I term the web of affordances and the differences between level A and level B groups in terms of use of and reflection on tlang affordances.

Chapter 7 Conclusion,

I provide a summary of the study and an evaluation of my method of allowing tlang in the collaborative reading tasks. I present the implications and contributions arising from the study, discuss the limitations of the study and provide recommendations for future research.

1.6 A Note on Terminology

In this section, I present my conceptualisation and application of the term translanguaging and how it functions in this thesis as a noun, verb, and an adjective.

- As introduced in 1.1, the acronym (**tlang)** is used to denote translanguaging as a noun to mean the strategy of languaging, first coined by Williams (1994, 2002), translated by Baker (2011), then further described by García and Li (2014) in that it is "the act of languaging between systems that have been described as separate, and beyond them" (p.42). The acronym tlang in this thesis is however different from how Simpson and Bradley (2017) define it in their TLANG project as "to investigate how people communicate when they bring different histories, biographies, and trajectories to interaction in contexts of superdiversity" (p.4). The word tlang is used in thesis as an acronym of the original translanguaging term which is further defined in the next chapter 2.

- The acronym (**tlang)** is also used as a verb in sentences describing the present/past continuous tense of the act of tlang (e.g., students were collaboratively tlang)

- The simple present verb form of tlang is used without the abbreviation as (**translanguage)** to explain the act of doing tlang. The simple past tense is also used as (**translanguaged)** to explain the verb of having acted in the process of tlang.

- Another application of the term is (**translanguaged versions)**, introduced in Section 3.3.4 as an adjective to describe the result of having applied tlang on the reading materials which is used as a tool in the collaborative reading tasks.

As this study allows tlang in a context of EFL where monolingualism still persists in education and English language teaching classrooms, the application of tlang as a pedagogy is viewed from a perspective of languaging practices to include Arabics (different dialects within the CA and SA) and other shared languages such as Turkish

(see table 3-1 and 3-2 in forthcoming section 3.3.2) in the context of learning EFL. To clarify the use of terminology in this thesis, the process of tlang is described under different mediating procedures to include translation, shuttling, mixing, codeswitching, and codemeshing, further explained and discussed in this thesis.

In the next chapter, I review the literature on tlang and empirical research on the multilingual approach of teaching and learning. Therefore, the description of the terms (L1, first language, home language, second language, L2, or target language) are presented according to how they appear in the original literature and not through the interpretations of the thesis.

Chapter 2. Literature Review

2.1 Introduction

Having introduced the research aims and its context in Chapter 1, the second chapter of this thesis provides a general overview and position of the current research in the wider literature. The chapter begins with a historical overview of multilingual theories, followed by a positioning and conceptualisation of tlang. Next, I introduce tlang as a pedagogy and the arguments within. Then, I review constructs of learning through SCT. In the main body of the chapter, I present a review of academic literature that aims to define key topics and components in this study, such as affordances of learning, and tlang space. I end the chapter with a positioning of the study's conceptual framework and review studies related to Arabic and higher education contexts. The rationale for conducting the study is presented in the final section, in which I highlight the gaps in the literature and describe how the study fills them conceptually and pedagogically.

2.2 A Historical Overview of Language Learning Theories

Before I attempt to conceptualise tlang in the literature, I present a historical overview of Language learning theories that have undergone several ontological turns. Researchers and teachers are impacted by these paradigm shifts, as they influence the way languages are taught. First, there is the 'cognitive turn', where researchers argue that language learning is viewed as a cognitive activity since learners process information individually (McLaughlin et al. 1983). The following turn is known as the 'social turn' (Blair, 2003), where the understanding of language learning is viewed as a socially mediated activity, by way of learners constructing meanings through interaction with others (Vygotsky, 1978; Lantolf, 2000). Finally, is the emergence of the 'multilingual turn' in second language acquisition (SLA) that challenges the monolingual bias (May, 2014; Conteh and Meier, 2014).

Despite the evolution of bilingual education globally by the middle of the twenty-first century, there was still little understanding of how two or more languages interact and affect learning. The reason for this is that "bilingual education programmes separate languages strictly, viewing bilinguals as two monolinguals in one" (Velasco and García, 2014, p. 7).

Bilingualism is simply defined as being able to use more than one language (Baker, 2011). However, scholars have used different perspectives to define the meaning of

being bilingual during the 'multilingual turn'. For example, a very early understanding of the term implies having a native-like control of two languages (Bloomfield, 1933). This early description resonates more with the 'cognitive turn'. However, particularly in immigrant contexts, bilingualism is perceived in much broader terms. According to Haugen (1969), if one has minimum proficiency in both languages and can produce complete and meaningful utterances in the other language, one is still considered bilingual. The notion of balanced bilingualism is described as "being equally competent in two languages and all contexts with all interlocutors" (García, 2009b, p. 44). García explains that as much as this idea has been accepted, it is far from existing. Realistically, each bilingual is unique in using their languages.

On an individual level, the term 'multilingualism' is generally merged under bilingualism since there are more bilingual speakers worldwide. Standard definitions of multilingualism tend to be general and refer to "either the language use or the competence of an individual or to the language situation in an entire nation or society" (Clyne, 2017, p. 301), thus allowing more refinement in the definition to include different levels of command or use of other languages.

It was not until the twenty-first century that educators began to question the validity of the monoglossic bilingual approach, and new perspectives on bilingual education started to appear thus reflecting the period of 'second' or 'multilingual' turn. Languages have evolved from being viewed as separate, bounded entities to being viewed as a communication process where language users employ whatever linguistic features, they have available in the context to make meaning (Jørgensen *et al.*, 2015).

Blackledge and Creese (2014) argued that contemporary debates on multilingualism are based on Bakhtin's concept of heteroglossia (1981), which suggests a lens to view the social, political, and historical implications of language in practice, thus expanding theoretical orientations and understanding of linguistic diversity.

The advent of the 'multilingual turn' was characterised by the use of many loosely defined and under-theorised terms and labels describing various multilingual practices. These terms include dynamic multilingualism (García 2009a; 2009b), flexible bilingualism (Creese and Blackledge, 2011b), polylanguaging (Jørgensen, 2008), metrolingualism (Otsuji and Pennycook, 2010), code-meshing (Canagarajah, 2011a), translingual practice (Canagarajah, 2012) and translanguaging (Williams, 1994; Baker, 2011; García and Li, 2014).

In many ways, these terms are similar, representing a shared perspective that meaning-making is not confined to the use of 'languages' as discrete, enumerable,

bounded sets of linguistic resources (Blackledge and Creese, 2014). As this study implements the term tlang to represent students' dynamic multilingualism, I turn now to reviewing its position and conceptualisation in the literature.

2.3 Positioning and Conceptualising Tlang

Tlang was introduced in the early 1980s but has witnessed different modifications that are grounded in different epistemologies. In this section I examine how tlang is conceptualised through fixed and fluid notions. In addition, I discuss tlang as a practical theory of language in use emanating from its beginnings as a pedagogical strategy in Wales.

2.3.1 The fixed language approach

In Wales, the separation of Welsh and English has a history in which English was viewed as the desirable language of communication while Welsh was situated as inferior (Baker, 1993). With the growth of bilingual education globally, Wales demanded a reconsideration of English language dominance within the social, political, and cultural realms. Nationalistic awareness led to the social change where Welsh was given the same status as English in 1967 through the Welsh Language Act (Baker 1993). By the 1980s, the notion of Welsh and English as holistic, additive, and advantageous was starting to develop, which encouraged the emergence of the notion of tlang. The use of tlang started within the education context in North Wales and then further developed within classroom contexts.

The term 'translanguaging' was originally coined in Welsh, *trawysieithu*, by Williams (1994) as a pedagogic practice in Bangor, Wales. Williams (1996) defined tlang as meaning

> that you receive information through the medium of one language (e.g., English) and use it yourself through the medium of the other language (e.g., Welsh). Before you can use that information successfully, you must have fully understood it (p. 64).

The original conceptualisation of the term, later translated as 'translanguaging' by Baker (2011), refers to the pedagogic practice of alternation in the classroom between Welsh and English for reading and/or listening (input) and speaking and/or writing (output) (Williams, 1994; 2002). This strategy aims to develop students' understanding and reinforce both languages, thus challenging the monolingual practices that dominated the Welsh education system at that time.

Accordingly, tlang in the classroom in Wales is broadly viewed as a pedagogical practice where the input language (receptive language skills: listening, reading, remembering) is switched to the output language (productive language skills: speaking, writing, signing) (Jones, 2017). Williams (2002) highlighted that this skill is necessary for the education system and should be implemented systematically to enable learners to switch between languages efficiently, consequently utilising their full bilingual competence.

In this first and original meaning, it is understood that 'tlang' refers to the careful planning of the use of English and Welsh in the classroom, representing a fixed notion of language use. Baker (2011) then developed this tlang approach, arguing for its relevance to all bilingual educational contexts. He posited that:

> A teacher can allow a student to use both languages, but in a planned, developmental, and strategic manner, to maximise a student's linguistic and cognitive capability, and to reflect the fact that language is sociocultural both in content and process (Baker 2011, p. 290).

Within the fixed notion of tlang is what Lewis (2008) and Jones (2017) proposed as two types of tlang practice: teacher-directed, when tlang is planned by the teacher, and pupil-directed, when tlang is planned by pupils; however, Jones acknowledged that there are no clear distinctions between the two in classrooms, as the two types tend to overlap and co-exist.

To conclude, the first notion of tlang comes from the work of Williams (1994), Baker (2011) and Lewis et al. (2012) to describe tlang as originally grounded in SLA pedagogy referring to the planned and systematic use of two languages in the bilingual classroom. This original conceptualisation of tlang is still widely used today in language teaching classrooms. The second notion of tlang transcends the idea of languages existing as separate systems, as discussed below.

2.3.2 The fluid languaging approach

The fluid and dynamic notion of tlang, which differs from the original concept of tlang, is influenced by the postmodern and poststructuralist turns in sociolinguistics. The fluid notion of tlang views bilinguals as possessing one complex linguistic repertoire where languages are understood as social constructs (García, 2011). Bilinguals do not merely have a first language (L1) and a second language (L2); instead, they can select individual features from their linguistic repertoire that are socioculturally appropriate for

the communicative or academic task (Velasco and García 2014). Lewis et al. (2012, p. 647) explained that:

> What began in Wales in the early 1980s and has developed in Welsh education circles from the 1980s to the present, has very recently caught the imagination of expert North American and English educationalists. In particular, the term has been generalised from school to street, from pedagogical practices to everyday cognitive processing, from classroom lessons to all contexts of a bilingual's life.

This fluid languaging approach is mainly grounded in the work of García (2009a; 2009b), Hornberger and Link (2012a); Hornberger and Link (2012b); García and Li (2014). Hornberger (2003) and Hornberger and Link (2012a) expanded the meaning of tlang in the US. They provided a theoretical framework to conceptualise tlang. Moreover, Hornberger and Link drew on contextualising tlang in education under the continua of biliteracy as

> offering new spaces to be exploited for innovative programs, curricula, and practices that recognize, value, and build on the multiple, mobile communicative repertoires, translanguaging and transnational literacy practices of students and their families (Hornberger and Link 2012a, p. 274).

Otheguy,Garcia and Reid (2015) define tlang as

> the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (usually national and state) languages (p.281)

This approach has been widely popularised and developed internationally, such as the in the work of Creese and Blackledge (2015); Li (2018); and Li and Lin (2019). García viewed tlang as an approach to bilingualism not focusing on languages per se but rather on the natural communicative practices of bilinguals that can enhance learners' cognitive, language and literacy skills when properly understood.

García's stance on tlang is that it is valid with fluent and emergent bilinguals[12], originally focussing on Spanish-speaking children living in the US. Her argument was that tlang is not only an ordinary, everyday practice in the multilingual societies of the twenty-first century but also plays a pivotal role in L2 competence and academic development (García 2009b). Subsequently, García developed the views of Williams and Baker,

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[12] Emergent bilinguals are students who speak languages other than English. In the United States, these students are most often referred to as English language learners (ELLs) by educators or as Limited English proficient students (LEPs) by legislators and the federal government. García, O (2009, p.322)

emphasising that children can translanguage even when their knowledge of both languages is minimal.

This movement beyond the fixed understanding of 'languages' was also supported by Makoni and Pennycook (2006), among others, who argued that there are no languages but only 'languaging', a term first coined by Mignolo (1996). As García (2009b) further explained,

> what we have learned to call dialects, pidgins, creoles, and academic language are instances of languaging: social practices that we perform (pp. 32-33).

To conclude, the fluid notion of tlang represents the practice of meaning-making using different semiotic signs as one integrated system, whereas in the fixed language approach, the prefix 'trans' in translanguaging refers to moving between languages (Li and Hua 2013).

2.3.3 Tlang as a practical theory of language in use

The emergence of tlang as a practical theory of language in use derived from the fluid approach of tlang. Li (2018) developed the concept of tlang as a theory of language in use as a response to Kramsch's (2015) call for an applied linguistic theory of language practice. Li (2018) proposed that tlang as a concept is already used in every day social interaction, pedagogy, cross and multimodal communication, visual arts, and music, and therefore it should be further developed as a practical theory of language. His theorisation is built on the practices of languaging to transcend the boundaries of named languages, language varieties and semiotic signs, grounding his ideas in the fluid languaging approach and building on his work with García (2014).

Li's (2018) argument of adding the prefix (Trans-) to languaging is to denote the multilingual practices of new Chinglish and Singaporean speech practices found by Li in 2016, and to also attest to the following arguments:

> 1. Multilinguals do not think unilingually in a politically named linguistic entity, even when they are in a 'monolingual mode' and producing one nameable language only for a specific stretch of speech or text.
> 2. Human beings think beyond language and thinking requires the use of a variety of cognitive, semiotic, and modal resources of which language in its conventional sense of speech and writing is only one. (Li, 2018, p. 18)

Furthermore, the idea of tlang theory embraces the view that communication between humans is not merely based on languages, as

It has always been multimodal; people use textual, aural, linguistic, spatial, and visual resources, or modes, to construct and interpret messages (Li 2018, p. 21).

From this perspective, Li (2018) proposed the concept of tlang space, which I expand on in section 2.7.3. Tlang as a practical theory of language in use in educational contexts shifts the focus from educating students to acquire a language to educating all students regardless of their linguistic practices with the aim of making meaning and encouraging the creativity and criticality of a learning experience (Li, 2018).

Within this understanding, tlang as a practical theory of language is particularly useful for English language classrooms, as learners in the multilingual classroom use

dynamic and creative linguistic practices that involve flexible use of named languages and language varieties as well as other semiotic resources (Li, 2018, p. 14).

The review of tlang for education is further discussed in the next section on how tlang as a pedagogy developed.

2.4 The Emergence of and Research on Tlang as a Pedagogy

The term 'tlang as a pedagogy' is widely used in the literature to refer to the use of tlang in education referring to both the fixed language approach and the fluid languaging approach. In the former approach, it is the planned use of two or more languages in education (Flores and García, 2013), whereas in the latter it is viewed as a more flexible use of semiotic signs to make meaning in education (García and Li, 2014). Nevertheless, the distinction between the two notions of tlang seems to merge in practice, as scholars have progressively moved from one approach to another, which is reflected in the literature reviewed.

For example, Blackledge and Creese (2010) argued for

a release from monolingual, instructional approaches and advocate teaching bilingual children utilizing bilingual pedagogy, with two or more languages used alongside each other (p. 201).

The work of Creese and Blackledge (2010) utilised the multilingual context to expand the importance of tlang inside the classroom. In their ethnographic and ecological study, they looked at different cases of complementary schools in the UK that have a heritage language education context, such as Mandarin Chinese, Bengali, Turkish and Gujarati, by validating tlang as a flexible bilingual pedagogy to learn and teach. They provided theoretical and empirical evidence for a shift from monolingual approaches to

a guilt-free system of tlang in multilingual educational contexts. In their study', Creese and Blackledge (2010) explain that moving between languages has traditionally been frowned upon in educational settings, with teachers and students often feeling guilty about its practice.

From a fluid perspective of tlang as a pedagogy, García and Li (2014) emphasised that

> rather than just being a scaffolding practice to access content or language, translanguaging is transformative for the child, for the teacher and for education itself, and particularly for bilingual education (p. 68).

This was recently reiterated by Li and García (2022), as they advocated for tlang practices in the classroom not to start from the classification of bilingual learners' languages into first or home versus additional or school, stating instead that:

> Translanguaging is not about adding more named languages into the classroom practice but is fundamentally reconstitutive and transformative of the power relations between the named languages in society (Li and García 2022, p. 11).

Pedagogically, tlang promotes contrastive analysis and language awareness, where students can discuss cultural and linguistic differences (Cenoz and Gorter, 2017b; 2019).

To achieve tlang as a pedagogy, there are core features, which are described in Vogel and García (2017, p.10) as follows:

1. Stance: A belief that students' diverse linguistic practices are valuable resources to be built upon and leveraged in their education.
2. Design: A strategic plan that integrates students' in-school and out-of-school or community language practices. The design of instructional units, lesson plans, and assessment are informed and driven by students' language practices and ways of knowing, and also ensure that students have enough exposure to, and practice with, the language features that are required for different academic tasks.
3. Shifts: An ability to make moment-by-moment changes to an instructional plan based on student feedback.

Thus, tlang as a pedagogy can cover both a planned classroom approach and a flexible approach depending on the research context. For instance, Cenoz and Gorter (2017a, p. 904) distinguished between tlang inside the school as "pedagogical" and outside of school as "spontaneous". They added to the original definition of pedagogic tlang in that it is not only a planned alternation of languages for input and output but also expands to "include other pedagogical strategies that go across languages" (Cenoz

and Gorter 2017a, p. 904). Conversely, their definition of spontaneous tlang is closer to the spectrum of fluid tlang, as it is considered

> the universal form of translanguaging because it can take place inside and outside the classroom. It refers to the reality of bi/multilingual usage in naturally occurring contexts (Cenoz and Gorter, 2017a, p. 904).

In different educational settings, tlang can be beneficial to learners and teachers. For example, Canagarajah (2011a) argued that tlang is a valuable pedagogy that can effectively support bilingual students' essay writing in both a planned and a flexible way, concluding that such practices should derive from students' knowledge and practices, from which teachers can benefit.

The evolution of tlang as pedagogy is linked to some significant projects in different educational contexts, creating explicit teacher-directed pedagogical practices. In the US, for example, there was the work of the CUNY-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), which started in 2011 and continued until 2019. In particular, the guide created by Celic and Seltzer (2011) was employed to improve the education of emergent bilingual students across New York State. Similarly, García et al. (2017) developed a tlang pedagogy handbook that included curriculum planning for teachers to develop bilingual learners' language proficiency. They identified the following four purposes of the strategic use of tlang as a pedagogy in education:

> 1.Supporting students as they engage with and comprehend complex content and texts.
> 2.Providing opportunities for students to develop linguistic practices for academic contexts.
> 3. Making space for students' bilingualism and ways of knowing.
> 4. Supporting students' bilingual identities and societal development (García et al. 2017, p. 29).

During the same period, a large project in the UK titled Roma translanguaging enquiry learning space (ROMtels; Newcastle University, 2014) was conducted from 2014 to 2017 and led by Smith et al. (2017). This project was conducted across four countries: the UK, France, Finland, and Romania. The project aimed to improve the education of the minority language-speaking children of Eastern European Roma heritage. The project utilised tlang as a pedagogy through a unique use of technology to support multilingual enquiry-based learning for groups of children. The software they designed helps teachers to customise what children see and hear so that children can access the same information in multiple languages. Additionally, learners were encouraged to

translanguage by using their home language(s) as a combination of Romani and their Eastern European language (for example: East Slovak Romani and Slovak; Czech Vlax and Slovak; Ursari and Romanian), and English. The ROMtels project not only produced extensive pedagogic guidance handbooks for teachers, educators and schools but also provided technology resources that can be implemented in the tlang classroom alongside key publications such as those by Smith and Robertson (2020) and Smith *et al.* (2020).

The work of Leung and Valdes (2019) reflects on language teaching and assessment within the two perspectives of tlang as either distinct and separate semiotic entities or the notion of languages as bundles of temporal lexical and syntactic features to express meaning; largely reflective of the fixed and fluid notions of tlang as previously discussed. Viewing tlang through a lens of languages as separate entities, they first confirm that the term tlang is rarely present in the literature of English language teaching, and hence build on Lewis, Jones and Baker's (2012) view that the two languages can be directed to perform in a specific way to maximise cognitive processing and facilitate learning. Leung and Valdes (2019) add that although it's viewed that the knowledge and skills of bi/multilingual individuals in their languages are separately constituted, their activation of their multilingual repertoires facilitates learning.

Secondly, viewing tlang as bundles of temporal features, Leung and Valdes (2019) clarify that what counts in learning is that students share a common linguistic repertoire that encompasses shared features that they all understand and use to express themselves. They provide an interpretation of this fluid notion of tlang in that speakers have an intra-individual space to use language resources freely and creatively when choosing and combining their language resources. This interpretation supports Li's (2011) notion of tlang space in communication generally (further discussed in 2.7.3).

In the context of teaching and learning languages, Leung, and Valdes (2019) assert that it is not yet clear how this creative capacity can be harnessed and to what extent. In their pedagogical view of tlang, Leung and Valdes (2019), emphasise the important role of context – interactional, local, societal and/or global for suggesting new possibilities and outcomes for the teaching and learning of additional languages. In the next section, I continue the discussion of tlang pedagogy in contexts of teaching and learning languages.

2.4.1 The case of Language Learning Classrooms

Initially, tlang pedagogy was mainly used in relation to the education of minority language-speaking communities. Nevertheless, tlang has recently gained ground in bilingual education programmes and in more traditional L2 or foreign language programmes. A recent systematic review of pedagogic tlang conducted from 2011 to 2021 by Prilutskaya (2021) showed that tlang research was first introduced in ESL and EFL classrooms in 2015 and reached its peak in 2019 and 2020.

Despite the much monolingual instruction and strict language separation practices in language learning classrooms, the use of tlang can enable students to learn and make meaning through critical and creative moments of tlang (García and Li, 2014).

García and Li (2014, p.121) summarise seven different strategies to implement tlang in classrooms to learn both content and language as they clarified that when pedagogical tlang is applied, the following teaching goals can be achieved in the classroom:

1. To differentiate among students' levels and adapt instruction to different types of students in multilingual classrooms; for example, those who are bilingual, those who are monolingual and those who are emergent bilinguals.
2. To build background knowledge so that students can make meaning of the content being taught and of the ways of languaging in the lesson.
3. To deepen understandings and sociopolitical engagement, develop and extend new knowledge, and develop critical thinking and critical consciousness.
4. For cross-linguistic metalinguistic awareness so as to strengthen the students' ability to meet the communicative exigencies of the socioeducational situation.
5. For cross-linguistic flexibility so as to use language practices competently.
6. For identity investment and positionality, that is, to engage learners.
7. To interrogate linguistic inequality and disrupt linguistic hierarchies and social structures.

Vogel and García (2017) stated that in the US, for example, tlang has been accepted and practised by educators in ESL programmes and in mainstream English classrooms. The role of tlang pedagogy in these classrooms is to provide the scaffolding usually needed for emergent bilinguals (García, Johnson and Seltzer, 2017). Similarly, tlang has increasingly been accepted as promising in more traditional approaches to the study of additional languages, including foreign language education (Adinolfi and Astruc, 2017; Turnbull, 2018) and Content and Language Integrated Learning (Lin and He, 2017).

Furthermore, Liu and Fang (2022) argued in their paper exploring stakeholders' attitudes towards the implementation of tlang in the foreign language classroom setting that it is important for institutions and teachers to rethink monolingual teaching practices. They called for several pedagogical implications that resist the influence of monolingual policies in learning institutions. One of these is the importance of re-evaluation of pedagogical practices based on the actual students' needs in consultation with their teachers at the beginning of a language teaching course.

Further, evidence on how tlang stimulated metalinguistics was provided by Vaish and Subhan (2015) and Vaish (2018), who conducted studies on Grade 2 reading classes in a mainstream school in Singapore. They aimed to analyse teachers' pedagogical strategies and individual students' responses when scaffolding Malay in teaching and learning English. They found that the broad goal of tlang in teacher talk was to mediate academic content, aid comprehension, and translate vocabulary. Interestingly, using Malay changed interactional patterns by closing the gap in talk time between teacher and students and changing how students attempted to answer questions.

Moreover, Jimenez *et al.* (2015) attempted to determine how emergent bilinguals used translation to understand language and bilingualism conceptually. In their study, they formulated an instructional approach (TRANSLATE: Teaching Reading and New Strategic Language Approaches to English learners), which ultimately focused on using translation to improve English language learners' reading comprehension. Reflecting on the students' literature curriculum, they were asked to work collaboratively by using different strategies to translate from English into Spanish. The analysis of students' statements, decision-making and interactions showed that students' conceptual understanding of a language is highly connected to their learning. This study highlighted one aspect of tlang pedagogy: the use of translation in guided reading sessions. The findings revealed how students drew on their two languages to make lexicon, syntax, and semantic explanations about the text they had read.

Tlang as a pedagogy in higher education has also attracted educators' attention, but there are fewer studies in the literature on this than on its use with children. Research on tlang as a pedagogy in secondary and further/higher education levels only started in 2011, with the main work being that of Mazak and Carroll (2016) and Mazak (2017). The edited book of Mazak and Carroll (2016) introduced how tlang is practiced in higher education settings in different countries around the world, reflecting that tlang is practiced differently according to educators' and researchers' understandings. Within the different evidence from applying tlang in different contexts, Mazak and Carroll

(2016) argue that the application of tlang in higher education contexts remains contested, misunderstood, and under-researched.

Other studies of tlang in higher education include those conducted by Makalela (2015); Mazak and Herbas-Donoso (2015); Carroll and Sambolín Morales (2016); Anderson (2017); Rivera and Mazak (2017); Caruso (2018). Makalela (2015) for example, used a mixed method approach to investigate the intervention of experimental methodologies of tlang between students' African languages when learning Sepedi as an additional language. The study takes place in the Division of Languages, Literacies and Literatures in a South African higher education institution. The results showed positive effects of using multilingual resources in the classroom by reinforcing plural identities, bridging linguistic and cultural boundaries, and increasing reasoning power. Makalela (2015) also showed that the tlang group outperformed the monolingual control group in both vocabulary development and oral reading proficiency achievement tests. This study added further evidence to the literature on tlang in higher education classrooms and languages other than English and Spanish (often considered in the US context), confirming that multilingual learners use all discursive resources at their disposal, giving them the ability to perform well academically. Another perspective of Makalela's (2015) study is measuring the effect of tlang on learning outcomes. Through a mixed method approach, it was documented that tlang techniques used in the experimental class afforded the participants affective and social advantages and a deep understanding of the content. Similarly, the case study of Caruso (2018) aimed to analyse learners' tlang in a Language and Communication Policies course at the University of Algarve in Portugal. Students were allowed to use their various linguistic repertoires to achieve a collective comprehension of the content, which, in most cases, was in English. The findings indicated that most students favoured using several languages in the classroom, as it facilitated their communication and understanding. Furthermore, the study found that tlang practices enabled participants to engage in metalinguistic discussions, facilitated the co-construction of knowledge, ensured equity among participants, and facilitated inclusion.

Collaborative learning was an important aspect in Carroll and Sambolín Morales's (2016) study as they implemented a tlang approach to teach a novel through literature circles in an ESL classroom context. Not only was this study applied to higher education students, but also it implemented an ethnographic approach by using

classroom observations and focus groups over one month. The findings showed how the tlang approach of using literature circles as a strategy promoted collaborative learning through English and Spanish. The researchers' tlang approach focused on three main aspects of the Abraham Rodríguez Jr's novel *The Boy Without a Flag* using a culturally relevant text, implementing literature circles to facilitate the collaboration of small-group discussions, and allowing students to submit written reflections in English, Spanish or both. Carroll and Sambolín Morales (2016) argued that allowing tlang practices can provide the instructor with better insights into students' reading comprehension, accomplished through class conversations and writing, and serve as a cognitive tool that allows them to scaffold collaboratively. The significance of this study is in using literature circles as a tool for collaborative scaffolding. However, the text selected was not part of the students' curriculum and was chosen to serve the study's goal. There is still a gap in research that reflects the actual curriculum and finds ways to create a tlang pedagogy.

Although tlang in language learning classrooms has attracted the attention of many scholars, it has also created considerable disagreement in the field which I review next.

2.4.2 Arguments against tlang in education

The shift towards tlang has witnessed arguments about its limitation in the literature due to different interpretations. For example, in line with Williams (2002), Lewis et al. (2012b) stated that there are "boundaries when translanguaging can operate in the classroom that are… about a child's dual language competence" (p. 644). However, one could argue that one reason for this concern is because recent research goes beyond its original pedagogic aim and away from the fixed notion of tlang. New interpretations of tlang seem to be moving some distance from its original pedagogical sense but this too is seen by some as problematic (Singleton and Flynn, 2022).

Singleton and Flynn's (2022) argument could be seen as valid, however, given other concerns relating to the consequences of tlang. Supporters of tlang argue for its role when working with issues of minority languages in the context of community language education, viewing the transformative power of tlang. For example, the work of García (2009a); Leung (2010); Li (2014a); Creese and Blackledge (2015); Probyn (2015); Cenoz and Gorter (2017a). However, there are educators who understand the threats posed by tlang to minority language maintenance and development. Many minority language activists are worried that the promotion of fluid language practices will threaten their efforts to maintain minoritised languages (e.g., Cenoz and Gorter

2017a). Whilst, this may be true, tlang in this sense revaluates the hierarchy of languages in legitimising different dialects and what is viewed as lower status or minority languages and therefore giving justice to the recognition and distribution of minority languages (Smith *et al.*, 2020).

Other recent concerns about the transformative potential of tlang are also based on political positionings, as seen in the work of Block (2018) and Jaspers (2018). Jaspers (2018) posited that transformation in tlang depends on sharing convictions with authorities, as he suggested that authorities still see standard language competence as crucial and therefore oppose the claims that a more fluid use of home languages is more effective. This is still a valid argument, as recent research, such as that conducted by Liu and Fang (2022), highlighted the importance of understanding the needs of students and the importance of collaboration between teachers and the institution to meet students' specific needs. This argument fits well with the aim of the current study, which is allowing tlang in a context where there are institutional policies that support a more monolingual approach to teaching.

In the context of second or foreign language learning classrooms, it is often the case that a learner's native language or other languages within their repertoire do not have a place in the context of learning. Despite such beliefs by audiolingual advocates and communicative language teaching educators, there have been numerous arguments by educationalists that encouraged the use of L1 in L2 classrooms, in particular for theoretical and practical reasons (Cook, 2001; Littlewood and Yu, 2011). Cook (2001) argued that the belief that teachers should discourage, or even ban, the use of L1 in the classroom is partly based on the idea that learning the L2 requires separating it from the L1.

Nevertheless, according to Afitska (2020), despite the benefits of tlang pedagogy, its implementation in mainstream EFL education remains problematic and challenged by many limitations. One reason for this is the resistance to multilingual ideologies in classrooms, especially in EFL contexts, reflecting fixed language conceptualisations of tlang as opposed to the fluid languaging approach called for by Li and García (2022), among others (see section 2.3). Despite these concerns, Afitska (2020) argued *for* using pedagogical tlang in diverse multilingual mainstream English classrooms, stating that by doing so, learners can demonstrate their conceptual, subject-specific knowledge and understanding and engage with and comprehend the content of the school curriculum better. In addition, tlang allows the maintenance and development

of learners' target and home languages and permits the balance of social and educational power of both target and minority languages in the classroom. This last argument corresponds with that of Li (2014b) regarding the transformative power of tlang, thus promoting inclusion, recognition, diversity, and cross-national equality.

Having discussed the definition, dimensions, and tensions of tlang as a pedagogy, I shall now turn to how tlang is distinguished from code-switching and translation in terms of both tlang as a theory of language in use and tlang as pedagogy.

2.5 Tlang, Codeswitching and Translation

The overlap between codeswitching and tlang is inevitable even though codeswitching is purely linguistic in nature, as its focus is the analysis of the speech of bilinguals, whereas tlang is sociolinguistic, ecological, and situated. Code-switching refers to the alternation between languages in a specific communicative episode. This alternation usually occurs at specific points of the communicative episode and, is governed by grammatical, as well as interactional (conversational sequencing) rules. García (2009a) differentiated between the two terms in that tlang is:

> multiple discursive practices in which bilinguals engage to make sense of their bilingual worlds, [and] therefore, goes beyond what has been termed code-switching… although it includes it, as well as other kinds of bilingual language use and bilingual contact (p. 45).

Cook (2001) described codeswitching as a strategy by which bilinguals use two languages on an intra-sentential and inter-sentential level. Moreover, shifting between comprehension and production was the earliest definition given by Williams (1994); thus, students read in one language and produce a written text in another language. The most common ideological distinction between tlang and codeswitching is that codeswitching is associated with language separation, whereas tlang views different languages as one linguistic repertoire, thus celebrating the flexibility of languaging and fluidity of multiple language learning. When tlang is applied in the bilingual classroom, it appreciates the different language practices, thus disregarding the language separation ideology. In this sense, tlang transcends the socially constructed named languages, as bilinguals flexibly and fluidly use other languages (García and Li, 2014). This view of the conceptualisation of tlang has changed over time, however. In the early work of García (2009a), for example, codeswitching was referred to as a practice that could be incorporated into tlang, whereas in later works such as those of García

and Li (2014), García and Reid (2015) and Otheguy,Garcia and Reid (2015), it was found that the two concepts were epistemologically different.

Creese and Blackledge (2010) argue that codeswitching does not seem to have been established sufficiently as a practical pedagogical approach, as opposed to tlang which has originated as a pedogocial practice in the classroom. From the perspective of viewing languages separately, L1 interference is often referred to as a hindrance to language learning. Conversely, tlang as a pedagogy approach is not about codeswitching but rather that all languages are used for learning and teaching as heteroglossic in nature and interrelated (García, 2009). Tlang is a strategy that normalises bilingualism without diglossic functional separation (Creese and Blackledge, 2015).

In terms of the relationship between tlang and translation, a growing body of work on tlang encouraged rethinking translation and suggested that translation and tlang are closely intertwined in the meaning-making practices of multilinguals (Cook 2010; Lewis et al. 2012a; Creese et al. 2018; Baynham and Lee 2019; Sato 2022). As Cook (2010) argued, translation is more than the equivalence of meaning between words, phrases, or sentences between two named languages. Hall and Cook (2012) added that translation is also a

> natural and effective means of language learning that develops an important skill, answers students' needs and preferences, and protects students' linguistic and cultural identity (p. 283).

In this regard, translation appears to touch on the idea of tlang, understanding language as an embodiment of society and culture.

Translation as a teaching strategy in EFL classrooms is a common yet widely rejected strategy (Creese and Blackledge, 2010) owing to the prevalence of the communicative method in language teaching. Although translation is often used as a teaching strategy, it is rarely associated with tlang as a theoretical and pedagogical concept. Although translation can occur during tlang activities, Williams (2002) makes the distinction that translation tends to separate languages, while tlang attempts to utilise and strengthen both languages.

Lewis et al. (2012) clarified that a teacher may translate from one language to another in a classroom to facilitate the understanding of content in the stronger language of pupils when they have different dominant languages. Translation is used in that sense so that

the weaker academic language (e.g., English) used for content transmission is translated into the children's stronger (e.g., home) language to ensure understanding and the learning of a concept (Lewis et al. 2012, p. 659)

While tlang considers the concurrent use of two or more languages, in practice, the two approaches may often be used simultaneously in the classroom and by learners (Lewis et al., 2012).

Jones and Lewis (2014a) agreed that in Wales, a combination of translation and tlang is evident in bilingual classrooms. Their 5-year study investigated different models of bilingual education in Wales, focusing on the simultaneous use of Welsh and English within different groups of pupils across primary and secondary schools and various lessons and subjects. They found that most of the classroom language arrangements can be identified as what García (2009a, p.311) termed "instances of translanguaging practices in bilingual classrooms".

In complementary schools in the UK, Creese and Blackledge (2011a) gave an example of bilingual label quests when translation performs a pedagogic strategy in teaching vocabulary and keeps the lesson moving forward. One example is when a teacher gives a term in one language and provides the translation as an explanation in another language. Another example is when the teacher asks a question in one language and expects the students to answer in a different language. This is a "common practice between English and community languages in complementary schools" (Creese and Blackledge 2011, p. 17).

Similarly, García and Kleifgen (2010) referred to 'acts of translation' in the context of ESL primary classrooms, emphasising their role in meaning-making and fostering students' English literacy development:

> Because of the large number of Latino emergent bilinguals and the large number of Spanish speakers in the United States, there are English-only classrooms in which the teacher, with some knowledge of Spanish, can use a preview-view-review pedagogy that is common in some bilingual classrooms. Although English is the official language of the lesson, the teacher gives the gist of the lesson in Spanish, making the message comprehensible to the emergent bilinguals. Many times, a written synopsis is given to students in Spanish before the teacher starts to teach. Other times, the written materials that teachers distribute are annotated in Spanish or contain translations (García and Kleifgen 2010, p. 64).

Baynham and Lee (2019) viewed translation through the lens of tlang, arguing that "translanguaging can be a way of understanding the moment-to-moment deployment of the multilingual repertoire in the activity of translating" (p. 34). Baynham and Lee (2019, p. 40) described the concept of translation and tlang as mutually embedded as translation-in-tlang and tlang-in-translation:

> Yet a translanguaging space emerges from different kinds of mediating procedures, including translation, transliteration, codeswitching/mixing, orthographic morphing, and so forth. Translation can therefore be seen as embedded within a translanguaging space, at the same time as it is composed of successive translanguaging moments.

In their book, Baynham and Lee (2019) examined the conceptual schemas of translation and tlang and identified different aspects between the two concepts. One is the structure of translation, which was described as both the process and the product starting from a certain source to a certain target. They explained:

> Texts do not travel from one delineated site to another (there-to-here) in tlang as they do in translation; rather, texts emerge from within the intermingling of languages, language varieties, and other semiotic modalities (Baynham and Lee 2019, p. 36).

Considering the above discussion, the view of tlang in this research is embedded through translation, and translation is used to encourage tlang, as I will explain further in my method of allowing tlang in section 3.4.2. Therefore, the current research views translation and tlang more generally, following Baynham and Lee (2019), in that it is the creative use of multilingual repertoires and not a mere relation between texts.

In the next section, I turn to review the sociocultural theory to position the understanding of tlang as a pedagogy within a learning theory.

2.6 A Sociocultural Perspective of Learning

Initially developed from the writings of the Russian psychologist Vygotsky and his colleagues (1978; 1986), SCT sees human mental functioning as a process mediated by cultural artefacts, activities, and concepts (Lantolf, 2000). Based on the sociocultural understanding that language as a semiotic tool is the primary means of mediation. The importance of interaction in the social context is a key aspect of humans' cognitive development (Lantolf, Thorne and Poehner, 2015), and therefore,

the development of human social and mental activity is organised through culturally constructed artefacts.

A traditional psychologist's understanding seeks to understand how cognitive processes are developed, which one would argue is very similar to the Piagetian perspective (Piaget and Duckworth, 1970). A fundamental difference between SCT and Piagetian theory, however, is that the Piagetian theory of learning diminishes the influence of the social context in which the individual's learning occurs and focuses extensively on individual cognitive development, whereas the Vygotskian perspective is focused on social and cultural structures. Lantolf (2000) further explained that "the central and distinguishing concept of SCT is that higher forms of human mental activity are mediated" (p. 80).

The process of mediation occurs within and across social interactions. Therefore, the main distinction between Piagetian and Vygotskian theory is how they position language in cognitive development. Piagetian theory posits that cognitive processes are constructed internally, and language is an external outcome of one's development of internal cognitive abilities, while Vygotskian theory views language and thought as dynamic, interdependent processes (Kozulin, 1998).

In SCT, learning is viewed holistically with emphasis on what the learner brings to any learning situation through the active process of meaning-making and problem-solving. There are primary theoretical constructs of SCT that are central to SLA and hence also this study, including mediation, internalisation, the zone of proximal development (ZPD), collective scaffolding, and exploratory talk, which I will review next.

2.6.1 Mediation, internalisation, and the ZPD

In sociocultural terms, language is a semiotic tool that mediates people's thinking and learning. When learning the second language is related to SCT, Vygotsky (1978) contends that the child's developing knowledge of the first language is appropriated as a tool for self-regulation and thinking. This is recognised as the process of internalisation of social speech to inner speech. Vygotsky's theory does not neglect the importance of social interactions and learning with others because collaborative meaning-making is fundamental to learning.

A key aspect in SCT is that learning is not a consequence of participation in the interaction only but also occurring through the process of interaction (Lantolf and Pavlenko, 1995). The construct of learning through SCT is that a learner can succeed in performing a new task when help is provided from another person in the interaction

process. This allows them to internalise this task to perform it independently; thus, social interaction is advocated to mediate learning (Lantolf et al. 2018).

Vygotsky (1981, p. 163) described the process of internalisation as follows:

> Any function in the child's cultural development appears twice, or on two planes. First, it appears on the social plane and then on the psychological plane. First, it appears between people as an inner psychological category and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition.

This definition highlights two critical aspects of Vygotsky's view of learning. Cognitive processes appear first at the social (intermental) level and are then internalised and transformed as individual ways of thinking (the intramental level) (Vygotsky, 1978). Private speech, which is the tool used within the process towards self-regulation, serves an intramental function (Lantolf, 2000). Inner and private speech functions to "gain control over our ability to remember, think, attend, plan, evaluate, inhibit and learn" (Lantolf, 2000, p. 88).

In the L2 context, the role of the L1 has been credited for mediating learning, as learners utilised their L1 for self-talk as repetitions, affective utterances, pause fillers, self-directed questions, and references. Since L1 is considered the most potent tool to mediate one's cognitive and complex thinking, studies such as Donato (1994); Villamil and De Guerrero (1996); DiCamilla and Antón (2012); Fernández *et al.* (2015) investigated L2 learners' private speech during writing tasks and problem-solving, reporting that L1 self-talk is present in learners' speech. However, these studies did not consider learners' perceptions and reflections on their learning, which this current study does.

Furthermore, a central construct of SCT is how Vygotsky (1978) viewed learning as what one can do with assistance from another person or artefact. This help can be direct and explicit, for example, in educational classroom contexts, or indirect and implicit, such as in everyday communication activities. The relationship between assistance and self-regulated performance is represented in the concept of the ZPD, which is Vygotsky's most notable contribution to education and learning. The ZPD is:

> the distance between the actual developmental level as determined by independent problem solving and the level of potential development as

determined through problem-solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p. 86).

An essential form of mediation is regulation, a fundamental construct in the ZPD definition that refers to how one internalises external forms of mediation in completing a task (Lantolf, Thorne and Poehner, 2015).

Lidz (1991) built on the notion of scaffolding with a scale of 12 components to measure the mediating instructions based on the concept of scaffolding, the ZPD and the work of Feuerstein (1991 cited in De Guerrero and Villamil, 2000, p.52) on dynamic assessment. This scale was used initially to identify and evaluate the mediating behaviour of adults when actively interacting with a child in a learning experience (see Appendix A). However, this scale was potentially used to observe any type of mediated teacher–learner or learner–learner interaction in the language classroom (Guerrero and Villamil, 2000).

2.6.2 Collective scaffolding

The concept of scaffolding is linked with Vygotskian SCT (1978) to denote the activities provided by the teacher, or a more competent peer, to support the student when they are led through the ZPD. However, it is essential to note that the term 'scaffolding' was never used in Vygotsky's writing but was introduced by Wood et al. in (1976). Wood et al. (1976) defined the metaphor of scaffolding as "a process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts" (p. 90).

The concept of collective scaffolding in the second language classroom was introduced by Donato (1994, p.53) after that to describe the "dialogically constituted guided support" that peers provide each other during collaborative activities. Donato's research is significant since it expanded the notion of scaffolding provided beyond the adult–child or teacher–student relationships. It proposed that, "L2 learners could mutually construct a scaffold out of the discursive process of negotiating contexts of shared understanding" (Donato, 1994, p. 42), thereby challenging the notion that only a more capable peer can provide scaffolded help. Moreover, Fernández et al. (2015) reconceptualised the concept of scaffolding to include learning in symmetrical groups, thus differentiating between the concept of asymmetrical teaching and learning with a teacher or adult explicitly supporting a learner to achieve tasks beyond their ability when working alone. In their study, children talking together mutually supported each other's progress in a difficult problem-solving task. They added that the role of

scaffolding in symmetrical groups is not temporary, as it represents the dynamic and continuous support provided in the collaborative group.

The role of scaffolding using L1 in tlang classrooms is perceived as an effective method in tlang as a pedagogy (Walqui, 2006). Language scaffolding is often required to support early-stage learners of L2. In the EFL classroom scaffolding can take several forms, such as translating a vocabulary word, linking an idea to a common proverb in the L1, explaining a text, and checking comprehension. This type of scaffolding has proven effective for better and deeper understanding; it is known as bilingual scaffolding. García confirmed that "the core of bilingual pedagogical strategies, especially for emergent bilinguals in the beginning stages, is scaffolding" (2009a, p. 329).

Furthermore, García and Kleifgen (2010, p. 63) asserted that:

> In many classrooms for emergent bilinguals – both in ESL and bilingual education programs – educators extend Williams' translanguaging pedagogy in complex ways. For example, many educators encourage emergent bilinguals to look up resources on the Web in their home languages, as students go back and forth from Web pages that are in one language or the other. In these classrooms, emergent bilinguals make frequent use of dictionaries and glossaries. Likewise, as we saw before, students frequently conduct discussions in languages other than English when reading in English. Frequently they write first in the home language, then translate the writing piece into English … Educators who understand the power of tlang encourage emergent bilinguals to use their home languages to think, reflect, and extend their inner speech (2010, p. 63).

More recently, Jones and Lewis (2014) used the term 'scaffolded translanguaging' to describe learners' practices in the classroom. This process refers to when learners are less competent in the L2 and need support to participate in tlang tasks. Daniel *et al.* (2019) described three main themes of scaffolding teachers provide in the classroom to enact tlang as a norm: first, by reflecting teachers' knowledge base on how to scaffold for learners; second, by drawing on learners' rich experiences to reveal the benefits of tlang; and finally, by writing across languages through transliteration[13] and borrowing words from one language to another in writing. They concluded that to make tlang a norm and develop the rich contingent scaffolding, teachers must "develop and

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[13] Transliteration is defined in the Cambridge Dictionary as "the act or process of writing words using a different alphabet". https://dictionary.cambridge.org/dictionary/english/transliteration

implement designed-in or macro-scaffolding for tlang pedagogies" (Daniel *et al.* (2019, p. 12).

2.6.3 Type of talk and the Intermental Development Zone

Neo-Vygotskian studies of classroom interactions, such as those conducted by (Mercer, 1995; Mercer, 2007; Mercer and Littleton, 2007), identified three main categorisations of collaborative talk children produce for learning, supporting that language is the primary cultural tool for co-constructing knowledge and expertise. They describe several functions of interaction, such as questioning, recapping, and elaborating, that are critical for learning. Such features of talk represent what is known as 'exploratory talk', first identified by Barnes and Todd (1995) to describe the way of using reasoning language. The three types of talk that Mercer and Littleton (2007, p. 51) categorised are outlined in the following table:

Type of talk	Characteristics	Discourse features
Disputational talk	disagreement and individualized decision making	short exchanges consisting of assertions and challenges or counter-assertions ('Yes, it is.' 'No, it's not!')
Cumulative talk	speakers build positively but uncritically on what the others have said. Partners use talk to construct 'common knowledge' by accumulation	repetitions, confirmations and elaborations
Exploratory talk	partners engage critically but constructively with each other's ideas. Statements and suggestions are offered for joint consideration. These may be challenged and counter-challenged, but challenges are justified, and alternative hypotheses are offered. Partners all actively participate, and opinions are sought and considered before decisions are jointly made	knowledge is made more publicly accountable, and reasoning is more visible in the talk

Table 2-1 Three types of talk (Mercer and Littleton, 2007, p. 51)

To teach and to learn effectively, Mercer (1995) recommended that teachers and learners should use talk and joint activity to establish a shared communicative space. He develops a new concept termed as "Intermental Development Zone" (IDZ) (2000, p.141) that is useful for understanding how interpersonal communication can aid learning and conceptual development. The IDZ is more contextualised in looking at learner's progression in an activity where the quality of it depends on knowledge, competencies, and motivations of both the teacher and learner. Therefore, the IDZ represents the captured theoretical construct of the role of language and shared action to create the shared knowledge between learners in a group (Mercer, 2002). Fernández et al (2015) add that

> unlike the original ZPD, the IDZ is not a characteristic of individual ability but rather a dialogical phenomenon, created and maintained between people in interaction. (Fernández *et al.*, 2015, p. 57)

The understanding of IDZ is crucial with regards to the type of talk described above, as exploratory, and cumulative talk are linked to better learning opportunities as opposed to disputational talk (Duarte, 2018; Smith *et al.*, 2020). In other words, the success of an IDZ depends on the joint and attuned shifting of students towards knowledge and understanding through dynamic dialogue and negotiation (Mercer and Littleton, 2007). In so doing, learning becomes a mutual and fluid process where learners create, negotiate, and exchange knowledge as an alternative to being a process of passive transmission from teacher to student (Mercer and Littleton, 2007). An example that supports the type of talk and the IDZ is the work of Duarte (2016) to examine the extent of students' use of tlang in their interactions and its functions. Duarte found that tlang was a natural process that played an essential role in students' learning through collaborative talk as students performed tlang both in their private talk and class-related talk but primarily in cognitively demanding on-task talk. Students' tlang functions were characterised with high-quality exploratory talk, leading to more effective content-matter learning. In terms of tlang in the collaborative group, Duarte (2018) confirmed that when students are jointly constructing answers during a task, tlang is used to "recast and correct previous information, negotiate meaning, and discuss appropriate wording" (p. 162).

When there is an opportunity for the flexible use of students' linguistic repertoire, they become in control of selecting and controlling the content of the talk, thus contributing to the high quality of interthinking in the group and within the ZPD. The term 'interthinking', coined by Mercer (1995), describes the link between cognitive and social

functions of group talk and indicates using talk to think collectively and to engage with others' ideas.

In reviewing the sociocultural constructs of viewing learning in this section, I conclude that there is still very little empirical evidence that supports the role of IDZ and tlang together. Nevertheless, as only a few studies have discussed the term since Mercer introduced it in 2002, the current research supports and builds on Duarte's (2016, 2018) argument that tlang can play a central role in facilitating learning by enhancing the quality of mutual interactions in the IDZ.

In the next section I turn to introduce the term affordance and how it relates to learning.

2.7 Affordances of Learning

The term 'affordance' coined by the ecological psychologist James Gibson (1979), is originally defined as "what it offers the animal, what it provides or furnishes, either for good or ill" (Gibson, 1979, p. 127) placing affordances in the context of environment. Blin (2016) denotes that the term affordance is often used to mean "possibilities offered by technologies" (p.41)

Later applied to education, Van Lier (2000; 2004; 2008a;2008b) highlights the relation between affordances and learning from an ecological perspective on language education in that "[w]hile being active in the learning environment the learner detects properties in the environment that provide opportunities for further action and hence for learning" (Van Lier, 2008b, p. 598).

Van Lier (2004) further explained that affordances can indicate potential action to participants in a particular environment. Relying on the possibilities of a given environment, affordances could be perceived as resources or constraints. Therefore, "language use may not be a goal in itself, but rather a relationship between the participants and the environment in the process of learning" (Van Lier, 2004, p. 53). This definition is important since it reflects learning as a process when language is enacted between participants and the environment of language usage.

Kirschner et al. (2004), cited in Blin (2016, p.55-56) positions affordances in education to denote "the characteristics of an artefact that determine if and how a particular learning behaviour could possibly be enacted within a given context" (Kirschner et al., 2004, p. 51). Educational affordances can be defined as "the relationships between the properties of an educational intervention and the characteristics of the learners that enable particular kinds of learning by them" (Kirschner et al., 2004, p. 51).

All the above definitions posit the relation between the context, environment, and resources within to enact the possibilities of learning. The discussion continues in the below sections in relation to affordances of collaborative learning and tlang, learning perceptions, and tlang space as a learning affordance

2.7.1 Affordances of collaborative learning and tlang

According to Gibson's (1979) original definition of affordance, it is to perceive the world and to co-perceive oneself. This means that "when we perceive something, we perceive it as it relates to us" (Van Lier, 2004, p. 91). The aspect of perception in affordances is critical when framed within collaborative work (further discussed in 2.7.2), since affordances result from how one perceives and interacts with the available resources according to one's past experiences, level of development, and situational and motivational factors (Kordt, 2018). However, it is critical to note that such resources in this context would not be available without the collaborative enactment. Collaborative dialogue is associated with learning and development, where languaging (see 2.3.2) is considered the resource (Swain and Watanabe, 2012).

In reviewing literature on tlang and affordances of language learning, it was found that only a few studies have combined the theory of tlang with the notion of learning affordances in a collaborative context. Situating the affordances of learning in the context of L2 learning, Martin-Beltrán (2014) revealed the fluid and reciprocal affordances of language learning during interactions of linguistically diverse peers when they were drawing upon their expanded linguistic repertoire. Martin-Beltrán's (2014) study attempted to establish a basis for extending the concepts of SCT with tlang by showing how linguistically diverse learners interacted and collaborated for learning. She suggests that considering the collaborative feature of bilingual and multilingual discourse, collaborative learning through group activities should be highlighted as an element that facilitates pedagogical tlang.

In the study of Toth and Paulsrud (2017), they drew comparisons between the tlang affordances in two cases of primary and upper secondary school classrooms finding that tlang can be an affordance and sometimes a constraint, depending on the context and pupils' perceptions. Pupils' tlang experiences in these two classrooms differed, as they did not have equal access to linguistic resources, which, as a result, determined their language use. For example, in lessons where the teacher had equal proficiency of English and Swedish, the use of Swedish and English was seen as an affordance by pupils, as they could follow the fluid process of tlang. Conversely, in lessons where

a teacher did not share languages with students, tlang acted as both an affordance and a constraint, as per pupils' perceptions. Toth and Paulsrud (2017) report that pupils viewed the constrains of tlang based on the idea that when they rely on too much Swedish, this would hinder their development of English. Moreover, the available linguistic resources of some more proficient pupils functioned as an affordance for their peers, as they were translating to support each other's comprehension and to facilitate communication between their teacher and the less proficient pupils.

Walker (2018) explored the affordance of translingual practice for collaborative learning during an online intercultural exchange of bilingual learners (English/German). In her study, Walker (2018) found that tlang patterns in the online exchanges facilitated co-construction of meaning and building of collaborative learner communities. In addition, the findings emphasised the collaborative agency afforded in learners' translingual practices which acted as a resource for further action (Van Lier 2004) or interaction. The study revealed the importance of learners' agency in creating learning opportunities. In their collaboration, learners made evaluations of the linguistic resources and affordances for individual and group-specific needs and goals. While limited to one focus group, the findings of Walker (2018) helped to clarify the possibilities and constraints of tlang as an expanded affordance for multilingual language learners.

Students' collaboration was also operationalised in the study conducted by Rajendram (2021) that reported on her broader study conducted in 2019 examining the affordances of learners' use of tlang in English-only contexts in Malaysia. The results from 50 transcripts of various tlang constellations[14] performed during collaborative learning were reported. The findings of Rajendram's study suggested that learners used tlang agentively during every collaborative small group activity despite the teacher's reminders to use only English. Furthermore, interviews with 31 learners reported on cognitive, linguistic, social, and cultural affordances of tlang. Although this study provided essential conclusions of tlang affordances and agency, it was still limited to learners' oral language use, thus suggesting a need for further investigations of other language domains such as writing or reading. In view of the findings from the previous studies, it was necessary in the current study to view affordances as part of a collaborative enactment to fully understand the potential of tlang affordances in a collaborative reading context.

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[14] In Rajendram's (2021) study, constellations refer to the language features or combination of language features in learners' repertoires.

2.7.2 Learners perceptions of tlang as a learning affordance

While there has been a surge in research on tlang as a pedagogy, there remains a gap in how learners perceive tlang practices in the classroom, especially in university-level contexts. In this section, I review studies looking at students' perceptions of tlang in the classroom.

The importance of examining learner's attitudes of tlang was acknowledged in the study of Rivera and Mazak (2017) in determining the effectiveness of tlang as a pedagogy. They analysed language attitudes and opinions of 29 students in a Puerto Rican university classroom at a public university. In Puerto Rico, Spanish and English are official languages. However, the focus on education using these languages varies depending on the age and educational level of students. Nevertheless, students in their study perceived English as necessary for social and professional mobility, whereas home language was associated with family and community. It was found that the difference in language attitudes can cause a divergence in how languages are treated in the classroom. In general, students mainly reported positive responses to the study survey with the consensus that the instructor's codeswitching[15] was appropriate, normal, and respectful. An important variable that students reflected on was whether mixing created confusion; they reported being in favour of tlang as a clarifying tool in the classroom.

Similarly, the study conducted by Neokleous (2017) in Cyprus on the use of tlang in monolingual EFL classrooms reported tensions according to students' views. The findings from 57 interviews across two upper intermediate EFL classes from four private language schools across Cyprus reported using tlang naturally for a wide variety of purposes. According to students, they translanguaged to fulfil several functions such as: asking questions, suggesting, clarifying, requesting, affirming, encouraging, instructing, favour-asking, apologising, joking, and greeting. They also reported that using their L1 deepened their understanding, ensured their content comprehension, and made them feel more confident and self-assured. Nevertheless, students still reported concerns about the limited opportunities they had to practise English. Neokleous's (2017) reports on the importance of raising teachers' awareness through learners' views in the classroom thus reflecting the role of students as agentive learners. In the same way, Fang and Liu (2020) reported in their study that students

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[15] The terms codeswitching, tlang and language mixing were used interchangeably in their study.

saw tlang as an appropriate practice that boosted their confidence and promoted their learning of the target language. Such conclusions are considered a starting point for future research since it would "transcend erroneous beliefs deeply rooted in the EFL subconscious and would construct favourable learning opportunities" (Neokleous, 2017, p. 336).

In the Saudi EFL context, where the monolingual policy in teaching English still prevails, research investigating the perceptions of students on tlang is limited to the paradigm of using L1 in the L2 classroom rather than the fluid notion of tlang. Although there have been attempts to capture teachers' perceptions, such as the work of Al-Nofaie (2010); Alshammari (2011); Al-Ahdal (2020); and Almayez (2022), only a few studies have reflected views of EFL students in the Saudi classroom.

For example, Almohaimeed and Almurshed (2018) captured the perceptions and attitudes of 60 female Saudi university learners of three different proficiency levels who used their L1 in the English classroom. The findings from their study indicated a difference in the views of advanced-level learners and elementary- and intermediate-level learners. The difference reflected the strong monolingual views, as reported by Almohaimeed and Almurshed (2018), which revolves around advanced learners being more competent in the L2, and therefore not retaining the use of L1. Conversely, lower- and intermediate-level learners relied on their L1 to understand new vocabulary and complex grammar. These findings regarding lower-level learners were supported by Alsaawi (2019), who concluded that since students' level of English was not advanced enough to comprehend their English-based subjects fully, they welcomed the use of Arabic along with English as senior university-level students in the business school.

Alzabidi and Al-Ahdal's (2022) study provided a more in-depth analysis through a quantitative and qualitative research design investigating 50 learners in the upper-secondary English courses. Their study viewed the use of the L1 through a tlang lens and reported that learners still favoured the conventional strategy of English learning where the use of the first language was less preferred, arguing that the concept and approach of tlang are still unfamiliar to Saudi English learners. This argument was supported in the recent study conducted by Alqahtani (2022), who asserted that although there are strong beliefs about the potential of tlang in the Saudi EFL classroom, there is still concern about its effect on bringing learners' English proficiency to the desirable standard.

Although the findings of Alzabidi and Al-Ahdal (2022) conflicted with the claims of Almohaimeed and Almurshed (2018) and Alsaawi (2019) in that there were differences between the attitudes of students of different levels, such differences could be attributed to the difference in the students' age in both studies.

It can be noted that the review of empirical research supporting tlang as a pedagogy and the affordance of learning is scarce as there is still a gap in the knowledge of first, introducing the methodology of tlang (Li, 2022) as a stance and a pedagogy in the EFL context, and second, in capturing the views and perceptions of students through a learning framework that transcends modest findings based on survey correlations. In the next section, I draw on the notion of tlang space as an affordance of learning.

2.7.3 Creating a tlang space as a learning affordance

The concept of tlang space was proposed by Li (2011) to describe a space of a socially constructed context where bilinguals creatively and critically use their entire linguistic repertoire in strategic communication. Li (2018) posited that a tlang space shares many aspects with the vision of third space

> as a space of extraordinary openness, a place of critical exchange where the geographical imagination can be expanded to encompass a multiplicity of perspectives that have heretofore been considered by the epistemological referees to be incompatible and uncompilable (Soja 1988 cited in Li 2018 pp. 23-24).

Additionally, Flores and García (2013) posit that the use of tlang in education constructs the idea of third space contributing to students' development of dynamic language and cultural practices.

Therefore, this space embraces dynamic and complex multilingual communication and the interconnectivity of multimodal and multisensory resources (Hue et al. 2017). In this space, language users appear to be able to maximise their repertoire for meaning making, as the emphasis is shifted towards the interaction among language users rather than their repertoires. Moreover, a tlang space,

> creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into one coordinated and meaningful performance (Li, 2011, p. 1223).

A tlang space embraces two characteristics of multilingualism: criticality and creativity. According to Li (2018) creativity is defined as

abilities to push and break boundaries between named language and between language varieties, and to flout norms of behaviour including linguistic behaviour (p.23).

Criticality is defined as, "the ability to use evidence to question, problematize, and articulate views" (Li, 2018, p. 15).

The study of Li and Luo (2017) explored how a small group of emergent bilinguals in a high school created a tlang space during a reading activity. In their study, they helped the teachers to create a space for strategic scaffolding for students to progress from their actual level of development to their proximal level, described earlier by Moll (2013) as the bilingual ZPD (BZPD). Li and Luo (2017) argued that the linguistic norms of schooling should reflect the discursive norms of emergent bilinguals where teachers are prompted to create tlang spaces for educational equity. Although their study provided substantial pedagogic implications, the major limitation was that neither the researcher nor the teacher shared the students' L1, which meant that significant interactions in the space were lost in the data. In addition, their study neither drew on students' development and how students used the tlang space to learn, nor captured students' perceptions of this method.

More recently, a study conducted by Phyak *et al.* (2022) revealed how teachers created a tlang space to counter the official English-only monolingual ideology and draw on the home languages of students at multilingual public schools in Nepal. Teachers play a transformative role in creating a multilingual classroom space that allows students to use their language abilities and epistemologies in teaching and learning. The researchers argued that to develop pedagogical approaches recognising linguistic identities and learning needs, policymakers must build on teachers' multilingual agency and critical ideological awareness.

To the best of my knowledge, only a few studies have been conducted in KSA that could be considered attempts to conceptualise tlang space within collaborative learning. For example, Albawardi (2018); Albawardi and Jones (2020) found that tlang created cultural spaces when students communicated through digital social media platforms. Albawardi (2018) presented implications for understanding the relationship between creativity and tlang. However, these studied do not relate to EFL contexts where the goal is to learn English. Perhaps the closest study was conducted by Al-Ahdal (2020), calling for a translanguagism approach (further reviewed in section 2.10). However, his study explored the views of Saudi emergent Grade 6 EFL learners

with a focus on speaking, not reading. There is a clear gap in studies that allow and enable a tlang space for reading, particularly in Saudi EFL classrooms.

Overall, there seems to be evidence indicating the affordances of collaborative learning with tlang as a pedagogy. However, no attempt has been made to compare the level of proficiency in L2 and whether students' perceptions and implementations in the same context would differ. Moreover, since enabling tlang in the EFL context is still controversial among researchers, it is of great value to investigate the affordances of tlang as a pedagogy in the English language learning classroom context. This connection calls for a conceptualisation of a learning theory to reveal the affordances of tlang when applied as a pedagogy, as I discuss next.

2.8 Combining Tlang and SCT: A Conceptual Framework

The trans-aspect of tlang theory relates to the sociocultural concept of the third space, as previewed in earlier section 2.7.3. By allowing a space for tlang as described by (Li, 2011), that is a depiction of third space, learners are engaged in a fluid and discursive languaging practices that correspond with the trans-system, and trans-space of tlang. Hence, transforming existing cognitive and social structures (García and Li, 2014).

To this end, Martin-Beltrán (2014) proposed that when learners are translanguaging, they are bridging discourses, navigating boundaries, and acquiring new knowledge in the space of collective development. It is argued that a critical aspect of tlang is that learning is a process, not an end result (García and Li, 2014). Thus it can be argued that the construct of tlang space resonates with SCT understandings that learning is dynamic, interdependent, situated within social interaction, and co-constructed by individuals. García and Li's (2014) concept of tlang as co-learning also represents the fundamental principles of SCT. Tlang as co-learning occurs in classroom environments with individual and collective learning and meaning making.

The current research applied tlang as a pedagogy, positioning learning within a SCT framework (Vygotsky, 1978; Lantolf, 2000), and sharing understanding with the ecological model of learning and development (Van Lier, 2004) in that learning is a process of cognitive and social activities. According to Van Lier (2008a), an ecological approach allows learners to develop all their languages equally and hence one could argue that the tlang approach to teaching and learning is based on an ecological perspective on multilingualism. This ecological perspective on multilingualism is "essentially about opening up ideological and implementational space in the environment for as many languages as possible" (Hornberger, 2003, p. 30).

This current study positions tlang within a conceptual framework that is provided by a theory of language learning to reveal the full potential of tlang as a practical theory of language in use and pedagogy. The nature of learning taking place is understood through the combination of SCT and tlang. Furthermore, the lens of SCT provides an understanding to how learning occurs. Previous research on SCT and tlang such as that by Martin-Beltrán (2014) emphasised the importance of moment-by-moment analysis of discourse to interpret the learning taking place in the interaction.

Perhaps one of the first and most prominent studies that implemented tlang in mainstream education within a sociocultural framework is Duarte's (2016, 2018) study, in which the research was built on the theoretical assumption that participation in social interaction is key to cognitive development, as she identified functions that were evident within learners' tlang practices. The findings from Duarte's study are essential since they explained how tlang is used to create joint knowledge and understanding, highlighting the ways learners helped each other to learn using several languages. It appears that Duarte's understanding of tlang is situated in the fluid languaging approach since she defines tlang as

> the dynamic and flexible ways in which multilingual speakers access their language repertoires to expand their communicative potential (2018, p. 151).

More recently, Smith and Robertson (2020) contended that although tlang has become a pedagogical approach, it has not yet been investigated extensively with learning theory. They posited that tlang is a theory of language in use but not a learning theory. In their conceptual paper, they explored the synergies and tensions between SCT as a learning theory and tlang as a theory of language in use and as a pedagogical approach, suggesting a useful integration of the two. By so doing, they adapted tlang theory to De Guerrero's (2005) schema of inner speech externalisation and presented a conceptual model integrating Vygotsky's concepts of inner and private speech into tlang-to-learn practices. Furthermore, their research on multilingual children in schools (ROMtels; Newcastle University, 2014) provided conceptual tools to understand tlang as a tool for thinking and learning through reimaging SCT. The review of the related literature revealed that few previous studies situated tlang within an SCT framework, and these studies have been reviewed in this chapter (e.g. Guerrero and Villamil, 2000; Martin-Beltrán, 2014; Duarte, 2016; Martin-Beltrán *et al.*, 2017; Rajendram, 2019; Tigert *et al.*, 2019).

Previous studies have provided some understanding of the potential of learning when tlang is viewed through the sociocultural framework in providing cognitive, linguistic, and socio-emotional support. However, more empirical research is needed to reflect different learning contexts, especially in the EFL classroom in KSA. This current research is a step towards combining the two theories, as it studied tlang practices of Saudi learners situated in a unique sociolinguistic landscape of an educational context that allows tlang, thus responding to the call of Smith and Robertson (2020) for further work capturing examples of tlang to think and learn in action, both intra- and inter-mentally assuming the potential for it to "complement or complicate the conceptual imaginings of sociocultural theory and translanguaging" (p. 215). This current study examines through the combination of tlang and SCT as a conceptual lens, whether the allowance of students' tlang provides opportunities for them to expand their individual and collective learning. It investigates whether within a tlang space, collaboration is achieved where learners can draw on their shared knowledge, experiences, and multilingual repertoires to scaffold each other cognitively, socially, and linguistically. Furthermore, it is assumed that by allowing tlang, students are empowered in their collaborative groups to freely share and use their linguistic repertoires as language experts to expand individual and group learning (García and Li 2014). In accordance with Martin-Beltrán, (2014), it is understood that the process of tlang is both a cognitive and a social acivity informed by the unique sociocultural contexts in which learners are situated. In the next section, I move to discuss the research on Arabic speaking sociocultural contexts specifically.

2.10 Tlang and the Arabic Context

Having reviewed previous research looking at prospects of tlang as a pedagogy and the affordances of learning in different contexts of multilingual learners, I turn now to narrow the scope of review to research on Arabic contexts, including Gulf countries and KSA that have applied tlang in education.

In KSA, Elashhab (2020) advocated for a tlang perspective in her study to enable EFL teachers and researchers to unravel the complexities and dynamics in the way learners leverage and orchestrate their diverse resources for learning. Her study was based on 52 Saudi female university students in a medical school and examined how tlang improved their learning. Data were collected during lessons, observations and unstructured interviews with students and teachers. This study reflects the fixed notion of tlang since it explored how Arabic-speaking learners use their L1 as a resource for

constructing meaning. It provided some insights into whether the level of students' English affects tlang in the EFL context. Elashhab's (2020) findings showed that lower English proficiency learners translanguage for simple tasks, as they mostly resort to translating what they think in the L1 and transform it into English. Conversely, higher proficiency level learners translanguage for more complicated linguistic processes and tasks. Elashhab (2020) makes significant conclusions that inform teachers to create new models of EFL teaching by continuing to accept students' tlang as a languaging tactic and to engage students in tlang pedagogies as a learning strategy.

In Kuwait, the study of Akbar and Taqi (2020) found fewer promising results of tlang when pupils are assessed for language proficiency. Their study investigated the role of tlang in 34 bilingual college students' language performance and learning in Kuwait. Their case study implemented an oral and written exercise of pre- and post-use of tlang followed by a short questionnaire to capture students' perceptions. They reported improved writing assessment scores, especially in inferencing and explaining complex ideas. Moreover, slight improvements were reported in English language proficiency and basic information comprehension. They concluded that tlang in a bilingual classroom is effective in fully understanding the topic and the information provided, as it boosts students' confidence and reduces their anxiety; however, it does not help to improve language proficiency.

A recent study by Steinhagen and Said's (2021) on undergraduate students in the UAE identified important themes in students' reflections. Their study provided a space for students to use all their languaging through a combination of tlang principles while focusing on learning through the medium of reading for 15 weeks. Students' feedback was collected through interviews and written reflections. The themes suggested that the tlang intervention empowered students, as they demonstrated effective processes to learn dense information quickly. The findings from students' reflections in Steinhagen and Said (2021) reported that tlang played an important scaffolding tool yet, students felt a greater loyalty to Arabic and a renewed sense of identity as bilinguals. In creating creative classrooms that support multilingual practices, they conclude that tlang encourages students' critical thinking, enhanced teaching methods, and empowered students to take ownership of their learning in the L2 classroom.

It seems that students hold strong views about their Arabic identity, as it was reported previously by Palfreyman and Al-Bataineh (2018) that students expressed strong views on keeping Arabic and English separate, especially in contexts outside the classroom, for reasons related to maintaining an Emirati identity. Their study conducted in the UAE

explored how students perceived the relations between English and Arabic daily. The study of Palfreyman and Al-Bataineh (2018) is significant because it recognised the different variants of Arabic as practices of tlang, making the conclusion that tlang is a natural act that can be functioned in the university level context.

Few studies in the literature have examined the different dialects through the lens of tlang. As there has been some research on codeswitching between English, SA, and CA, where the latter refers to several Arabic dialects spoken routinely; for example, studies conducted by Al-Enazi (2002) and Albirini (2011). Recent studies have moved towards pedagogical tlang in the community heritage Arabic language learning context, such as those conducted by Abourehab and Azaz (2020) and Azaz and Abourehab (2021).

The work of Oraby and Azaz (2022) is essential and significantly related to the fluid notion of tlang. In their study, they examined the fluid and dynamic practices that transcend the boundaries between SA, different dialects within Arabic and English in content-based instruction in an advanced Arabic literature course. Although the target language in this study is Arabic, it was reported that the utilization of translingual practices between SA, English and the different dialects of Arabic among learners and teachers promoted negotiating complex concepts and facilitated students' engagement with the literary texts. An important finding conveyed in their study is how tlang equalized the power relations in the classroom as all students of different proficiency levels have equally and critically co-constructed and negotiated meaning in examining the literary texts.

In general, Arabic speakers can separate or mix SA and CA for different social and pragmatic functions (Holes, 2004). For example, in bilingual codeswitching, CA is often assigned to religious and culturally specific topics, whereas English is used for more academic, technical, and business-related topics. However, SA is commonly absent in bilingual codeswitching, except in literary writing (Albirini, 2016). Conversely, in bidialectal codeswitching, SA is frequently used for serious, important, and intellectual functions, whereas CA is used for functions that have less significance to the main themes of the discourse, such as simplification, explanation, joking and insulting (Albirini, 2016).

In KSA, one may use Standard Arabic (SA) in school and for religion, but at home, colloquial Arabic (CA) is used. Thus, diglossia is questioned during the processes of tlang, as García clarified:

> unlike diglossia, languages are no longer assigned separate territories or even separate functions, but they may co-exist in the same space. Another difference is that languages are not placed in a hierarchy according to whether they have more or less power. In reality, ethnolinguistic groups do not have strict divisions between their languages, and there is much overlap… As we have said, translanguaging characterizes most encounters among bilinguals (2009a, pp. 78-79).

To allow a fluid notion of tlang in education to include the different varieties of Arabics, it is assumed that policy makers and monolingual supporters would regard this current study a threat to the maintenance of Arabic as a diglossic language.

With the identified tensions, I propose a reconsideration of the current situation of Arabic and the teaching of English in the contexts of KSA, as only recently, Al-Ahdal (2020) and Hopkyns and Elyas (2022) have highlighted the benefits of utilising a tlang approach in EFL classrooms and in other subjects in general, thus resisting the monolingual approach of language learning.

It is anticipated that within the evolution of the Arabic sociolinguistic situation, a trend in the Arab region may be the development from diglossia to multilingualism due to the emergent reliance on English in many aspects of communication, such as business, technology, and science (previously discussed in 1.2.1 and 1.2.2). Within this trend, KSA is moving towards opening up for business that includes more international relations and more robust world trade (Alrabah *et al.*, 2016; Alqahtani, 2022), and there is a need to bridge ideological divisions through translingual practice (Hopkyns and Elyas, 2022) including tlang in education.

The second trend in the Arab region and KSA is the prospect of multilingualism evoked by the weakening status of SA and its use across the Arab region and is perceived as a threat (Mahboob and Elyas, 2014). Nevertheless, the shift towards tlang pedagogy is still in its very early stages in KSA, although there have been some recent calls for change such as Albawardi, (2018); Alsaawi, (2019); Al-Ahdal, (2020); Al Masaeed, (2020); Elashhab, (2020); Alzabidi and Al-Ahdal, (2022); and Hopkyns and Elyas, (2022).

Al-Ahdal (2020) for example called for a new approach in KSA termed 'translanguagism', which he defined as a

> theoretical framework that takes a new and more relaxed view of two approaches to second or foreign language teaching that have been radically discounted: Bilingualism and Multilingualism (p. 15).

He called for new trajectories to be followed in teaching and learning non-native languages by enabling learners to deploy their diverse language abilities to make meaning. Perhaps a slight difference between the notion of tlang (García and Li, 2014) and translanguagism is that the latter is seen as an approach where the teacher and learner share one mutual language in the EFL context, in this case, Arabic. Al-Ahdal (2020) argued that achieving learning through translanguagism in the Saudi EFL classroom requires:

> teaching learners when they need to choose specific language features with the purpose in sight [and] develop the learners' awareness of the original metalinguistic paradigm (p. 16).

With that said, in KSA, tlang is a relatively new phenomenon that needs to be further explored and understood, as most studies have investigated the traditional fixed notion of using Arabic in English language learning classrooms while few have explored the fluid notion of tlang pedagogy to reveal the prospects of learning when viewed through the tlang theory of language in use. Beyond the borders of the EFL classroom tlang is the norm in everyday conversations in KSA amid much concern of its impact on the status of the Arabic language. Since tlang is already a phenomenon in the region, implementing tlang as a pedagogy in the classroom offers more to address such issues. Furthermore, tlang as a pedagogy offers more opportunities for both students and teachers to consider monolingual assumptions and constructs that could bring better learning environments.

2.11 Conclusion

This chapter has presented a review of related literature on tlang and an overview of the theoretical foundations of tlang and SCT to situate the current research. By situating my research in the available literature, I argue for the role of SCT as an appropriate theoretical and conceptual theory to fully understand the potential of tlang as a pedagogy in the EFL Saudi context. In reviewing empirical studies of tlang, there seems to remain some gaps that capture how students benefit from the fluidity and flexibility of using their full linguistic repertoire for learning in the EFL classroom specifically. In other words, we need to move away from the traditional construct of using the first language to learn the second or foreign language, towards a reconstitution of fluid and flexible languaging practices for learning (Li, 2018).

This chapter has also provided an overview of affordances and their relation to collaborative learning. I argue that learning is dynamic, interdependent, situated within

social interaction, and co-constructed by students. Although it is evident that there is considerable consensus on the benefits of tlang in bilingual and multilingual classrooms, more research is still needed to explore the affordances of tlang and how it can be utilised as a pedagogy in EFL classrooms. By creating and facilitating a tlang space, I posit that tlang affordances of learning are reflected in the learning process during the collaborative work in addition to students' reflections on their learning. In the next chapter, I present the research design, methodology and method of analysis.

Chapter 3. Methodology and Analysis

3.1 Introduction

The third chapter of this thesis explicates the research design, methodology, and method of analysis. Proceeding from the theoretical positioning of SCT and tlang reviewed in the previous chapter, I elaborate on the philosophical stance of this study to position my research questions. Subsequently, I provide an overview of the research design and the rationale for adopting a qualitative case study design. The main body of this chapter describes in detail the context of the study, data collection process, tools used for data collection, and method of analysis. Finally, it considers the ethics, credibility, and transferability in conducting the study.

3.2 Research Methodology

This research utilises a qualitative case study methodology to explore and understand the meaning individuals and groups ascribe to the social or human problem, drawing upon traditional qualitative methods to collect data. Creswell (2012) describes qualitative research as a process involving emerging questions and procedures where data is usually collected in the settings of the participants and data analysis is built inductively from specific to more general themes based on the interpretations of the researcher. Within a qualitative methodology, the current case study is grounded on the understanding of learning through SCT (Vygotsky, 1978) and tlang as a theory of language in use and pedagogy (see section 2.3 and 2.4). A qualitative case study is distinct in its intensive description and analysis of a phenomenon, social unit, or system, bounded by time or place (Merriam, 1998; Creswell, 2012). A selected case is a "bounded system" that is investigated in a case study, which is described by Creswell (2012) as follows:

> The case study method explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information… and reports a case description and case themes (2012, p. 97).

Merriam (1998) states that a qualitative case study is an ideal design for understanding and interpreting educational phenomena. She describes it as follows:

> A case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is in the

process rather than outcome, in context rather than a specific variable, in discovery rather than confirmation. Insights gleaned from case studies can directly influence policy, practice, and future research (Merriam, 1998, p. 19).

Notably, a single case represents a group of students in the classroom generating context-specific knowledge reflected in students' real-life experiences. Cohen, Manion and Morrison (2018) believe that the case study contributes to generating insights that can lead to change. Furthermore, a case study allows the researcher to reveal the complexity of social life considering the theoretical framework by posing different viewpoints to the research matter.

I chose an exploratory case study (Yin, 2018) methodology after I had selected a group of students in two classrooms who collectively became the unit of analysis. The research is therefore positioned well with the criteria of Merriam (1998) and Creswell (2012), since it sought to gain an in-depth understanding of how EFL university-level learners use their full linguistic repertoire to translanguage during the process of reading tasks along with their reflection of learning collaboratively in their tlang groups. According to Yin (2018), a case study design is implemented when the investigation asks "why" and "how" questions and where data is drawn from people's experiences and practices. The aim of this study is to explore the 'how' and 'why' of allowing tlang in the collaborative reading lessons in the EFL context in Saudi Arabia through a space for flexible use of the students' linguistic repertoire. In so doing, I address the gap identified by Li and García (2022) for future research to create tlang spaces where bilingual learners can use their linguistic and semiotic repertoire freely and flexibly as a step towards challenging the standard and named language ideologies. In implementing a case study design, the dynamic process of tlang is captured and presented in the two cases of group A and group B (further explained in section 3.6.2) by observing principles and theories across the two cases. It can be argued that the design of this case study involves an element of action research in terms of being part of the teaching practices in the collaborative tlang groups. Thomas (2020) differentiates between the purpose of case studies and action research in that the latter helps to develop a practice while the earlier understand the details of what is happening in a practice. Therefore, this exploratory case study is framed to explore and understand the affordances of tlang when it is allowed in the collaborative reading groups.

At this point, it is worth noting that social researchers' choice of a research methodology is influenced by some philosophical assumptions that they bring to their work (Denzin and Lincoln, 2011). In the next section, the ontological and epistemological stances of this research are discussed.

3.2.1 Philosophical stance

The three components for the research design in the field of applied linguistics are described by Silva and Leki (2004, p. 7) as follows:

> first: ontology, what we believe to be constituting social reality, second: epistemology, the structure of knowledge and third: methodology, the way(s) in which we acquire knowledge.

Ontology is defined by Blaikie (2007, p. 3) as

> the claims or assumptions that a particular approach to social enquiry makes about the nature of social reality - claims about what exists, what it looks like, what units make it up and how these units interact with each other.

The ontology in this research is mirrored in the assumptions of the researcher about the specific context (participants, society) and elements that form the issue of investigation (tlang and learning).

Qualitative research is grounded fundamentally on a constructivist philosophical paradigm in the sense that it is concerned with the sociocultural world at a particular time and context through experiences and interpretations. Qualitative research intends to examine a social issue or interaction in a holistic matter and allows the researcher to understand the world of others (Merriam, 1998; Patton, 2002; Creswell, 2012). Furthermore, qualitative research emphasises discovery and description with a focus on the meaning of the experience (Bryman, 2012). As I have noted earlier, this research is qualitative in nature, as the aim is to elicit a more in-depth and rich understanding of the case investigated.

Richards (2003, pp. 38-39) defines constructivism as

> a view holding firmly to the position that knowledge and truth are created rather than discovered, and that reality is pluralistic [and that] constructivists seek to understand not the essence of a real-world but the richness of a world that is socially determined.

By adopting a social constructivist approach in this study, I believe that reality is accessible by means of socially constructed meanings (Richards, 2003). In so doing,

I attempt to capture the different perspectives of participants through their interpretations of learning through tlang, as well as the significance of social interactions and the role of culture in creating knowledge. One advantage of such an approach is that a close collaboration is established between the researcher and participants by allowing participants to tell their stories (Crabtree and Miller, 1999). The sociocultural ontological position of this study, which views reality as socially constructed, thereby assumes an interpretive epistemological stance, wherein the researcher is able to better understand participants' actions, in this case, the process of translanguaging to learn and learners' understandings and reflections of this learning process (Robottom and Hart, 1993) with an emphasis on the collaborative nature of learning and the importance of cultural and social context (Vygotsky, 1978). Taber (2011) suggests that constructivism may provide a basis for understanding the nature of what we are studying (ontology) and how we undertake research to make knowledge claims (epistemology) when we are studying student learning to make constructivist, and in this case, social constructivist assumptions. The epistemological assumptions in this research are about constructing knowledge about how people construct knowledge (i.e., the way students understand, use, and reflect on tlang). The epistemological stance in this research is an interpretive one, as I have interpreted and described a social phenomenon as it is (i.e., tlang in the Saudi EFL university context). In so doing, I have been able to gain insight into the participants' complex behaviours. Various instruments, including group observations, interviews, and written artefacts and reflections, are used through triangulation of data collection (Creswell, 2014) in this study, and these will be detailed in section 3.4.

3.2.2 Research questions

The aim of this exploratory case study research is to explore and explain the affordances of tlang as a tool for learning when allowed and facilitated in the collaborative reading tasks. Two embedded cases of a group of students in two different classrooms are used, one in level A (Beginner English proficiency level[16]) and the other in level B (Intermediate English proficiency level).

The research questions have been formulated to explore and better understand the affordances of tlang when students actively draw on their full linguistic repertoire to

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[16] In this context, all students are required to sit an English proficiency entry-level exam. Based on their results in this exam, they are allocated to their classroom level as either A, B or C. This categorisation is slightly adapted from the Common European Framework of Reference for Languages (CEFR) standard evaluation.

make sense of the target language (English) and to obtain an in-depth view of when the affordances of tlang are captured during the classroom observations together with students' reflections. Moreover, by examining, describing, and comparing the themes that arise within each case of level A and level B groups, this study aims to answer the following research questions:

RQ 1. How can allowing tlang in the EFL university-level classroom in KSA support learning?

RQ 1.1 What are the tlang affordances of learning that students demonstrate during the collaborative reading tasks?

RQ 1.2 How do students describe and reflect on the tlang affordances of learning in the collaborative reading tasks?

RQ 1.3 Is there a difference between level A and level B use and reflection of tlang during and after the collaborative reading tasks?

3.2.3 Information needed to conduct the study

As noted by Bloomberg and Volpe (2018), to answer qualitative research questions, the researcher needs to be specific about the information needed. Generally, areas of information needed are perceptual, demographic, theoretical, and contextual. The information needed to answer the research questions was determined by the conceptual framework (SCT and tlang theory) and is categorised into:

A. **Perceptual:** this information is students' perceptions of the way they understood learning and reflected the affordances of tlang through the collaborative learning task. In this study, perceptual information is obtained from the weekly reflection sheet completed at the end of the reading task and the DEAL reflection at the end of classroom observations (see section 3.4.4 and 3.4.5) in addition to interviews that describe students' experience of tlang in the collaborative reading task (see section 3.4.6).

B. **Demographic:** this is information about participants (multilingual profile, English language proficiency, language use, and dialects spoken). Such demographic information is needed to help explain and understand students' perceptions, similarities, and differences. Demographic information was collected for this study before conducting the task of allowing tlang (see tables 3-1 and 3-2 in section 3.3.2).

C. **Theoretical:** this information is obtained through the constant review of the literature on tlang as a pedagogy and the link with SCT in an attempt to assess

what is already known regarding the researcher's enquiry. Such information supports the selected methodological approach, analysis, synthesis, and conclusions.

D. **Contextual:** this is information on the context where this study takes place and the situation of English learning and teaching in Saudi Arabia, and the contextual resources available to students (see details in section 1.2 and 3.3). Such information describes the culture and environment of the selected setting and essential details about the institution. Contextual information is central when conducting a case study that is set in a particular site since elements within the one environment can influence the behaviour of participants. Therefore, to understand the learning behaviour of a particular population, information about that organisation or environment is vital.

3.3 Research Design

3.3.1 Research site

The research was conducted in Riyadh, the capital city of Saudi Arabia, and specifically at King Saud University (KSU), with participants being students in the Common First Year[17] (CFY) in KSU. Students who are accepted to study at KSU are required to complete one year in the CFY before admission to their selected major. There are three departments in the CFY: the Basic Sciences Department, the Self-development Skills Department, and the English Language Skills Department (ELSD). As education in Saudi Arabia is segregated, the current study was based in the Female section of CFY, and participants were selected from the ELSD classrooms.

The main incentive for selecting this site is that I am a Teacher Assistant in the ELSD and have over 6 years of teaching experience in this EFL context. Practically, this facilitated access to classrooms and management departments. As a teacher in this context, I have noticed that students use Arabic regardless of the strict English only rule in the classroom. Therefore, by pursuing this study, my aim is to explore whether allowing tlang in the EFL classroom would improve pedagogy. The second rationale for selecting this site is the age and level of students, as they are in a transitional stage from school to university and enrolled in an intensive English language programme as a requirement for admission to their majors in KSU. Furthermore, the categorisation of

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[17] The CFY, previously known as the Preparatory Year Programme, is among 25 colleges and institutes in KSU. https://cfy.ksu.edu.sa/en

classrooms according to proficiency level – level A, Beginner; level B, Intermediate; and level C, Advanced – facilitated the choice of groups included in the case study.

3.3.2 Research participants

A total of 12 students aged between 17 and 19 years participated in this study. The selection of students was based on a purposeful sampling technique. Purposeful sampling is widely used in qualitative research for identifying and selecting information-rich cases (Patton, 2002). The selection of the sample involves identifying and selecting individuals or groups who are exceptionally knowledgeable about the phenomenon of interest or have experience in it (Creswell and Clark, 2007). The criterion for selecting the sample was based on the variation of languages known by the student. The usual class size at the ELSD it between 24 and 27 students; therefore, I had to develop a strategy to selecting the six students in each classroom. All the students were given the multilingual profile sheet (see Appendix B.) to identify their level of multilingualism and language use, as well as their willingness to participate in the study. This type of sampling is sometimes called judgmental sampling (O'Hagan *et al.*, 2006). Furthermore, when developing a purposive sample, researchers incorporate their own knowledge and expertise about a particular group to select a sample that represents this population. Palinkas *et al.* (2015) state that purposive samples are sometimes selected after field investigations in a specific context to ensure that certain types of people displaying specific attributes are included in the study. Hagan et al. (2006) outline the different strategies of purposeful sampling:

> Some of these strategies (e.g., maximum variation sampling, extreme case sampling, intensity sampling, and purposeful random sampling) are used to identify and expand the range of variation or differences, like the use of quantitative measures to describe the variability or dispersion of values for a particular variable or variables. In contrast, other strategies (e.g., homogeneous sampling, typical case sampling, criterion sampling, and snowball sampling) are used to narrow the range of variation and focus on similarities. The latter is like the use of quantitative central tendency measures (e.g., mean, median, and mode) (O'Hagan et al., 2006, p. 3).

In this case study, my aim was to represent the diversity of students in group A and group B; therefore, the strategy of maximum variation was used to fully display multiple perspectives about the two cases (i.e., students who had a rich variety of languages,

preferably more than only Arabic and English). Six students were selected from the level A classroom and six students were selected from level B classroom to allow for comparison between the two groups.

The below tables (tables 3-1 and 3-2) present the multilingual information of the participants in classrooms A and B. The labels S1 to S6 are used as pseudonyms.

Student	Languages other than Arabic (LOTA) spoken or heard consistently at home	Dialects[18] of Arabic spoken	Multilingual use at home	Multilingual exposure in life
S1	English, Korean	Southern and Najdi dialects	Arabic and Korean	Yes, when travelling
S2	English, Turkish, Japanese	Najdi	Arabic exclusively	No, only in the English classroom
S3	English, Turkish	Najdi	Arabic, English, Turkish	No, only in the English classroom
S4	Turkish	Najdi	Arabic exclusively	No, only in the English classroom
S5	English, Turkish, Spanish	Najdi	Arabic and English	Yes, at home and with friends
S6	English, Korean	Najdi, Qasimi	Arabic exclusively	No, only in the English classroom

Table 3-1 Multilingual information of students in classroom A

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[18] The different dialects in Saudi Arabia have been described in section 1.2.1

Student	LOTA spoken or heard consistently at home	Dialects of Arabic spoken	Multilingual use at home	Multilingual exposure in life
S1	English, French, Italian, Russian, Spanish	Unknown	Arabic and English	Yes, in malls, restaurants, etc.
S2	English, Turkish	Saudi, Egyptian, Kuwaiti, Emirati, Lebanese	Arabic exclusively	Yes, in restaurants, hotels, airports, etc. (places that require it)
S3	English, Turkish	Saudi, Kuwaiti, Egyptian, Syrian	Arabic exclusively	Yes, with my friends
S4	English, but not consistent	Kuwaiti	Arabic, English and some Persian	Yes, Portuguese and Persian outside the classroom
S5	English, Turkish	Najdi	Arabic exclusively	Yes, if someone cannot speak Arabic
S6	English, Turkish	Najdi, Qasimi	Arabic and English	Yes, in restaurants, cafés, and when travelling

Table 3-2 Multilingual information of students in classroom B

Regarding data saturation, generally, sample sizes in qualitative research should not be too small or too large, as this makes it difficult to perform an in-depth case-oriented analysis. Given the ranges of opinion on the actual number that is an appropriate sample size in qualitative case study research, the orientation and purpose of the research are significant to the justification of sample size. Crouch and McKenzie (2006) argue that small sample sizes (less than 20) increase the qualitative researcher's ability to get closely involved with participants. They further emphasise that what is crucial to any sample size is to be clear about the sampling method and justification of employing it efficiently rather than relying on others' impression of a suitable sample size in qualitative research (Crouch and McKenzie, 2006). In terms of validity and reliability, the aim of the sample size in case studies is not to find a portion that demonstrates the whole but rather looking at that particular selection without any expectation that it represents the wider population (Thomas, 2011). The sample of a case study is a selection and choice, and therefore the selection of a total of 12 students in two groups is what makes the case study important. Nunan and David (1992) posits that the case study design is particularly suitable for small-scale research, as it validates the

investigation of single instances or a small population. Furthermore, in this study, all the participants were selected according to their willingness to participate after the results of purposive sampling to avoid researcher bias.

3.3.3 Access to the research context

McKay (2006) suggests that anticipating that the research project will involve teachers and learners in a particular educational institution, making initial contact with key administrators as soon as possible is essential to obtain permission to work there. As this research takes place at a university in Saudi Arabia and involves teachers and learners, certain permissions to gain access to the venue and participants were obtained. First, ethical approval was obtained from Newcastle University to conduct the study (see Appendix C). Subsequently, approval for data collection at CFY KSU was obtained from the Chair of the ELSD and the Vice-Dean for Academic Affairs at CFY KSU (see Appendix D). Finally, permission was granted to travel to collect data during the requested data collection period (20th September 2019–22nd December 2019).

Upon arrival in Riyadh, I met with the Vice-Chair of the ELSD Female department to facilitate access to classrooms and inform teachers about the study. An email was sent to all teachers of level A (beginner English proficiency) and B (intermediate English proficiency) sections informing them about the nature of the study and its prerequisites. I then selected two classrooms considering the session times of each and to avoid a conflict between the two observed classrooms during my weekly visits. In each level, two teachers alternated between teaching (reading and writing) or (speaking and listening). Consequently, I was in regular contact with four teachers so that the group observations could take place during the reading lessons. The below table illustrates the session times of each classroom.

Classroom	Number of students	Session times
Level A	26	Session 1 (8:25–9:40 am) Session 2 (9:50–11:05 am)
Level B	25	Session 1 (11:35 am–12:50 pm) Session 2 (1:15–2:30 pm)

Table 3-3 The two classrooms observed

I introduced myself to both teachers and students and explained the aim of the research and data collection process. Subsequently, I provided informed consent forms to participants, including teachers and students (see Appendix E and F), that

explained the requirements of their participation in the study. McKay (2006) suggests that participants should be competent in the language used in the informed consent statement. Therefore, informed consent forms were written in the participants' mother tongue to ensure their comprehension.

3.3.4 Multilingual researcher's role

My role in this case study was both an insider and an outsider. As an insider, I am first a member of staff and teacher at the ELSD where I conducted the group observations (see section 3.4.3) and second a Saudi Arabian citizen and native speaker of Arabic. From this perspective, I had an innate view of what I was observing and analysing since the discourse of the classroom setting and the educational system are familiar to me as a teacher and previously a student. Being a native Arabic speaker and speaking English as a second language gave me the advantage of linguistic competence. As Li (2000, p. 439) posits:

> it is generally accepted if the linguistic competence of the researcher is compatible with that of people being studied, data collection should be smoother and more successful.

Indeed, linguistic competence helped to reveal some of the minute linguistic details, particularly those of Arabic language varieties. As an insider, I had the advantage of using most of the textbooks (Q: Skills for Success[19]) in teaching, so creating translanguaged versions of the reading texts was much easier. Additionally, it facilitated my role as a participant researcher during the tlang tasks with the groups. Li (2000, p. 445) further acknowledges that

> the researcher's identity, linguistic profile, ethnic origin, age, gender, occupation, and education can significantly affect the research agenda, yet the most significant and noticeable effect on the researcher's identity is the relationship that he or she builds up with the speaker whose language behaviour he or she intends to study.

Regarding this, the relationship that I developed with the students in this study as a researcher is a unique one. I was able to build a good rapport during the seven weeks of group observations, which helped students to feel relaxed and express their views openly in the interviews (see section 3.4.6) by the eighth week.

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[19] Q: Skills for Success, Second Edition is a six-level paired skills series that helps students to think critically and succeed academically
https://elt.oup.com/catalogue/items/global/skills/q_skills_for_success_second_edition/q_skills_for_success_level_1/9780194818384?cc=gb&selLanguage=en

Nevertheless, as an outsider, I maintained a non-judgmental stance during the non-participant observations (see section 3.4.3), interviews (see section 3.4.6), and weekly and DEAL learning reflections (see section 3.4.4 and 3.4.5). I limited my role during these data collection processes, mostly being a non-participant observer.

When researching multilingually, Holmes,Reynolds and Ganassin (2022) argue for the importance of considering issues of working within or across multiple languages focusing on the political implications of decisions that a researcher makes either consciously or unconsciously in different aspects during the research. The process of researching multilingually is defined by Holmes *et al.* (2013, p. 297) as:

> how researchers conceptualise, understand, and make choices about generating, analysing, interpreting, and reporting data when more than one language is involved – and the complex negotiated relationships between research and researched as they engaged with one another in multilingual sites.

As my research accounts for using more than one language, I had to consider the process and practices of researching multilingually (Hua, 2016; Holmes, Reynolds and Ganassin, 2022). I am aware of the complexity of languages in this study and the opportunities afforded in utilising tlang as a research object and methodological element. Holmes *et al.* (2015) provide a framework for researching multilingually consisting of a three-part process of developing researchers' competence which I reflect on. The first process is realisation of what is possible and permissible when using more than one languaging during the research. This realisation is manifested in my thesis in first being able to access and understand literature in Arabic; although resources in Arabic were very limited, it enabled me to understand and translate critical terms, which was crucial in theorising my study. In addition, by adopting tlang in this research, I intuitively addressed limitations when students struggled to answer in English in the interviews and written reflections and chose to either translanguage or answer in Arabic. Through this process, I established trustworthiness as students felt comfortable when I informally responded to them in the local dialect of Arabic (CA), allowing me to elicit accurate responses.

The second aspect is the consideration process of possibilities and particularities of the research, including the "reflexive, reflective, spatial, and relational aspects of the research" (Holmes *et al.*, 2015, p. 90). This process represents the possibilities and

complexities of researching multilingually as the translation of group observation transcripts, interviews, and written reflections of both weekly and DEAL reflections is considered part of the analysis process. The relational aspect of researching multilingually framework encouraged me to reflect on the importance of linguistic choice to establish identity, construct relationships and negotiate power positions. For example, through tlang strategies during the group observations and interviews, the tension was lessened as students perceived me as an insider rather than an outsider, making them feel more comfortable expressing their views and elaborating flexibly using all their linguistic repertoire.

The third and last aspect of the researching multilingually framework is the process of informed and purposeful decision-making about how to approach and conduct the research. This is outlined in this thesis through the design, plan, and implementation of research tools and the decision to present them in both English and Arabic (i.e., informed consent forms, multilingual profile sheets, semi-structured interview questions, weekly and DEAL reflection questions, see Appendices E, F, B, K, I and J). As a native speaker of Arabic, I shared the same native language with the participants in this study. Therefore, I understood their intended meaning better when they spoke and wrote in Arabic. For this reason, I have chosen to present and analyse the data as it is before attempting to translate it. Furthermore, the study ensures credibility by establishing the tools in students' languages and presenting the collected data in their languages. Nonetheless, analysing the affordances of tlang for learning is the focus of this study.

3.3.5 The Pilot Study

A research study, just like theatre performances, needs a dress rehearsal to ensure a high level of reliability and validity in the anticipated context (Dörnyei, 2007). Although piloting the research instruments and procedures is essential, Richards (2003) explains that there is usually no real piloting stage in qualitative research. His argument distinguishes between qualitative and quantitative research, where the latter requires testing of the tools (checking the variables in the questionnaire, for example) as opposed to trialling certain techniques in qualitative research (interviewing, for example).

Prior to collecting data for the main study, a pilot study with ten students was conducted in March 2019 by a colleague teaching in the same context of the ELSD CFY. Due to difficulties in travelling back to Saudi at that time to conduct a pilot study, I arranged

for my colleague to trial the study's materials. Corresponding to the recommendation of Yin (2014) in case study research, a pilot test to refine data collection plans was very important in this study to trial my proposed tlang strategy in the reading classroom. The purpose of the pilot was twofold: to test the feasibility of the main tlang task designed to allow students to use their full linguistic repertoire, and to test the efficiency of students' grouping and the clarity and efficiency of audio recording in the proposed classroom setting.

I used the online version of the books (Q: Skills for Success Level 5 Reading and Writing) found on the university's website from which the reading passage, preview and exercises were extracted and translated to Arabic (see Appendix G – Outline of pilot tlang exercise and reading preview materials). In the pilot study, I translated the reading preview of the reading lesson to Arabic following the guide of Celic and Seltzer (2011) further explained in section 3.4.2. All materials needed to conduct the pilot study were sent to the teacher via email, and a few phone calls took place to explain the process and aim of the pilot study. The teacher printed out the materials including the information and consent forms and followed the instructions of the study guideline that was also explained to her. The total number of participants in the pilot study was ten. Five students in one group were allowed to translanguage, and five in the other group were not. Both groups were audio recorded during the reading activity, and the teacher collected, scanned, and sent all the written materials to me. The tlang exercise trial has greatly aided the design and structure of this study because it allowed me to avoid unanticipated errors in the main study, which I reflect on in section 3.3.7.

The second part of piloting this study was conducted in August 2019 after adding the reflection factor to the study design. After piloting the task to allow tlang in my context, I used a pre-existing tool, the DEAL reflection model,[20] which has already been tested for validity and reliability (Ash and Clayton, 2004; Ash, Clayton and Atkinson, 2005; Ash and Clayton, 2009). This model was adapted and modified to fit the aims of this research. I also piloted the multilingual student profile sheet (see section 3.4.1) that was used at the outset and the interview questions (see section 3.4.6). The interview questions, multilingual student profile and DEAL reflections were administered to and revised by four PhD candidates who are native Arabic speakers majoring in Applied

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[20] Ash and Clayton (2009, p. 28) define critical reflection as "evidence-based examination of the sources of and gaps in knowledge and practice with the intent to improve on both". The three steps of the DEAL model are Describe, Examine, and Articulate Learning.

Linguistics and Education for accuracy, precision, and revision of translations. Numerous useful recommendations were made and integrated into the new instruments used in the main study. For instance, based on a recommendation made for the translation of the word *collaborative* in Arabic and the difference in the meaning of the word *cooperative*, these were changed. Another recommendation was made for one question in the interview prompts: what strategies did you use to answer the questions and understand the text? The correction was made to the format of the question related to how understanding the text is achieved before answering the questions. Therefore, it was changed to: what strategies did you use to understand the text and answer the questions? Other examples of modifications include but are not limited to changing the format of questions and the translation in the table of the bilingual student identification and profile, in addition to changing some questions into multiple-choice questions.

3.3.6 The strategy of allowing tlang

The strategy of using a collaborative reading task in the pilot study was developed from the CUNY-NYSIEB Translanguaging in Curriculum and Instruction guide for educators (Celic and Seltzer, 2011). The guide suggests that multilingual collaborative reading groups of different sizes and styles can be based on either guided reading with the help of the teacher or literature circles where students are independent in their reading and discussions. The benefit of collaborative reading is in encouraging students to discuss what they have read in their home language, thus also facilitating tlang in speaking. Celic and Seltzer (2011) further explain that English and home language are used strategically to support emergent bilinguals and suggest purposeful ways of incorporating tlang. One such way is to preview in the home language and then read the text in English, which gives bilinguals an opportunity to build their background knowledge on the text and create a mental framework to comprehend the text better and allow students to read in English and discuss in any language. This strategy represents the genesis of tlang pedagogy that Williams (1994) originally proposed (see section 2.4). To allow and facilitate tlang in the collaborative reading group of the pilot study, the preview of the reading text was translated to Arabic. The reading text was in English followed by vocabulary check and comprehension questions that were also translated to Arabic. Furthermore, students were reading in English and were allowed to discuss using their full linguistic repertoire. This approach helps emergent bilinguals to better negotiate the meaning of the English text by exhibiting a higher level of critical

thinking skills (Celic and Seltzer, 2011). However, it was found to confuse students on the idea or aim of tlang, and the difference between translation which was avoided in the main study.

3.3.7 Results of the pilot study

Two groups from the Intermediate level classroom (level B) were audio recorded during the collaborative reading task. One group was allowed to translanguage by incorporating the Arabic preview of the reading text that they discussed freely in either English or Arabic. The second group followed the usual regulation of the classroom and were given an English preview and text to read and allowed to discuss it exclusively in English. Both recordings were clear and audible, and the pilot study verified the application of the task to allow tlang. The recordings showed many instances of tlang practices and that students were using both Arabic and English in their discussions and written answers. Nonetheless, students in the normal group were less involved in their group discussion of the reading text and no instances of tlang were recorded since the teachers had to encourage them to talk many times.

The teacher reported, however, that the application and intervention were considered unusual by students. Therefore, she suggested implementing many repetitions and trials to familiarise students with the notion and practice of tlang in simply using all their languages flexibly and fluidly. It was predicted that by doing so, there would be a better opportunity to capture the natural and fluid languaging in the groups.

Based on my own evaluation of this approach and reflecting on the findings of the pilot study, I had to consider the following in the main study's data collection:

- The preview and questions were translated to Arabic entirely, suggesting to the students that tlang is translation. Therefore, I had to think of a better way to represent the aim of this research and to move away from the fixed notion of tlang (as reviewed in section 2.3).
- The main study should aim to allow tlang as a methodological stance in a more fluid and flexible approach to facilitate and create a tlang space (Li, 2011).
- In ESL contexts, García and Kleifgen (2010) refer to 'acts of translation' emphasising the role of translation in meaning making in the second language classroom. This fosters students' English literacy development by allowing them to use their full linguistic repertoire for meaning making. Accordingly, the reading tasks in the main data collection were transformed creatively and fluidly into

(translanguaged versions) using variations of Arabics, SA, CA, and English (see section 3.4.2).

- To capture students learning through tlang, I had to think of additional tools to reflect their tlang practices in their groups to support the group observation and voice recordings of the reading tlang tasks.
- As the concept of tlang is new to students, I had to think of using simpler words such as mixing between languages in the tools of data collection and allow for a trail week of introducing tlang before the main study and data collection starts.

3.4 Data Collection Method

The selection of the research design and methods attended to the gaps in previous research on allowing tlang in the EFL classroom, and the pilot study. Additionally, the choice of data collection instruments was guided by two theoretical underpinnings, SCT and tlang theory, viewing reading classrooms as sites of socialisation to engender affordances of learning through context-specific practices of tlang. In designing the data collection methods for this study, I considered what García, Johnson and Seltzer (2017) posit as three principles in tlang theory:

> (a) bilinguals use their linguistic repertoires as resources for learning and as identity markers that point to their innovative ways of knowing, being, and communicating.
> (b) bilinguals learn language through their interactions with others within their home, social, and cultural environments.
> (c) tlang is a fluid language use that is part of bilinguals' sense-making process (p. xi).

Therefore, it was central in this study to observe the process of students' tlang collaboratively in their groups to capture the affordances of learning. Moreover, learning in this study was viewed as a cultural practice through socialising with different people to make sense of the world (Vygotsky, 1978).

To allow and facilitate tlang in a classroom where strong rules of using only the target language prevail, I carefully designed tasks (see section 3.4.2) to allow students to employ their full linguistic repertoire for learning and to make sense of their multilingual worlds. The group observations of tlang tasks were the central instruments used to answer the main research of this study and were supplemented with students' reflections and interviews to answer the sub-questions. The below table presents the research questions and instruments used to answer each question.

Research question	Research method
RQ 1. How can allowing tlang in the EFL university-level classroom in Saudi Arabia support learning?	• Sociocultural discourse analysis of tlang affordances that students demonstrated in their groups and thematic analysis of how students described affordances of learning after enabling translanguaging in reflections and interviews
RQ 1.1 What are the tlang affordances of learning that students demonstrate during the collaborative reading tasks?	• Group observations (audio recordings) • Artefacts from the reading tasks (students' answers and summaries) • Weekly group reflections
RQ 1.2 How do students describe and reflect on the tlang affordances of learning in the collaborative reading task?	• DEAL reflections • Interviews
RQ 1.3 Is there a difference between level A and level B use and reflection of tlang during and after the collaborative reading task?	• Group observations (audio recordings) • Group and DEAL reflections • Interviews

Table 3-4 Research questions and methods used for investigation

In the next section, I explain each instrument of the study summarised in the below figure in detail, thus reflecting the complex and integrated data collection method. The total number of each of the tools is also indicated.
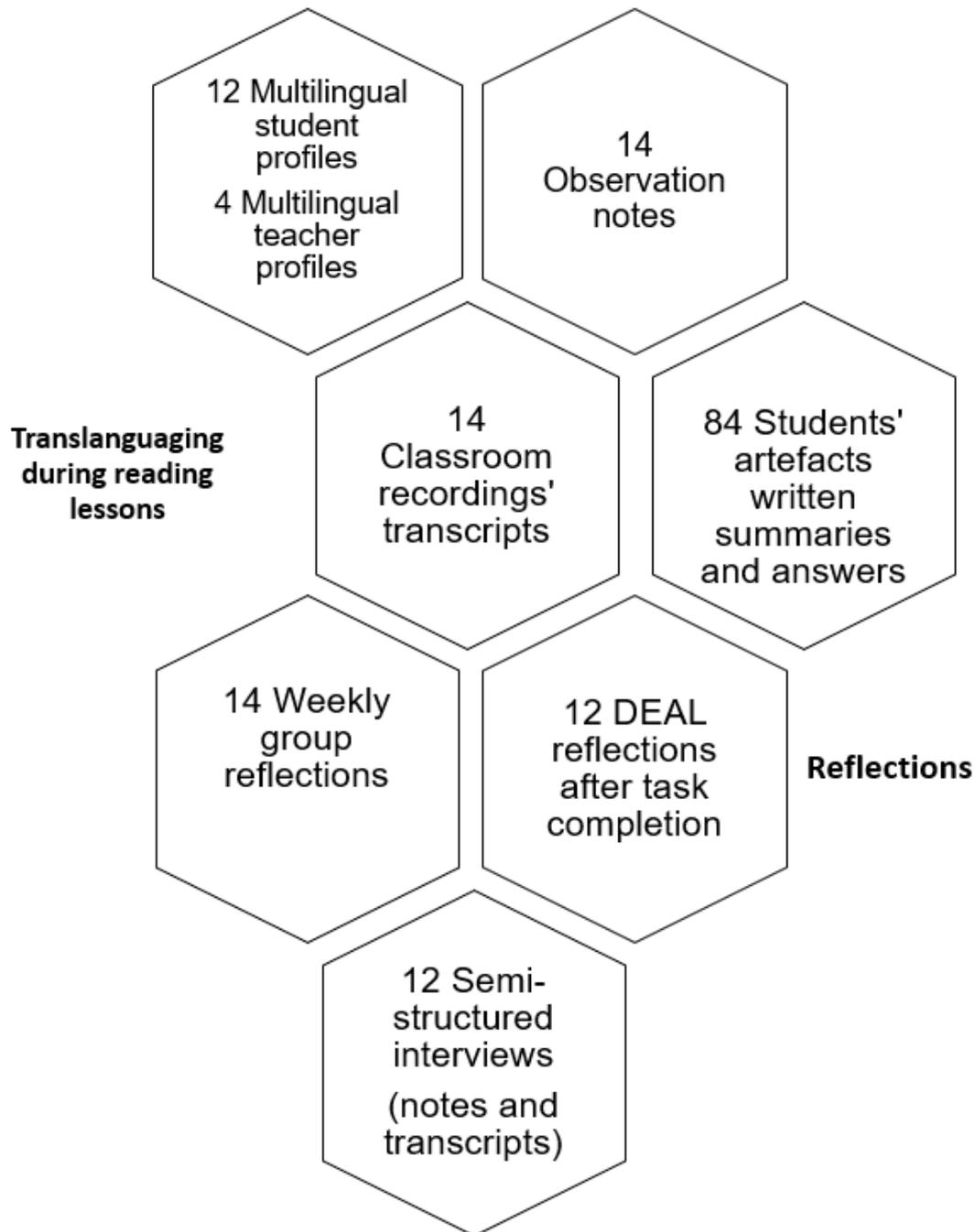
Figure 3-1 Summary of data collected

3.4.1 Multilingual student and teacher profiles

Considering the variables in students' linguistic backgrounds in the ELSD classroom, I had to establish a tool at the outset to select the study participants (see section 3.3.2). I introduced myself to the students and distributed the multilingual student profile sheets (see Appendix B). The aim of this tool was twofold: to understand the variation between participants demographically, and to select six participants from level A and

level B groups based on the maximum variation strategy of purposive sampling (Palinkas *et al.*, 2015). The multilingualism profile of participants was adapted from the "bilingual student identification profile" in García, Johnson and Seltzer's (2017, p.170) study. The questions in this tool seek to understand the variety of languages and dialects that learners speak, the spaces of each language use, and whether they have been exposed to English education in other countries. A summary of the selected participants and their language variety is detailed in section 3.3.2.

In addition, the four teachers involved in this study were given a multilingual teacher profile sheet (see Appendix H). This tool was used to describe the linguistic and teaching background of each teacher. The questions aimed to ascertain the languages that teachers speak and whether they are familiar with Arabic words that students use in their classrooms since all the teachers involved in this study are non-Arabic speakers. An essential aim of implementing this tool was to understand the teachers' views on the monolingual (English only) policy in their classrooms through an open-ended question. Although this study aimed to examine students' tlang affordances and their reflections, understanding the teachers' stance on tlang implied the strength of their teaching practices in classrooms with a strict policy on using only English.

3.4.2 Tlang reading task

In a classroom where an English-only policy prevails, creating a tlang space for students to use their full linguistic repertoire was accomplished by redesigning the teaching tools. García, Johnson and Seltzer (2017) explain the practices of a tlang pedagogy in the classroom, stating that a tlang pedagogy comprises three strands: a tlang stance, design, and shift. The design in the current study was achieved by adapting specific classroom practices from the CUNY-NYSIEB guide for educators (Celic and Seltzer 2011). The method used in this study was developed from two points in the section, The Multilingual Collaborative Work: Reading Groups and summarised as:

> Preview in home language & then Read the same text in English
> 1. Preview in the home language: you can have bilingual students preview the text in their home language. This builds their background knowledge, or schema, about the text.
> 2. Read the same text in English: You can then have bilingual students read the same text in English for the group work. They will now have a mental framework to comprehend the English text better and will be better able to participate in discussions about the text.

Read in English & Discuss in any language
1. Read in English: You can have a literature circle, book club, or guided reading group read a particular text in English.
2. Discuss: Their discussion about the text can be in English and/or the home language. Using both languages help the bilingual student better negotiate the meaning of the English text and express a higher level of critical thinking skills when talking about the text (Celic and Seltzer 2011, p. 68).

According to the above points, the researcher builds on students' background through the preview-view-review strategy (Freeman and Freeman, 2007). The strategy was originally used to teach complex content-area concepts to bilingual learners where key concepts are introduced in the students' first language (preview), then they work with those concepts in English (view), and finally review concepts in their first language. Through tlang, this strategy allows flexible languaging practices to build background, read texts, and introduce new topics. To facilitate tlang in the collaborative reading groups, students were asked to preview in Arabics to brainstorm, make connections, and share their previous experience and knowledge of the reading topic. Then, the reading text was viewed in English. In this view stage, students were allowed to shuttle between their languaging practices fluidly and flexibly to connect what they had previewed in Arabic with what they had viewed in English. The last stage described by Freeman and Freeman (2007) is to review the topic or text in the first language and back to new language. In adaptation of this last stage, students were involved in many reviewing activities to facilitate a tlang pedagogy. An example of this is when students read the text and were asked to write summaries based on their own understanding and through their full linguistic repertoire as a group, thus creating a space to negotiate the meaning of the English text collaboratively and exhibiting a higher level of critical thinking skills when talking about the text through employing their full linguistic repertoire. The below table presents an outline of reading topics covered across the seven weeks in both the level A and level B groups.

Week	Level A	Level B
1 Tlang task (trial)	**Task 1 Q: Skills for Success Level 1** Unit 4 Physiology: What makes you laugh? *R2 Laugh more and stress less*	**Task 1 Q: Skills for Success Level 2** Unit 4 Sociology: What makes a competition unfair? *R1 Money and sport*
2 Tlang task	**Task 2 Q: Skills for Success Level 1** Unit 5 Psychology: How do sports make you feel? *R1 A super soccer fan*	**Task 2 Q: Skills for Success Level 2** Unit 5 Business: What makes a family business successful? *R1 A successful family business*
3 Tlang task	**Task 3 Q: Skills for Success Level 2** Unit 1 Marketing: Why does something become popular? *R1 Unusual ideas to make a buzz*	**Task 3 Q: Skills for Success Level 3** Unit 1 Sociology: How do you make a good first impression? *R1 Small talk: a big deal*
4 Not tlang, usual class setting	**Task 4 Q: Skills for Success Level 2** Unit 2 Psychology: How do colours affect the way we feel? *R1 How colours make us think and feel*	**Task 4 Q: Skills for Success Level 3** Unit 2 Nutritional Science: What makes food taste good? *R1: Knowing your tastes*
5 Tlang task	**Task 5 Q: Skills for Success Level 2** Unit 3 Social Psychology: What does it mean to be polite? *R1 Being polite from culture to culture*	**Task 5 Q: Skills for Success Level 3** Unit 3 Information Technology: How has technology affected our lives? *R1 Cars that think*
6 Not tlang, usual class setting	**Task 6 Q: Skills for Success Level 2** Unit 4 Sociology: What makes a competition unfair? *R1 Money and sport*	**Task 6 Q: Skills for Success Level 3** Unit 4 Marketing: Does advertising help or harm us? *R1 Food advertising tricks you should know about*
7 Tlang task	**Task 7 Q: Skills for Success Level 2** Unit 5 Business: What makes a family business successful? *R1 A successful family business*	**Task 7 Q: Skills for Success Level 3** Unit 5 Psychology: Why do people take risks? *R1 Fear factor: success and risk in extreme sports*

Table 3-5 Outline of reading topics across the 7 weeks in group A and group B

The researcher gained access provided by the ELSD to online versions of the Q: Skills for Success books[21], where she prepared each lesson for the tlang group complying with each classroom's place in the curriculum each week. The translanguaged version of reading material was then printed out and given to the group on the day of the reading lesson (see Appendix N and O).

The tlang reading task was the central tool since it allowed and engendered all students' collaborative and multilingual engagement. The aim was for students not simply to use Arabics and other languages, but to create and facilitate a space for their creativity and criticality in reconstituting their languaging process for learning. Therefore, by combining the multilingual collaborative reading methods (Celic and Seltzer 2011) with the method of preview-view-review (Freeman and Freeman 2007), I created what I label as 'translanguaged versions' of the reading lesson (see Appendix O).

The preview section of each reading lesson was translanguaged to facilitate students' utilisation of their full linguistic repertoire. Based on the results of the pilot study indicating that providing a complete translation of the text affected their understanding of the concept of tlang since it did not facilitate tlang and students assumed that they were only required to translate words, I resorted to drawing creatively on my own linguistic repertoire to translanguage each reading preview, thus applying my own multilingualism as a teacher and previously a student (as introduced in 1.1) to transform the reading tasks based on my natural languaging practices. Within the 'fluid and flexible' (García, 2011) use of English and Arabic[22] I translated from English to Arabic and shuttled between parts of my linguistic repertoire creatively and innovatively. For example, I started a statement with Arabic but ended it with English and used one CA[23] word in the middle.

The creative aspect of this procedure to transform the English preview is what Li (2018) refers to as examples of dynamic and creative linguistic practices that involve flexible use of named languages and language varieties as well as other semiotic resources. In doing so, students understood the concept of tlang in that it is more than translating from English to Arabic and vice versa (as in the pilot study). The fluidity and flexibility in transforming the reading preview to a translanguaged version was then applied to a

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[21] The reading materials for classroom A were extracted from Q: Skills for Success Reading and Writing 1 and 2. The reading materials for classroom B were extracted from Q: Skills for Success Reading and Writing 2 and 3.
[22] Arabic and English represent students' own language. Most participants shared the mutual Arabic, including variations of it. Turkish was also a mutual language, but not with the researcher.
[23] CA, colloquial Arabic, refers to several Arabic dialects spoken routinely.

more structured notion of preview, read and review during the lesson that enabled and facilitated students' agency as active and creative learners, while embracing and encouraging their multilingualism. One could argue this strategy a limitation of the study due to the idiosyncratic nature of transforming the reading tasks; however, as the findings reveal, the creative and fluid application of my own languaging practices proved successful towards *allowing* a tlang space.

Five of the seven weeks of classroom observation (see Appendix P) allowed tlang via the translanguaged versions of the reading lessons, while two observed a regular reading lesson in the natural classroom setting. The context of this case study being in an enclosed setting of the EFL classroom as clarified in section 3.3.1, enforces some limitations and restrictions to the times permitted for classroom observations. In (Appendix P), I describe the outline of when classroom observations started and when it ended as per the reading curriculum, and dates interrupting the flow of data collection such as revision weeks, midterm, and final exams. For this reason, when planning the tlang tasks, I had to consider aspects such as the planning of the lesson according to their pace in the curriculum and be in direct contact with the teacher of the classroom to prepare for any unanticipated changes in the timetable. With that said, the study is well positioned with the academic year as it started on the 4th week and ended on the 14th week of Semester 1, only before their final exams in week 15 and the end of the semester (see Appendix P). The study aimed to allow tlang in the EFL reading classroom and explore the learning affordances during the process of tlang. Yet, during my involvement in the first three weeks of allowing tlang, I realised the importance of observing the normal setting of the classroom and the languaging behaviour of the same students. Therefore, I decided to observe two weeks of what I label as (non-tlang) weeks of both level A and B groups to better understand the role of allowing tlang as a pedagogy and record any comparisons during the observations (see table 3-6 below for an outline of tlang tasks per week).

Throughout the seven weeks of allowing tlang in the reading group, artefacts including students' answers on the sheet, their reading summaries and any side notes were collected at the end of each lesson (see figure 3-1).

3.4.3 Group observation

Observations are instruments implemented in research to gather open-ended, first-hand information through the observation of people and places at a research site

(Creswell, 2014). Classroom observation can mainly assist in comprehending the physical, social, and linguistic contexts of language use and in collecting relevant linguistic and interactional data for data analysis (Duff, 2007). Furthermore, observations as instruments used as part of a case study are attempts for the observer to assess the occurrence of certain types of behaviours (Yin, 2018), which in this case are tlang affordances.

According to Cohen, Manion and Morrison (2018), there are two significant types of classroom observation: participant observation and non-participant observation. Another categorisation is structured and non-structured observations (Thomas, 2011). A non-participant observer is an outsider observer who visits a site and makes notes without being involved in the activities of the participants. In contrast, a participant observer engages in the social situation usually as some kind of participant to understand what is going on (Creswell 2008). As the main aim of this study is to allow tlang by implementing tlang reading tasks, I positioned myself as a participant observer and teacher of the tlang group. Nevertheless, I was also a non-participant observer during the weeks when I attended to observe the same groups in their natural setting of the reading lesson that was delivered by their English teacher.

Audio recordings were used for participant and non-participant observations to capture students' tlang during collaborative reading lessons. In this study, cultural and religious constraints of the Saudi context were considered in the methodological design and data collection, therefore audio recordings have replaced the use of video recordings. Since schools and universities are gender segregated (see previous 1.2.3), video recordings of female participants are very sensitive and mostly rejected in the education context therefore was not used as a tool for data collection.

Table 3-6 illustrates the type of task and type of observation during the seven weeks of group observation.

Week	Type of task	Type of observation
1	(Trial) Tlang – Introduction in their usual class setting	Participant observation and teacher
2	Tlang task – outside usual class setting	Participant observation and teacher
3	Tlang task – outside usual class setting	Participant observation and teacher
4	Not tlang, usual class setting	Non-participant observation
5	Tlang task – outside usual class setting	Participant observation and teacher
6	Not tlang, usual class setting	Non-participant observation
7	Tlang task – outside usual class setting	Participant observation and teacher

Table 3-6 Outline of implementing tlang tasks per week

During non-participant observations, I did not interfere in teaching the lesson or correcting the answers of the students but only observed and made some descriptive notes on what was happening during the lesson taught by their teacher and whether the group was tlang naturally or adhering to the strict target language only policy in the classroom. A sample from week 2 observation of level A classroom is provided in (Appendix M).

In addition, I made similar classroom observation notes during tlang weeks (see table 3-6 above). These descriptive and evaluative comments guided me during the transcriptions of the group audio recording. With the absence of video recording, I depended on the observation comments to guide me on aspects such as who is speaking, what activity they are working on, and the time spent on each activity.

Week 1 in the group observation (see table 3-5 above) represents the initial meeting with students, introducing myself to the students, and explaining what I would be doing. The first week, therefore, was considered a trial, and data collected during this week was not included in the data analysis. The aim in the first week of group observations was to enable the students and teachers to get used to my presence in the classroom and to reduce the influence of being recorded on their languaging practices. Before the start of the observation, I assured both teachers and students that all recordings would be kept anonymous and secured. All group observations were conducted according to when the reading lesson was taught each week. For each week, the teacher would inform me of the day she was planning to teach the reading lesson according to her weekly teaching plan to prepare the tlang versions of the lessons.

During weeks 2, 3, 5 and 7, I actively participated in the observation and lesson teaching of both level A and level B groups; therefore, the audio recording of the group was very audible, and students were actively participating and tlang freely in a space where they were allowed to use their full linguistic repertoire freely and creatively and were not constrained by the English-only policy.

In weeks 4 and 6, I attended both reading lessons as a non-participant observer of the group. During these two weeks, the students were in their standard reading lessons adhering to the policies and instructions of that classroom. The main aim of attending and observing the lessons in these weeks was to identify how the same group was using their languages in a classroom with a constrained monolingual language policy, whether they were equally tlang, and whether their participation was equal to that in the tlang sessions.

This image below is of one of the ELSD classrooms where I conducted the tlang group observations.

Figure 3-2 *Tlang group seating arrangement*

3.4.4 Weekly group reflections

The analytic criteria for designing a tlang classroom and engaging students as active, creative, and critical multilingual learners include integrating tlang reflections (García and Kleifgen, 2020). According to Dörnyei (2007), the best way to capture the unobservable mental processes, thoughts or feelings is through the individual himself by self-eliciting and reflecting. Self-reflection and, in the case of this study, group and individual reflections are introspective methods (Dörnyei, 2007).

Introspective methods are usually two specific techniques: think-aloud and retrospective reports/interviews. The main difference between these two types of introspection lies in the timing: the think-aloud technique is applied in real-time, concurrently to the examined task/process, whereas the retrospective interview, as the name suggests, happens after the task/process has been completed (Dörnyei 2007, p. 147).

The application of the weekly and DEAL reflections (see forthcoming 3.4.4 and 3.4.5) was a way to obtain retrospective feedback on the tlang reading task. Having a retrospective tool captures the feelings and thoughts by allowing students to collaboratively reflect each week at the end of the tlang task. In retrospection, students are verbalising their thoughts about the task or mental operation (being allowed to translanguage) where relevant information is retrieved from long-term memory; therefore, the weekly reflection was conducted immediately after the task to allow validity of retrospection that depends on the time interval between the occurrence of the thought and verbal report. Dörnyei (2007) summarises a list of recommendations to improve the quality of the retrospective data, which I considered when applying the reflection, the most prominent of which are:

> Keeping the interval between the task and retrospective interview as short as possible, time-lapse should not exceed two days and should preferably be less than 24 hours.
> Encouraging the recall of directly retrievable information rather than the explanation or interpretation.
> Retrospective interview should be in the respondent's L1 or in the language they choose (Dörnyei 2007, p 150).

Although I did not conduct a retrospective interview, I created what I call a 'learning reflection sheet' (see Appendix I), which was given to students in each group after the tlang reading task. The reflection sheet included three questions:

1- Think about what you have learned this week in the reading lesson. Was it useful to use your language variety? How?

2- How did your classmates in the group help you learn? Give some examples.

3- In what ways did you succeed or do well in the reading lesson? How do you think you could improve this next week?

Students spent about five minutes each week and answered these questions collaboratively. Through this reflection, tlang was allowed by providing a translation of the questions in Arabic, where they had the choice to answer in any language or form. The questions in the reflection asked what they have learned every week, how they have implemented their full linguistic repertoire, how they have worked collaboratively, and what they expect to improve in the following week. These three questions created a ZPD for students where they gradually assumed more responsible for the reading tasks. In their collaborative groups, students supported each other and reflected on their learning expectations triggering higher-level thinking, and fundamental skills for learning and succeeding in everyday life (Vygotsky 1978; Mercer 1995).

By consistently presenting the same three questions to the students each week, they were given the opportunity to turn an aspect of their task into something meaningful they could use as a learning tool. Seltzer and García (2020, p. 34) posit that

> the combination of the authors' writing and writing *about* their writing provided models of both translingual text production and critical metacommentary about language.

In that sense, the weekly learning reflections acted as students' collaborative metacommentary on the processes of their learning through tlang every week.

3.4.5 DEAL reflections

The second type of reflection was more structured and used to capture the affordances of tlang at the end of the seven weeks of tlang. A robust reflection framework was used to gain a deeper understanding of students' views. Welch (1999) clarifies that it is not enough to tell students to reflect; they need assistance to connect their experiences with course materials and objectives to their beliefs and assumptions and with developing their learning.

After reviewing the reflection models that have been produced over the years, the one described by Rogers (2001, p. 41) is particularly relatable, as he defines reflection as a process that allows the learner to "integrate the understanding gained into one's experience in order to allow better choices or actions in the future as well as enhance one's overall effectiveness".

While this is important, to the best of my knowledge, there has not been a model that associates students' learning reflections with tlang. Perhaps the closest model is the model of articulated learning described by Ash and Clayton (2004) that is used extensively in service-learning programmes. However, this model can be applied to any pedagogy where students are asked to reflect on their learning experiences. This model of reflection is structured to include three phases aimed to rigorously reflect and maximise learning and help to refine reflection. The first phase is describing the experience objectively, the second is analysing it following relevant categories of learning, and the third is articulating learning outcomes.

Ash and Clayton (2009) further developed their critical reflection in applied learning by presenting what they term as the DEAL model: Describe, Examine, and Articulate Learning. This model was explicitly designed to help students make meaning of the learning experience and examine it when linked to learning goals or objectives, as shown in the below figure.
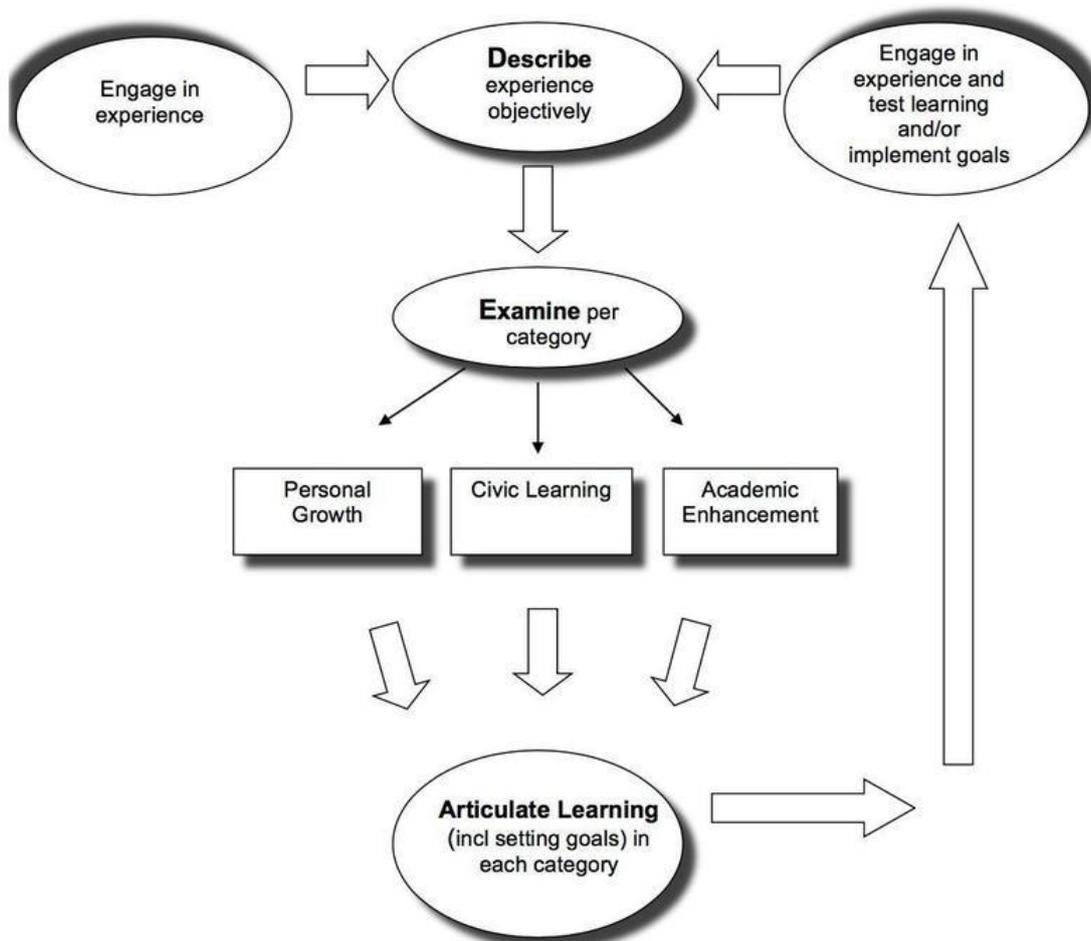
Figure 3-3 *Schematic overview of the DEAL Model for Critical Reflection (Source: Ash and Clayton 2009, p. 41)*

Ash and Clayton's (2009) aim of designing a structure is to determine the desired learning goals that are associated with learning objectives, starting with description and explanation, and followed by evaluation and critique, and to relate to summative and formative reflection assignments. Initially, the model was designed for the context of service-learning; however, it has been used across a range of traditional and experiential pedagogies. Fisher and Mittelman (2013) used the DEAL reflection model in their qualitative study to obtain student feedback on the pedagogical strategies they used and preferred. The model provided rich qualitative data suggesting that students preferred applied reading summaries to other strategies.

In the tlang world, this model created a framework for structured and strategic reflection as a first attempt to link tlang pedagogy with the DEAL reflection model (see Appendix J). I adapted and developed the questions from the original DEAL model to fit my

research questions and the aim of the study. The adapted DEAL reflection was piloted with four PhD candidates who are native speakers of Arabic for accuracy of translation and comprehension.

Again, all the questions in the reflection were translated into Arabic and presented with the English versions and students had the choice to answer in their preferred language[24]. All 12 students completed the written DEAL reflection at the end of week 7 of the group observations. Subsequently, all the students were individually interviewed by week eight, reflecting on their answers in the reflection and making connections to their tlang processes in their collaborative groups, which are further explained in the next section.

3.4.6 Interviews

Dörnyei (2007) suggests that in most applied linguistics research, semi-structured interviews are used as a tool to compensate between the two extremes of structured and unstructured interviews. In this case study, I used a semi-structured interview since I had an adequate overview of students' views that were collected in the DEAL reflections. Therefore, I was able to understand the stance of each student by reading their DEAL reflection before interviewing them. Conducting a semi-structured interview (see Appendix K) allowed me to follow a guide of questions that I had piloted with four PhD candidates, native Arabic speakers majoring in Applied Linguistics and Education, for accuracy and clarity. Although I had to ask all the participants the same questions, I did not have to follow the same order, wording, or language (Dörnyei, 2007) and I was also able to supplement the questions with verbal and non-verbal probes to follow up on their answers (Thomas, 2011).

The primary purpose of conducting the semi-structured interviews was to supplement students' views in the weekly and DEAL reflections after they completed the tlang tasks. I planned to interview students immediately after they completed the reflection, thus not exceeding a time of 48 hours, to allow retrospective feedback (Dörnyei, 2007). I interviewed all 12 participants in the level A and level B groups to further elaborate on their reflections regarding tlang affordances. Following the advice provided by Patton (2002) on formulating interview questions, I started with identity labelling questions, then I moved to content questions focusing on experiences, opinions,

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[24] the tools in this study were presented to students in both their home language and the target language following the guide of García, O. , Johnson, S.I. and Seltzer, K. (2017) *The translanguaging classroom: Leveraging student bilingualism for learning.* Caslon Philadelphia, PA.

feelings, and knowledge under the two themes: language use spaces, and reflection of the tlang tasks. Finally, I asked the participants whether they wanted to add anything more to their answers given in the interview. I asked questions about how they feel about speaking and using more than one language, whether they usually shuttle between their languages, and how they used their language variety to answer the questions during the reading tasks.

In addition, during the interviews, I reminded the students of what they had written in the DEAL reflection and asked them to elaborate on some points that were unclear. I also recapped some of the tlang episodes in their groups and episodes of their linguistic innovation that were observed during the seven weeks. In so doing, students were prompted to elaborate and reflect on the role of tlang. The interview questions were written in both Arabic and English. However, I was flexible in asking the questions in either language where I modelled tlang during the interviews, allowing the students to use either language or express themselves freely using their full linguistic repertoire. Furthermore, by the time the interviews were conducted, I had built a great rapport with all the participants, which contributed significantly to students feeling comfortable in speaking during the interviews.

All the interviews were audio recorded with a recording microphone attached to an iPad that saved the recordings instantly into the encrypted Newcastle University OneDrive where I stored all the data collection items. After each interview, I promptly transcribed[25] the audio recording and incorporated the notes that I had made during the interview to ensure credibility of transcriptions. The triangulation of data collected from weekly reflections, DEAL reflections and interviews created a mosaic of reflections presenting all the voices of students to ensure the trustworthiness of students' reflections of tlang affordances. In the next section, I explain the data analysis processes.

3.5 Data Analysis

3.5.1 Data synthesis, transcription, and translation

Miles, Huberman and Saldaña (2020) classify the process of analysis into three main activities: data condensation, data display, and conclusion drawing. Data condensation is "the process of making the data stronger by selecting, focusing, simplifying, and abstracting the raw data" (Miles, Huberman and Saldaña, 2020, p. 31).

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[25] Interviews were initially transcribed using the website https://transcribe.wreally.com/

In this study, all data collected was transcribed immediately, implementing several transcription conventions after each observation to recall all the details in the observations and interviews (see Appendix L for the list of transcription conventions used). For the first level of transcription, I used the website transcribe.wreally.com and labelled each speaker with their pseudonym as S1–S6 and SS as a group or S if unidentified. Although I used a website for the transcription, I still had to listen to the audio recordings repeatedly and edit the transcriptions manually. In qualitative studies, condensation involves writing summaries, coding, developing themes, and making analytical notes (Miles, Huberman and Saldaña (2020). An essential aspect in data condensation was writing analytic memos while listening many times to the observations and interviews. Memos are "notes written during the research process that reflect on the process or that help shape the development of codes and themes" (Creswell, 2014, p. 387). For this purpose, I utilised the 'memos' function tab in MAXQDA to record and reflect on the process and development of my analysis.

The second process classified by Miles, Huberman and Saldaña (2020) is data display, which refers to how data is organised. In this process, I used the MAXQDA[26] software, which shares common features with widely used software such as NVivo and ATLAS in importing different kinds of data, coding, combining, and annotating documents (Cohen, Manion and Morrison, 2018). However, MAXQDA is unique in that it is the only software that reads and accepts a variety of languages, including Arabic. During the data display process, I listened to the observations and interviews many times to revise the transcriptions imported into MAXQDA while adding the translation of Arabic segments and adding more transcription conventions and notes for clarification. In so doing, I assured intra-rater reliability (see section 3.6).

Finally, the process of drawing and verifying conclusions depended on the display and analysis in MAXQDA (Miles, Huberman and Saldaña, 2020), which is noting patterns, explanations, causal flows, and propositions. Throughout the three processes of data condensation, data display and conclusion drawing, in the first coding cycle, I summarised segments of data imported to MAXQDA. In the second coding cycle, I grouped my summaries into a smaller number of categories, themes, or constructs. Miles, Huberman and Saldaña (2020) state that qualitative data analysis is a continuous process, as data coding during data condensation may trigger new ideas

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[26] MAXQDA is a software program designed for computer-assisted qualitative and mixed methods data, text, and multimedia analysis. https://www.maxqda.com/. In this study, I used MAXQDA Plus version 2019 and 2020.

that go in data display and as data is compiled, further data condensation is required. As a result, preliminary conclusions are drawn, but they can indicate new decisions for adding more display to test the conclusion.

In the next section, I outline the details of the analytical framework in this study. The data analysis methods are divided into two sections to answer my research questions. The first corresponds to the microgenetic analysis of tlang affordances of learning (section 3.6.2) that students demonstrate during the collaborative reading tasks. The second is the thematic analysis of students' interviews and reflections of tlang affordances (section 3.6.3) after completing the collaborative reading tasks.

3.5.2 Microgenetic and Sociocultural Discourse Analysis (SDA) of tlang episodes

Based on SCT framework of this study, I argue that the use of microgenetic analysis (Wertsch, 1985) of discourse in second language acquisition research provides an understanding of how the process of language learning occurs during an interaction and not simply as a result of it (Swain and Lapkin, 1998; Lantolf, 2000; Swain, 2006). Vygotsky (1978) explains that a fine-grained moment-to-moment analysis of human behaviour including talk and interaction is considered the beginning to "grasp the process (of learning) in flight" (p.68). Furthermore, the analysis draws on sociocultural discourse analysis (SDA) (Mercer 2004), which emphasises the use of language as a joint social mode of thinking for constructing knowledge. Hence both SDA and microgenetic analysis are important analytical tools for this study, which facilitate the analysis of learning as a social act within sociocultural theory.

The rationale for the use of microgenetic analysis is that it offers a real-time explanatory account of learning in a particular context. Parnafes and DiSessa (2013) emphasise that fine-grained qualitative analysis of discourse is most helpful for understanding learning mechanisms that occur during interactions.

Previous studies support this type of analysis, adopting a sociocultural lens to view learning, for example the work of Donato (1994); Guerrero and Villamil (2000); DiCamilla and Antón (2012) previously reviewed in chapter 2. In addition, Martin-Beltrán (2014) used a microgenetic analysis approach to study tlang-to-learn when examining the mediational tools of language-related episodes (LREs) of high school learners' tlang practices. LREs are when learners asked about language or solved language problems together (see section 2.7.1).

More recently, studies such as those conducted by Tigert *et al.* (2019) and Rajendram (2021) focused on tlang functions in collaborative talk. Supporting that, Smith and Robertson (2020) argue that a microgenetic analysis of collaborative activity can capture meaning negotiation, which was first highlighted by Canagarajah (2011b) in tlang research.

The development of the analysis phases of tlang episodes are therefore informed by the sociocultural principles previously reviewed in 2.6 and based on the research questions that this study aims to answer. After audio recording the lesson, I had to transcribe it and import it into MAXQDA2020 software to identify speakers, refine my transcription, and add translations where necessary. The initial SDA identified tlang episodes as units of analysis, where episodes were categorised as either naturally occurring or prompted by the teacher. The latter occurs when a teacher initiates a question or triggers students' participation. This is important since my analysis focused on tlang occurring naturally when a space is allowed and facilitated in the collaborative reading classroom.

Microgenetic analysis is a key analytical tool in this study as it facilitated the extraction of speech functions such as cumulative and exploratory talk in the tlang episodes in a way that is coherent with the sociocultural assumptions of learning upon which this study is founded. The layer of identifying speech functions as either cumulative or exploratory talk is used to uncover how students are translanguaging as a cognitive tool to mediate their learning. Other features of discourse (previously discussed in 2.6) such as collective scaffolding, internalisation, and linguistic mediation within the ZPD represent another layer of microgenetic analysis in this study.

The analysis was complex due to the long time spent listening to students' recordings, cross-checking my observation notes, and drawing on the collected artefacts, such as students' answers, reading summaries, and weekly group reflections. The total number of tlang episodes in groups A and B was 279. This was supplemented by a total of 84 artefacts and 14 weekly group reflections to capture and reflect the process of students' tlang and its affordances. Although numeration is not favoured in sociocultural research, it was an inevitable aspect to interpret the patterns of tlang and make comparisons between level A and level B groups.

The below figure is a snapshot from MAXDA2020 software describing the initial coding of the group observations reflecting the type of talk as either cumulative or exploratory and the five tlang affordances that I discuss next.

⌄ ◉ Tlang AFFORDANCES IN THE CLASSROOM	0
◉ prompted	34
◉ natural	57
◉ building relationships	15
◉ task management	25
◉ check or confirm understanding	12
◉ Negotiating content	22
◉ Clarifying language	48
⌄ ◉ TYPE OF TALK	0
✎ Comulative talk	29
✎ Exploratory talk	37

Figure 3-4 *Snapshot from MAXQDA2020 software describing the code system of group observations*

The rationale of implementing a SDA is because the focus is less on the organizational structure of the languages spoken and more on its content, function, and the developed shared understanding in the social context of the collaborative reading group (Mercer, 2007). For this reason, in categorising tlang episodes as units of analysis, I further adopted a microgenetic analytic approach to closely examine the moment-by-moment unravelling of tlang practices. This step in sociocultural research is to identify the affordances of tlang and how students practiced languaging as a tool to mediate their learning in the collaborative reading groups. Within the microgenetic analysis of tlang episodes, I further categorised tlang episodes according to their pedagogic functions of tlang in peer reading interactions (Tigert *et al.*, 2019). Tigert and her colleagues identified in their study a coding scheme of five significant tlang functions in peer–peer dialogue (previously reviewed in 2.8) which I adopt in this study to frame the main functions of tlang. These predefined categories describe the functions of tlang in collaborative talk as for 1-clarifying language, 2-negotiating content, 3-checking or confirming understanding, 4-task management, and 5-building relationships. I further elaborate on the definition of these categories in section 4.5 from where further microgentic analysis emanated.

The below figure 3-5 is a snapshot from MAXQDA2020 software exemplifying the different layers of coding tlang episodes while also utilising the function of adding memos on the side to guide the analysis process.
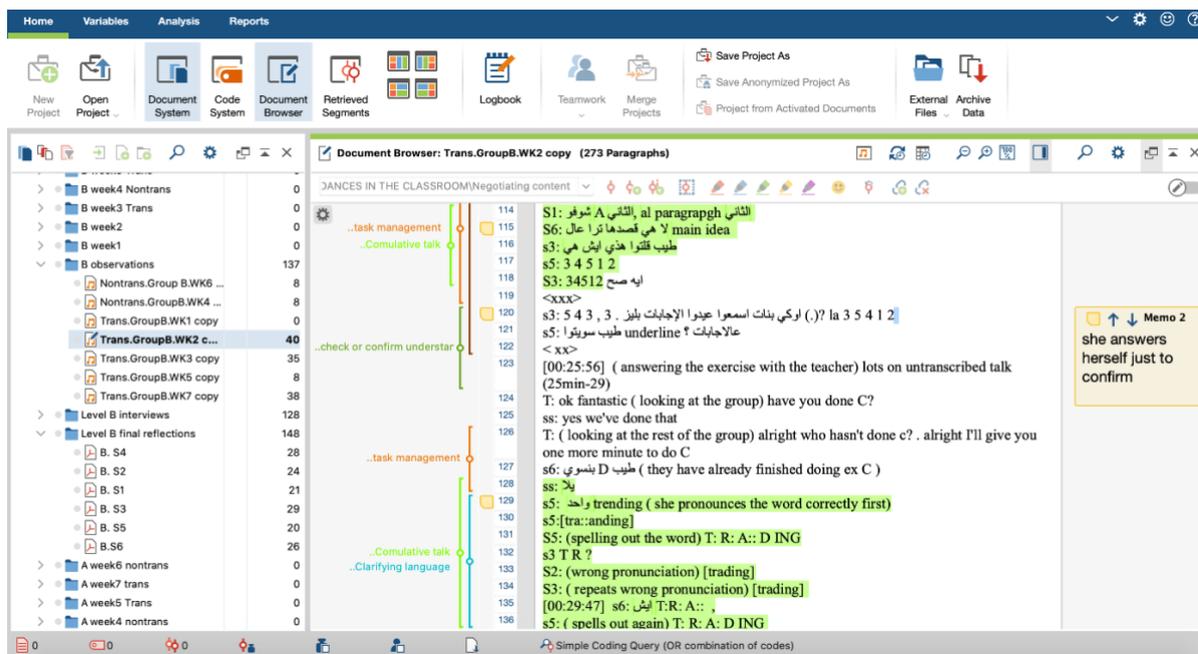
Figure 3-5 *Snapshot from MAXQDA2020 software exemplifying the coding of tlang episodes*

To conclude, microgenetic analysis and SDA of tlang episodes played a fundamental role to answer the first two questions posed in this research. The next section describes the second type of analysis used for interviews and reflection tools.

3.5.3 Thematic analysis of DEAL reflections and interviews

The second part of my analysis is the analysis of DEAL reflections and interviews to answer my question on how students reflect on tlang affordances after they have completed the seven weeks of tlang in the collaborative reading groups. Therefore, I utilised a thematic analysis method to give voice (Braun and Clarke, 2006; 2019) to students' interviews and reflections. For this purpose, I started with open coding, coding the data for its major categories of information (Creswell, 2012). This process of coding involves data aggregating and the meaning-making process, as well as denoting concepts to strands of data (Corbin and Strauss, 2008).

In my analysis of interviews and reflections, I followed the structure of

> First Cycle coding, Second Cycle or Pattern codes and then process of deriving even more general themes through jottings and analytic memoing (Miles, Huberman and Saldaña, 2020, p. 78).

In the first phase of thematic analysis, I started by reading the Arabic transcriptions of the recording and then translating each answer by creating a new document in MAXQDA that I labelled 'thematic analysis of translated interview'. In this document, I created 4 main categories and included all the answers from my interviews with the 12

students in groups A and B. I created four main categories to encompass my interview questions, which are: identity labelling, language use spaces, tlang task reflection, and further information. By categorising all the students' answers under four main categories, I was able to examine their answers more closely and search for themes (Braun and Clarke, 2006; Nowell *et al.*, 2017). By colour highlighting any pertinent answers, in the first round of descriptive coding, I started with positive or negative comments on the tlang experience, unusual or surprising answers, recurring views, views on being multilingual, and views about tlang during the reading task. In this initial attempt of categorisation, I was able to better understand the answers. This round of descriptive coding analysis did not answer my research questions but facilitated a second round of more in-depth analysis. I highlighted key words and expressions which gradually developed into clear themes that reflected students' descriptions of the tlang affordances. For example, when one student stated that "vocab increases in my mind, so I remember more words that enrich my language", I labelled this quote under three themes: cognition, vocabulary learning, and languaging connection.

Similarly, I followed the same procedure in analysing the 12 DEAL written reflections. As most students answered in Arabic, I had to translate their answers as part of the analysis process. To organise students' answers, I created 12 labels that represent the original questions included in the reflection to categorise each answer. This allowed me to see all 12 answers of students for each question. Looking closely at students' answers, I applied the same steps in coding the interviews. Following the themes of interviews, two extra themes emerged that represented students' uncertainties about shuttling between their languages (i.e., tlang) and views on collaborative learning. The below figure 3-8 illustrates the final themes of students' reflection of tlang affordances.

∨ ○ ◎ SS DESCRIPTION OF AFFORDANCES OF TLANG	0
○ ◎ 1. For Languaging connection	41
○ ◎ 2. For Communicability and participation	27
○ ◎ 3.For Cognition and development	59
○ ◎ 4. For Affect	44
○ ◎ 5.For Vocab retreival	49
○ ◎ 6.For Grammar assosiations	8
○ ◎ 7. For Independency and empowerment	52
○ ◎ 8.For Thinking internally/ inner speech/tlang internally	28
○ ◎ 9.For Creativity	5
○ ◎ COLLABORATIVE WORK	38
○ ◎ UNCERTAINTIES OF Tlang	23

Figure 3-6 *Themes of interviews and DEAL reflections*

The total number of DEAL reflection segments that were thematically labelled from the level A and level B groups was 129. The total number of coded quotes from the data collected from interviews and reflections was 379. At this stage, it was deemed necessary to create a 'map' to pattern the codes visually and to display how themes interconnected as a result of my analysis (see web of affordances in section 5.2).

A final step was taken using cross-case analysis that is described by Miles, Huberman and Saldaña (2020) to deepen understanding and explanation by looking at the similarities and differences between level A and level B transcripts across interview and reflection quotes. During this step of recoding the interviews and DEAL reflections, I tested them for referential adequacy by returning to my raw data. This step was important before defining the final names of the themes and creating the report. Throughout this process, I went backwards and forwards between the interview transcripts and DEAL written reflections and listened to the audio recordings of interviews many times to corroborate the emergent themes from the interview data with information from the other sources. This step was essential to my findings and in answering RQ 1.3.

The result from the analysis represented a holistic view of the two cases of level A and level B groups (Yin, 2018). The thematic analysis provided an examination and description of tlang affordances within and across each case, and therefore my findings are presented according to the thematic categorisation and not through each case. In the next section, I discuss the ethics, reliability, and validity in this study.

3.6 Ethics, Credibility and Transferability

Any social research that is concerned with people's lives inevitably involves ethical issues (Dörnyei, 2007). As this study involved students and teachers in a specific context, I had to consider a set of ethical guidelines. Moreover, conducting the study at a university, which is described by Bryman (2012) as a closed setting, requires gaining access to it summarised in the following steps. The first step was to consult the guidelines provided by Newcastle University and the British Association of Applied Linguistics. I obtained ethical approval from the School of Education, Communication and Language Sciences at Newcastle University (see Appendix C). Subsequently, I obtained a letter from my research supervisors confirming the dates and nature of the data collection process to present to the Saudi Cultural Attaché and King Saud University, where I collected data. Access to the research context has been detailed in section 3.3.3. Approval to conduct the study at the ELSD was granted by the Head of Academic Affairs at CFY KSU (see Appendix D). Finally, to travel to Saudi Arabia, I had to apply for an outside study request with details of the facilities and resources available in the data collection location, which was reviewed and signed by my supervisors.

The privacy and confidentiality of participants in this study is also considered. Dörnyei (2007) confirms that it is a fundamental principle in research that respondents' right to privacy should be respected, where they have the right to remain anonymous and can refuse to answer questions or withdraw from the study at any time. These principles were followed, and the following ethical considerations were considered in this study:

- All participating students were given a copy of the study's information sheet and a consent form that was translated into their native language, Arabic (see Appendix E).
- Teachers whose classrooms I observed were also given a copy of the information sheet and consent form (see Appendix F).
- Throughout the study, teachers were anonymised using the code T to guarantee their confidentiality, and students in groups A and B were labelled as S1–S6 and SS as a group or S if unidentified.
- All data collected, including audio recordings of classrooms, and semi-structured interviews, were stored in encrypted Newcastle University OneDrive.

- There were no participant withdrawals in either of the classroom groups, but participants were assured they could withdraw from the study at any time and without any negative ramifications.

Furthermore, there are ethical implications that this study has considered when allowing tlang in the two groups of level A and B. It is important to note that prior to conducting the research in the EFL classroom of ELSD, my own observation as a teacher is that students use Arabic in its SA and CA forms spontaneously, regardless of the teachers' effort to impose the rule of English only. This is more evident when students are collaboratively working together in their groups or as pairs. García and Li (2014) confirm that in second language learning and teaching literature, there has been abundant empirical evidence that bilingual learners and teachers normally move between 'languages' naturally in the classroom. As an exploratory study, I had to consider the potential implications of tlang tasks during my research on the participants and towards the end of their participation in the study, and their return to their regular English only classrooms. I would argue that by allowing the use of students' full linguistic repertoire during the different tasks of the reading lesson, students could utilise tlang more purposefully and strategically to support their learning in light of the advantages revealed in the study.

In terms of the teachers, I clarified the aim, process, and requirements at the outset of this study, so they knew what was expected during the seven weeks of group observations, and eighth week of interviews and reflections. Teachers in this study also knew that the results would be shared with them on my return as a teacher to this context.

Cohen, Manion and Morrison (2018) assert that the aim of achieving reliability and validity in educational research should be included in the conceptualisation, planning, methodology, instrumentation, data analysis, discussion, drawing conclusions, and reporting of findings in the study. However, in qualitative research, reliability and validity are defined differently since there is less control and structure. Internal validity depends on what is known as credibility, and external validity is transferability (McKay, 2006). Lincoln and Guba (1985) cited in Cohen, Manion and Morrison (2018 p. 301), suggest that credibility in naturalistic inquiry can be addressed by:

- Prolonged engagement in the field
- Persistent observation

- Triangulation (of methods, sources, investigators, and theories)
- Peer debriefing
- Member checking (Lincoln and Guba, 1985, p. 301).

In this case study research, the use of multiple data sources is a strategy that also enhances data credibility (Patton, 2002; Yin, 2018). To verify this, I used multiple data sources to evidence the allowing of tlang and reflection of students' use of tlang by combining group observations, individual interviews, weekly and final reflections, along with samples of students' work. In addition, peer debriefing and member checking of the interview questions, multilingual student profile, weekly and final learning questions were performed by four fellow PhD students as previously clarified in 3.3.5.

According to McKay (2006), transferability is concerned with the degree to which the findings of the qualitative study can be applied to other contexts. Therefore, I provided a detailed description of the participants and contexts in previous sections (3.3.1 and 3.3.2) so that readers could determine the extent to which findings could be applied to other contexts. Nevertheless, I would argue that the sample of first-year college English learners learning English under a strict target language-only policy could be a close representation of other communities of students learning EFL in Saudi Arabia.

However, the goal of the qualitative enquiry is to understand the specific context being examined without focusing on the concept of generalisability or what is described in qualitative research as transferability. Yin (2018) argues that qualitative research can be generalised analytically by relating the findings to theoretical propositions, which this study seeks to achieve. Furthermore, to address external validity, I position my single case study within the frame of tlang and SCT that can be generalised, as Yin (2018) states, from a particular finding to broader theory.

Finally, for the test of reliability in the data collection phase, I used the case study protocol, developed a case study database, and maintained a proper chain of evidence. For example, for each tool, I had the original English form, the translated copy and the comments given by each reviewer, and the final revised copy of each tool that was used for data collection. Furthermore, I documented each stage of the data collection in a single file with all the dates and tasks accomplished weekly. This documentary evidence addressed the transparency needed to achieve reliability.

Both inter-rater (IRR) and intra-rater reliability were evaluated after finalising the codes during the data analysis. I created a codebook that defined each code with an example from the data (Creswell 2014). This codebook was explained to three PhD colleagues in the field who were given the same sample of data to code with the aim of mitigating

interpretive bias and achieving consistency of coding. Miles, Huberman and Saldaña (2020) suggests that IRR of 80% agreement between coders on 95% of the codes is considered a satisfactory agreement between different coders. A percentage of 57% agreement was achieved from the first cycle of coding. IRR was evaluated using the formula described by Miles, Huberman and Saldaña (2020): reliability = number of agreements / number of agreements + disagreements. The low percentage is due to the circumstances when the test was conducted during the lockdown of the university due to the COVID-19 situation in 2020. Consequently, I was not able to explain and demonstrate the coding of data to the coders in person, and therefore I assumed that some misinterpretations would occur via email and distant communication. Most mismatches occurred between the code "independent tlang" and the difference between "negotiating content" and "clarifying language", which I then responded to accordingly by updating my codebook description. I also applied an intra-rater reliability check, where I attempted to recode a sample of my work in August 2020 and compare it with what I initially did in February–March 2020. The intra-rater reliability percentage was 76%, which is acceptable. The second attempt to redefine the codes and recode resulted in a higher percentage of 88% in October 2020.

3.7 Conclusion

In this chapter, I have provided an in-depth description of the method of allowing tlang in the collaborative groups by adopting a tlang strategy during the reading tasks. The aim was to create a tlang space where students could use their full linguistic repertoires freely and flexibly during reading lessons. Therefore, the method and tools implemented in this case study were carefully selected and justified to not simply allow the use of Arabics, but to facilitate a space for their creativity and criticality in reconstituting their languaging practices for learning. This chapter has also presented an overview of the data analysis together with an account of the ethics, reliability, and validity of the study.

The presentation of findings is holistic, reflecting the two cases of level A and level B groups. Accordingly, the microgenetic and thematic analysis provided an examination and description of tlang affordances within and across each case, and therefore my findings are presented according to the thematic categorisation and not through each case. In chapter 4, the findings of the group observations, artefacts and weekly reflections is presented, and in chapter 5, I present the findings of interviews and DEAL

reflections. The discussion in chapter 6 amalgamates the findings of tlang affordances that students showed in their groups with how they describe those affordances from their perspective to answer my main research question of how allowing tlang in the EFL classroom supports learning and whether there are differences between the use and reflection of tlang affordances in level A and level B groups.

Chapter 4. Tlang Affordances in the Collaborative Reading Groups

4.1 Introduction

Following the review of the literature and description of the methodology, this chapter presents the first section of analysis and findings from the group observations, artefacts, and weekly reflections. The purpose of this case study research was to allow tlang as a pedagogy during collaborative reading tasks in EFL university-level classrooms in KSU. It studies two cases in two different proficiency levels to reflect the process of and reflection on tlang affordances when students are allowed and facilitated to use their full linguistic repertoire. A series of classroom reading lessons of both the level A and level B groups were observed when tlang was allowed and when students were in their regular classroom setting. This study aimed to answer the following research questions:

RQ 1. How can allowing tlang in the EFL university-level classroom in KSA support learning?

RQ 1.1 What are the tlang affordances of learning that students demonstrate during the collaborative reading tasks?

RQ 1.2 How do students describe and reflect on the tlang affordances of learning in the collaborative reading tasks?

RQ 1.3 Is there a difference between level A and level B use of and reflection on tlang during and after the collaborative reading tasks?

4.2 Presentation of the Findings

Yin (2018) suggested that the best way to perform the case study analysis is to create a general analytical strategy that links the case study data with important concepts of interest, which are then used to guide the direction of the analysis. To answer my research questions, I implemented a robust strategy of analysis considering the sociocultural theoretical propositions, as well as the underpinnings of tlang as a pedagogy and theory of language in use. I used the constant comparative method (Corbin and Strauss, 2008) to compare the two cases of level A and level B tlang groups.

To answer my research questions, I present my analysis and findings in two chapters. This chapter presents the pedagogic functions and affordances of allowing tlang in the

collaborative reading classrooms (the process of tlang). Chapter 5 presents the descriptions of the affordances and reflections of students after being allowed to translanguage in the collaborative reading tasks (the reflection on tlang).

Table 4-1 below presents the aims of Chapters 4 and 5, the type of data analysed, and the method of analysis.

Chapter	Aim	Data analysed	Method of analysis
Chapter 4 To answer RQ 1, RQ 1.1 and RQ 1.3	To present the pedagogic functions and affordances of tlang during the process of tlang in collaborative reading groups	Group observation (Transcripts of audio recordings and observation notes) Written artefacts Weekly learning reflections	Microgenetic analysis (Siegler, 2006) and SDA (Mercer, 2007)
Chapter 5 To answer RQ 1 RQ 1.2 and RQ 1.3	To present students' descriptions of and reflections on tlang affordances after allowing tlang in the collaborative reading groups	Post semi-structured interviews DEAL written reflections	Thematic analysis (Braun & Clarke, 2006) and (Nowell et al. 2017)

Table 4-1 Aim of Chapters 4 and 5, type of data analysed, and method of analysis

Both chapters draw on the comparison of the level A and level B groups in a holistic and integrated synthesis that is embedded in each chapter; therefore, the findings present themes arising from both cases of group A and group B in Chapters 4 and 5. Furthermore, in response to Li and Ho's (2018, p. 36) suggestion that the different languages in multilingual learners' minds "play different roles and interact with one another in complex and dynamic ways for different purposes and under different conditions", the analysis of tlang affordances is an attempt to reflect and understand such relations in addition to the cognitive and social functions accomplished through the fluid use of students' linguistic repertoire, which I classify as 'tlang episodes', which will be explained in the next section.

4.3 Unit of Analysis: Tlang Episode

Following the completion of the data collection, transcription, and translation (see section 3.5.1), I had to identify a criterion for choosing units of analysis. This study used the term 'tlang episodes' to denote the fluid and flexible languaging of Arabic, English and the different varieties of languages and dialects within. In that sense, drawing on Swain's (2006) definition, languaging captured is understood to include moments in talk to capture thinking-in-progress or "the process of making meaning and shaping knowledge and experience through language" (Swain, 2006, p. 89). The tlang episode is also an articulation stemming from Li's (2011) definition of the process of languaging and not language as a noun in that it is "the process of using language to gain knowledge, to make sense, to articulate one's thought and to communicate about using language" (Li, 2011, p. 1223).

While all the audio recordings from group observations were valuable, there were moments when I knew during the observation what I was going to include in my findings chapter. The many reasons for this are similar to those articulated by Li (2011) in defining a moment as

> a point in or a period of time which has outstanding significance. It is characterised by its distinctiveness and impact on subsequent events or developments (p. 1224).

Therefore, some episodes presented a particular emotional quality that was also clear when students reflected on their tlang affordances in the interviews, weekly reflections, and DEAL reflections. I therefore recognise the subjectivity inherent in choosing and defining tlang episodes, and to be transparent, I define the parameters for selecting tlang episodes as follows:

1. Students were particularly creative and broad in how they translanguaged during the collaborative reading tasks.
2. Students were actively working with each other without interference or prompting of the teacher or researcher.
3. Episodes that students recalled and referenced repeatedly in weekly and final reflections.
4. Episodes that were revealed upon analysis to be useful to subsequent learning.

4.4 Evidence of Learning

SLA research situated in SCT has argued that microgenetic analyses of discourse can aid us to understand how language learning occurs during an interaction, not simply as a result of it (Swain and Lapkin, 1998; Lantolf, 2000; Martin-Beltrán, 2014).

Therefore, I conceptualise students' tlang episodes as opportunities for learning, situating learning in a sociocultural framework (Vygotsky, 1978).

In the microgenetic analysis and SDA (Mercer, 2007) of tlang episodes, I focus on the languaging performed by students as "social modes of thinking" (Mercer, 2007, p. 137), which is a method of conceptualising language as a cultural and psychological tool based on SCT (Vygotsky, 1978). Moreover, the fine-grained layer of microgenetic analysis has made possible the observation of mediating components (Lidz, 1991) and students' scaffolding and movements within their ZPD when working collaboratively on their tlang reading tasks (see section 3.5.2). Fine-grained qualitative analysis of discourse is therefore helpful in understanding the learning mechanisms that occur during collaborative talk. This is a critical aspect in SCT microgenetic analysis, as tlang episodes are viewed as both a process and a product, that is, as a process of mediating learning (i.e., affordances of tlang in this chapter) and as a product of reflection (i.e., reflection on tlang affordances in Chapter 5).

The tlang episode therefore reflects students' tlang practices and the social, cultural, and cognitive context of talk in relation to learning. In the first part of the analysis of tlang episodes, I adapt what is known as educationally significant ways of talking (Mercer, 1995; Mercer, 2007), where three speech acts of talking are defined as disputational, cumulative or exploratory (reviewed in section 2.6.3).

Mercer (2002) advised that this categorisation is not considered a rigid coding scheme but rather a heuristic device to recognise the extent to which learners are acting collaboratively and engaging in critical reflection. Moreover, he suggested that for learning to take place in interaction, a shared framework of understanding and rules need to be created. Several interaction mechanisms play a central role in crafting this framework of understanding, such as questioning, recapping, reformulating, and elaborating. This shared understanding in which dialogical activities of joint thinking take place is known as the IDZ (reviewed in section 2.6.3).

Researchers who conducted previous studies on collaborative talk and tlang, such as Duarte (2016; 2018), have argued that tlang can play a central role in facilitating learning by enhancing the quality of interactions in the IDZ. Therefore, for the purpose of analysing episodes contributing to learning, I discuss the cumulative talk and

exploratory talk in the next section since they are related to collaborative learning. Conversely, disputational talk is characterised by disagreement and individualised decision-making, and therefore it is not considered in the analysis.

In table 4-2 below, the number of episodes identified as either cumulative talk or exploratory talk in both level A and level B groups is presented. This numerical illustration highlights the difference between the level A and level B groups, as well as the difference in weeks where tlang was allowed compared with the normal teaching setting of the same groups of students in the non-tlang classroom.

Group	Week	Cumulative talk	Exploratory talk
Level A group	Tlang Week 2	5	3
	Tlang Week 3	4	5
	Non-tlang Week 4	4	4
	Tlang Week 5	1	4
	Non-tlang Week 6	1	2
	Tlang Week 7	1	6
Total number of episodes		16	24
Level B group	Tlang Week 2	7	0
	Tlang Week 3	4	2
	Non-tlang Week 4	0	0
	Tlang Week 5	0	2
	Non-tlang Week 6	1	0
	Tlang Week 7	1	9
Total number of episodes		13	13

Table 4-2 Numerical comparison of level A and level B cumulative talk and exploratory talk episodes during tlang and non-tlang weeks

4.4.1 Cumulative talk accomplished through tlang

This code is used to describe when students are building positively and uncritically on what another student has said, such as repetitions, confirmations, and elaborations (Mercer 2004). The analysis showed no pertinent distinction between level A and level B cumulative talk. Generally, in terms of content, all the episodes were task-related, and there were few off-task interruptions. Tlang episodes captured how students interacted to create cumulative talk by frequently repeating and building on what another student had said. Students rarely played a dominant role in answering; rather, they were collaboratively agreeing with each other's answers by paraphrasing and completing sentences that others had started.

In the following episode, for example, students in the level A classroom were negotiating the content in the reading preview section during the second week of allowing tlang, where they were discussing the reading topic (sports and supporting football teams). This episode is also coded for the tlang affordance of negotiating meaning (see section 4.5.1). Additionally, it is a clear episode of cumulative talk, as evident in lines 43, 45 and 47. In discourse analysis, Mercer (2007) confirmed the need to ensure that

> transcription of speech is a faithful representation of what is actually said, to the extent that speakers' utterances are not misrepresented and as much information relevant to the analysis is included as is practically possible (p. 147).

For this reason, transcription in this research focused on highlighting the tlang occurrences, and therefore I have presented the original transcript of the audio-recorded observations in the left column and provided the English translation in the right column utilising transcription conventions to denote the details needed for my analysis (see Appendix L for the list of transcription conventions).

Original	Translation
42 S1: هي تقول كيف احنا ندعمهم	42 S1: she's saying how can we support them
43 S5: انه يعني كيف نساعدهم اذا خسروا	43 S5: meaning, for example, how we can help them if they lose
44 S1: كيف supporting them. هي تقول كيف احنا ندعمهم؟	44 S1: how supporting them. She's saying how we can support them
45 S6: ايه ايه (.) انه لما يخسرون	45 S6: yes (.) when they lose
46 S4: نشتري T-shirtathom <code-meshing>[27]	46 S4: we buy T-shirtathom <code-meshing the word T-shirt + at+hom>
47 S4: buy their things أي شي متعلق فيهم	47 S4: buy their things, anything related to them
48	48 ….
(A observations\Tlang.GroupA. Wk2: 42–48)	

Episode 1 Cumulative talk through tlang (Group A)

In this episode, students are repeating by paraphrasing, such as giving examples in line 43 when S5 explains the meaning: "for example, how we can help them if they

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[27] Code-meshing is a tlang act where users dynamically move across and among languages (Garcia and Kleifgen 2010), which is slightly different from the definition of Canagarajah (2011) in that code-meshing is a writing practice in which languages are intentionally integrated, particularly within sentences. However, in this episode S4 is combining the English word T-shirt and adding the plural (-at) and personal pronoun (-hom) in Arabic to make the word sound English.

lose". S1 then confirms that she understands the meaning, but the question is "how" by emphasising the equivalent word in Arabic "كيف" and adding it to the English question "كيف supporting them?". S6 confirms again by saying in line 45, "yes, yes" followed by a very short untimed pause and rephrasing what S5 has said in line 43 by saying "when they lose".

Tlang enabled the flexibility of students using their full linguistic repertoire to make sense of meaning and answer the question on which they are working collaboratively. In line 46, S4 adds her contribution by code-meshing the word "T-shirts" by creatively adding the Arabic personal pronoun to create the word "T-shirtathom", meaning "the player's T-shirt". This is also a demonstration of how the fluidity of using their languages created a creative soft assembling of words through the morphological rules of Arabic. Then S4 adds to her answer in line 47 by saying, "buy their things, anything related to them".

This is one example of the many other tlang episodes that captured the cumulative talk of students when all the students are actively answering, repeating, rephrasing, and exemplifying in their group. In line 46, S4 creatively uses the word T-shirtathom, which appears to be a spontaneous and usual practice of code-meshing between languages. Students in the group obviously understand the meaning of this word, as no further elaborations or questions are asked after it is used in the tlang episode. This aspect of creativity is further reflected in section 5.2.9 when students reflected on their tlang affordances.

4.4.2 Exploratory talk accomplished through tlang

This code is used to describe when students engage critically but constructively with each other's ideas, offering justifications and alternative hypotheses (Mercer 2004). Reasoning is more visible in the talk, and the progress results from the eventual agreements reached. This effective tool for thinking together "serves as an ideal type" (Mercer *et al.*, 2004, p. 366). With exploratory talk, students are not just interacting, they are interthinking (Littleton and Mercer, 2013). As reviewed previously in section 2.6.3, interthinking indicates how group talk functions cognitively and socially, and how it can be used to think together and interact with others' ideas. To work effectively as a group, students use language for different purposes but mainly to negotiate meaning (see section 4.5.1).

The analysis of the observations of collaborative groups during tlang weeks and non-tlang weeks showed that exploratory talk increased slightly when tlang was allowed (see table 4-2 in section 4.4 above), mostly in level B groups. By allowing tlang, students were able to open wider variations of language use, thus creating better affordances for learning. This finding was also expressed frequently by students during the group observation and in the interviews and reflections (see section 5.2.3).

Smith and Robertson (2020) suggested that through the physiological act of speaking in both cumulative talk and exploratory talk, speakers can trigger thinking, as they are filling gaps and inconsistencies, indicating thinking during speaking. They further explained that this process is expected in group and collaborative work where students tend to scaffold to construct knowledge and articulate concepts in exploratory talk as a requisite for participation.

The findings from the observed tlang episodes suggest that wider variations of critical language use were evident in the language learning classroom when students were allowed to use their full linguistic repertoire fluidly and discursively. In the data of audio-recorded group observations across 7 weeks in both levels of group A and group B, tlang episodes coded for cognitive functions were more frequent than those for social and affective functions (see section 4.5).

Below, I present two tlang episodes from classroom A and classroom B that denote how tlang facilitated better opportunities for exploratory talk during collaborative reading tasks.

Origin	Translation
24 S5: أول شي where are these people (.) 25 S6: huh? 26 S5:وينهم فيه؟ 27 SS: ثلج 28 S6: ايش اسمه؟ صالة تزلج 29 SS: صح صالة تزلج 30 S6: طيب ليش مشهور؟ 31 S2: لأن فيها العديد من الفعاليات 32 S5: الله عليك 33 S6: because it's fun (A observations\Tlang.GroupA. Wk3: 24–33)	24 S5: first thing, where are these people (.) 25 S6: huh? 26 S5: where are they? 27 SS: ice 28 S6: what's its name? Skating rink 29 SS: that's right, skating rink 30 S6: ok, why is it famous? 31 S2: because it has many activities 32 S5: that's spot on 33 S6: because it's fun

Episode 2 Exploratory talk through tlang (Group A)

The above episode shows how students demonstrated exploratory talk and used tlang to check or confirm understanding and negotiate meaning (see sections 4.5.1 and 4.5.3). Students are looking at the preview (see figure 4-1 below). This preview is part of Unit 1: Marketing, with the reading's main question of "How does something become popular and why?", as part of my method of allowing tlang was to preview in Arabics and read the text in English (see section 3.4.2). The figure below is the translanguaged version on which the students have worked collaboratively.

Figure 4-1 Translanguaged version of reading preview Unit 1: Marketing

The question that the students are discussing is number 2, which is originally stated in their English books as "where are these people? Look at the picture, what makes this place famous?". To analyse this episode, I first review Littleton and Mercer (2013) explanation of the parameters of exploratory talk where:

- everyone engages critically but constructively with each other's ideas

- everyone offers the relevant information they have

- everyone's ideas are treated as worthy of consideration

- partners ask each other questions and answer them, ask for reasons, and give them

- members of the group try to reach agreement at each stage before progressing; 'visible' in the talk (pp. 26-27).

On that premise, in episode 2, students are engaging constructively with each other by participating and asking each other questions. Questions occur in lines 24, 26, 28 and 30. In line 30, S6 is asking "Why is it famous?". S2 answers in line 31 that "because it has many activities", and then S6 adds in English "because it's fun".

Also, in line 24 when S5 asks "where are these people", S6 replies with "huh", indicating that she did not understand, and S5 translates instantly in the Najdi dialect[28] "wenhom feeh?" to enable her to give the correct answer in line 28, and the students confirm her answer in line 29 by agreeing with her. This short episode demonstrates how students are collaboratively negotiating content to reach agreement by filling gaps and discrepancies, indicating thinking during speaking and through tlang.

Another example of exploratory talk through tlang is episode 3 below. In this episode, students are working collaboratively on a vocabulary task as part of the reading preview task (see figure 4-2), where they are trying to work out the meaning from the context of the reading text (see figure 4-3).

Original	Translation
112 S3: بنات شوفوها trait paragraph 5	112 S3: girls, look at it, trait paragraph 5
113 S3: mental health بمعنى صحة	113 S3: meaning mental health
بس بالجملة؟	But in the sentence?
114 S1: ايه اكيد بالمعنى هنا بتكون غير	114 S1: yes, of course, here it will be a
115 S2: ايه على حسب الاستخدام	different meaning
116 S5: طيب the feeling is still vivid اتوقع انه	115 S2: yes, it depends on the usage
117 S1: انه تقدرين something (.) اول شي تتذكرينه	116 S5: ok, I think the feeling is still vivid

---

[28] Najdi dialect is the group of Arabic varieties originating from the Najd region of Saudi Arabia (see figure 1.2). Speakers of this dialect include most Bedouin (nomadic) tribes historically residing in deserts surrounding Najd.

شي بالذاكرة 118 S5: احس انه زي الرسمة براسي بس ما مافهمت شلون أشرح لكم 119 S1: //يعني شي تعرفينه 120 S2: شي مضيء 121 S5: ايييه زي كذا 122 S1: ممكن صح (Tlang.GroupB.Wk7, Pos. 112–122)	117 S1: first (.) it is something that you can remember Something in the memory 118 S5: I feel like it's a picture in my head but I don't understand how to explain it 119 S1: // something that you know 120 S2: something radiant 121 S5: yes like that 122 S1: probably yes

Episode 3 Exploratory talk through tlang (Group B)

READING 1 | تحدي الخوف: الفوز والمخاطرة في الرياضات الخطرة

UNIT OBJECTIVE ►►►► ستقرأين مقال من مجلة National Geographic والتي تستعرض لماذا بعض الأشخاص يقومون بالرياضات الخطرة. الرياضات الخطرة هي الرياضات التي يعتقد أغلبية الناس بأنها risky . استعيني بالمقال لجمع المعلومات والأفكار للـ unit assignment

PREVIEW THE READING

A. اقرأي الجملة الأولى لكل فقرة. لماذا تعتقدين بأن الأشخاص يقومون بأمور مثل الرياضات الخطيرة. check your ideas

- [ ] They don't think it's too risky.
- [ ] They secretly want to get hurt.
- [ ] They like a challenge.
- [ ] They love the feeling of excitement.
- [ ] It makes them focus on the present moment.
- [ ] They want to be famous.
- [ ] Other reasons _____

_____

C. ضعي علامة بجانب الكلمات التي تعلمينها ثم أوجدي الكلمات في النص. استعيني بالـ cues لمساعدتك في فهم معاني الكلمات.

aspect (n.) 🔑	perceive (v.)	tolerance (n.)
challenge (n.) 🔑	precaution (n.)	trait (n.)
mental (adj.) 🔑	pursuit (n.)	vivid (adj.)
notable (adj.)		

🔑 Oxford 3000™ words

Figure 4-2 Translanguaged version of reading preview Unit 5: Why do people take risks?

for years. They weren't going out there to get hurt." Murphy said the perspective of extreme athletes is very different from our own. "We look at a risky situation and know that if we were in that situation, we would be out of control," he said. "But from the athletes' perspective, they have a lot of control, and there are a lot of things that they do to minimize risk." Statistically, mountain climbing is not as risky as people think it is. Our perceived risk of the sport leaves the majority of us at the bottom of the mountain.

5   Another key **aspect** of risk perception may be something referred to as "the flow" or "the zone." It is a state in which many athletes describe becoming absorbed in pursuits that focus the mind completely on the present. "Something that makes you begin climbing, perhaps, is that your adrenaline flows and you become very concentrated on what you're doing," Read said. "After it's over there's exhilaration³. You wouldn't have that same feeling if the risk hadn't been there." Psychologists note that some people seem to have a strong craving for adrenaline rushes⁴ as a thrill-seeking behavior or personality **trait**. As a result, these types of people may always be driven to adventures that others consider extreme. "I can enjoy hitting the tennis ball around, because that's my skill level," Murphy said. "But others might need the challenge of Olympic competition."

³ **exhilaration:** a feeling of being very happy and alive
⁴ **adrenaline rush:** a feeling of being very excited and happy, brought about from the body chemical of the same name

Figure 4-3 Reading text Unit 5: Why do people take risks?

Episode 3 demonstrates students' tlang in the process of using context clues to comprehend the meaning of words in the reading text, they collaborate to cross the words they know and find the words in the reading text. In line 112, S3 is indicating to the group that she found the word 'trait' in paragraph 5 (see figure 4-3), suggesting that it means 'mental health' but in a hesitant voice asking students whether it has a different meaning in the sentence. In lines 114 and 115, S1 and S2 agree that the meaning differs in context, and in lines 116 and 117, S1 and S5 suggest other meanings for the word through tlang. In line 118, S5 again elaborates that she feels that the meaning resembles an image in her mind but she's struggling to explain it. S1 and S2 try to help her to find the meaning by proposing more definitions in a process of finding the correct meaning through interthinking collaboratively.

In tlang episodes 2 and 3, exploratory talk, a means for joint construction of knowledge, is reflected in students' collaborative tlang in their groups. Allowing tlang enables students to use their fluid languaging to question, recap, reformulate and elaborate on their peers' answers in the group.

It was also found that students succeeded in collaboratively solving the reading tasks rather than asserting individual dominance in finding answers to questions. For example, students asked each other what they thought, they all participated, and they seemed to reach consensual decisions.

The cumulative talk and exploratory talk episodes in this section lay the groundwork for the next section, which will apply a more microgenetic lens to analyse tlang affordances.

4.5 Tlang Affordances During the Collaborative Reading Tasks

As a case study, the purpose of this qualitative study is not to measure students' learning but to identify conditions that enhance their opportunities to learn English. These conditions are referred to as tlang affordances (see section 2.7 for a review of the term affordance). As my unit of analysis is tlang episodes (see section 4.3), I categorise tlang episodes according to their pedagogic functions (Tigert *et al.*, 2019) by considering the type of talk occurring (Mercer, 1995) and by reflecting the mediating components of learning (Lidz, 1991) (see Appendix A). Initially, Lidz' (1991) scale was used to identify and evaluate the mediating behaviour of adults when actively interacting with a child in a learning experience. However, this scale was potentially used to observe any type of mediated teacher–learner or learner–learner interaction in the language classroom (Guerrero and Villamil, 2000). Therefore, in using this scale, I would argue for its worth to reflect the mediational tools of students' translingual practices in an expanded zone for learning. This complex analysis is grounded in the theoretical claim of tlang as a practical theory of language, highlighting the creative and dynamic linguistic practices that students utilise when adopting tlang as a pedagogy.

The analysis is also supported by students' written artefacts during the reading tasks and collaborative weekly reflections (see section 3.4.4), which aimed to record the "critical moment often resulting in fundamental, higher-level learning" (Li, 2011, p. 1224). The weekly reflections on students' lived experiences of tlang reflected students' own language use and performance. This is an integral part of my analysis, as students were encouraged to reflect on their learning every week, and I was able to identify the critical moments of their learning through tlang as they stepped back and reflected on their experiences collaboratively (Li, 2011).

Table 4.3 below illustrates the five tlang affordances that shape the analysis of tlang episodes, which are adapted and modified from the pedagogic functions of tlang in peer-reading interactions by Tigert *et al.* (2019).

Tlang affordance	Definition
1 Negotiating meaning	Use of tlang to understand the meaning of the text, such as new concepts of which the students had to clarify the meaning
2 Clarifying language	Use of tlang to clarify definitions and translations of vocabulary and grammar
3 Checking or confirming understanding	Use of tlang to check and confirm understanding of the task
4 Task management	Use of tlang to discuss or explain directions regarding what to do next in the exercise
5 Building relationships	Use of tlang to show care, affection, and emotion to build trust and relationships

Table 4-3 Tlang affordances during the collaborative reading tasks and their definitions

Considering the above definitions, I adapted the five pedagogic functions of peer-reading interactions as a guiding framework for analysing tlang episodes. Table 4.4 below provides a numerical representation of the episodes coded each week in both level A and level B groups.

Affordance	Negotiating meaning		Clarifying language		Checking or confirming understanding		Task management		Building relationships	
	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
Week 2 Tlang	1	1	7	6	0	7	3	8	0	3
Week 3 Tlang	4	5	1	3	2	0	0	4	0	5
Week 4 Non-tlang	3	0	5	3	0	0	0	1	0	2
Week 5 Tlang	0	3	2	3	0	0	2	0	2	0
Week 6 Non-tlang	2	0	1	2	0	0	3	0	0	2
Week 7 Tlang	1	2	6	9	1	2	1	3	0	1
Total number of episodes	11	11	22	26	3	9	9	16	2	13
	22		48		12		25		15	

Table 4-4 Numerical representation of coded episodes of tlang affordances in group A and group B per week

In the following sections, I discuss each affordance separately, providing a microgenetic analysis of both level A and level B groups exemplifying episodes from both groups, which are augmented with findings from students' weekly reflections and written artefacts.

4.5.1 Negotiating meaning

This affordance represents tlang episodes showing how students used their fluid and flexible tlang to negotiate meaning during the collaborative reading tasks.

The first example from level A demonstrates how students used tlang to negotiate meaning captured in week 3 of the group observations.

Original	Translation
96 S5: what do you think the article will say about advertising?	96 S5: what do you think the article will say about advertising?
97 S5: يقولك ان العنوان وش يتكلم عنه؟	97 S5: he's saying what the topic is talking about?
98 S6: لا يقولك من العنوان (.) وش.. بيتكلم عنه	98 S6: no, he's saying from the topic what will he talk about?
99 S5: عن اي اعلان ممكن.. مدري	99 S5: about any advertisement maybe.. I don't know
100 S6: طيب شوفي .. شوفي من العنوان idea يمكن يستعملونها	100 S6: maybe the idea, look, from the topic, look, they use it
101 S6: يمكن الافكار التي تستخدم في الدعايات او اللي ممكن تستخدم في الدعايات	101 S6: maybe the ideas used in commercials or that can be used
102	102 ….
103 S2: unusual ideas.. الافكار الغير مألوفة يعني	103 S2: meaning unusual ideas
104 S2: <u>UN</u>usual غير معتادة	104 S2: <u>UN</u>usual not usual
105 S6: ايه صح	105 S6: yes
(Tlang.GroupA.Wk3, Pos. 96–105)	

Episode 4 Tlang affordance of negotiating meaning (Group A Week 3)

This episode is from week 3 of allowing tlang where students were given the tlang versions of readings tasks.

Students translanguaged to negotiate meaning during the reading preview exercise. The unit topic is Marketing, and the reading is titled 'Unusual ideas to make a buzz' (see figure 4-4). Students are answering the question (preview c) of the tlang versions of the reading preview (see figure 4-4). The question starts with Arabic and ends with English. However, when S5 is reading out the question for the group in line 96, she only reads the English part, and she then attempts to translate the question instantly for her group in line 97, taking the lead to facilitate problem solving through task

regulation (Lidz, 1991). In line 98, S6 disagrees with her translation and attempts to repair it by adding the pronoun "مَن" in Arabic (line 98) to indicate that the question is asking them to elicit the ideas of advertising from the title of the article.

In this short episode, we see the microgenesis of the participants' tlang and scaffolding at work (Donato, 1994). From several incorrect alternatives (lines 97, 99, 100 and 103) the students arrive, in collaboration, at better alternatives (lines 98,101 and 104).

This type of group repair reflects how students are interthinking to make sense of the translation. This is also a demonstration of exploratory talk (Littleton and Mercer, 2013), where students are collaboratively engaging critically and constructively with each other's ideas.

In lines 103 and 104, S2 explains the meaning of the key word in the title, namely 'unusual', giving two translations and emphasising and raising her voice on the prefix UN in the word 'unusual' to indicate to the group that it is the opposite of 'usual'. She seems to self-repair her translation in line 104, which is agreed on by S6 in line 105 by using the same form of prefix un+ adjective in Arabic to explain that when this word is added to an adjective, it gives a negative or opposite meaning. This tlang episode demonstrates the semiotic mediation in tlang when students connect their existing knowledge of the form and meaning in their L1 to mediate the understanding of the target language.The above episode represents a type of appropriation to make meaning where students are first collectively scaffolding to provide better alternatives, and second, correcting the translation through self-repair and agreement.

B. Go online for more practice with the vocabulary.

C. PREVIEW اقرأي العنوان وانظري الى الصور في المقال التالي عن التسويق what do you think the article will say about advertising?

D. QUICK WRITE لماذا تشتهر بعض الأفكار أو المنتجات برأيك؟ اكتبي ٣ جمل واذكري مثال يدعم اجابتك

WORK WITH THE READING

A. اقرأي المقال وناقشي مع زميلاتك why something becomes popular

Unusual Ideas to Make a Buzz

1   Every year companies spend millions of dollars on advertising to create buzz about their products—in other words, to get people talking about them. Companies know that people like to talk about unusual, funny, and remarkable things. Nowadays, companies are using many creative ways to help products become more popular.

2   One idea that can **contribute** to popularity is to do something very unusual. Red Bull™ is a company that makes energy drinks. They want people to feel energetic when they think about Red Bull. So they sponsored an unusual event: 43-year-old Felix Baumgartner jumped from 39 kilometers up in space to set a

new world record for skydiving. He traveled more than 1,300 kilometers per hour in a space suit with Red Bull's name on it. This is part of a new **trend** in advertising in which companies pay for unusual events, hoping that customers will talk more about their products.

3   Some other companies choose to do something surprising so that people will remember their product and **spread** their idea. A good example is a company called Blendtec™. Tom Dickson, Blendtec's owner, had an idea to make his blenders look more interesting. He made videos showing his blenders mixing up unusual things. He put items like smartphones, rakes, or sports equipment into one of the machines and asked, "Will it blend?" People were surprised to see a blender cut a smartphone into small pieces. Everyone talked about the videos and wanted to **find out** more about the blenders. Dickson was invited to demonstrate his products on TV shows. His blenders became much more popular, and he sold a lot more of them.

Felix Baumgartner sky diving from space

Reading and Writing   5

Figure 4-4 Reading preview: Unusual Ideas to Make a Buzz

Another example in the level A group is episode 5, illustrating how students are using tlang to negotiate meaning during week 4.

Original	Translation
45 S6: الفكرة الأساسية هي آخرسطر	45 S6: the main idea is the last line
46 S5: بنات ايش معنى ?royalty	46 S5: girls, what is the meaning of royalty?
47 S6: ملكي	47 S6: royal
48 S5: الأصفر هو الملكي	48 S5: the yellow is the royal
49 S6: يس في China الصورة شوفو اصفر لابس	49 S6: yes, in China he's wearing yellow, look at the picture
50 S5: احنا ايش ؟	50 S5: what about us?
51 SS: green .. اسود	51 Ss: green.. black
52 S1: الملكية هي royalty	52 S1: royalty is royal
53 S6: طيب شوفوا بنات آخر سطر هو الفكرة الأساسية	53 S6: ok, girls, look at the last line, it's the main idea
54 S2: colour has ... يقولك ايه	54 S2: yes, it says colour has…
55 S2: اول سطر وآخر سطر كلهم نفس الكلام	55 S2: the first and last lines are all the same idea
(Non-tlangGroupA.Wk4, Pos. 46–55)	

Episode 5 Tlang affordance of negotiating meaning (Group A Week 4)

Episode 5 took place in the level A group during week 4 of non-tlang, where the reading topic was How Colours Make Us Think and Feel (see figure 4-5). As this episode occurred in students' regular classroom with their English teacher, they are using tlang regardless of the English-only rule. Students are collaboratively discussing paragraph 4 (see reading passage in figure 4-5) with a subtopic titled 'Cultural Meaning'.

Cultural meaning

4 Colors also have different meanings in different cultures. A color may represent good feelings in one culture but bad feelings in another. For example, in the United States, white represents goodness. It is usually the color of a bride's wedding dress. However, in India, China, and Japan, white can mean death. Green is the color of dollar bills in the U.S., so green may make Americans think of money. But in China, green can represent a loss of respect[2]. Different colors sometimes represent the same idea in different cultures. In European cultures, purple is the color of royalty for kings and queens. In Asia, yellow is the color of royalty. In addition, one color will have many different meanings within one culture.

a Chinese emperor wearing yellow

Color psychology

5 Color **psychology** is the study of how colors affect our emotions. Researchers are finding that colors can change our behavior in **specific** ways. For example, one research study showed that people could lift heavy weights more easily in blue rooms. Other studies have looked at how colors influence decisions. Soccer referees made more decisions against teams that wore black uniforms. Tae kwon do[3] referees gave competitors in blue clothing higher scores than competitors in red. In another study, students who saw the color red before a test did much more poorly. Of course, these test results might vary from culture to culture.

6 Most people do not realize how much color affects them. It can affect how people think, feel, and act. Some colors, such as those in nature, can have the same meaning for everyone. Other colors' meanings may be different in different cultures. We can increase our understanding of ourselves and the world around us by learning about what colors can mean or represent.

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[2] **respect:** the feeling that someone or something is important [3] **tae kwon do:** a Korean art of self-defense using kicks

Figure 4-5 Reading text: How Colours Make Us Think and Feel

The teacher has divided the students into groups and asked each group to read, discuss and understand the main idea of their subtopic paragraph. Although the teacher was teaching exclusively in English and asked students to discuss in English, collaborative talk was in both Arabic and English. In this episode, students are negotiating the meaning of the paragraph collaboratively and identifying the main idea of the paragraph, which they can do, as shown in lines 45, 53 and 55. However, during

this task, students encounter the word 'royalty' and are negotiating the meaning through tlang, mediation and internalisation. In line 49, S6 is looking at the picture of the Chinese emperor who is wearing yellow to suggest that this is indeed the meaning of 'royalty' by pointing at the picture and justifying that he is wearing yellow, so it is the colour of royalty in China.

In this episode, tlang created an opportunity for deeper meaning making, as students were utilising both languages fluidly to make sense of the reading and particularly the word 'royalty'. In line 50, S5 makes sense of the word by first internalising the meaning of 'royalty' and then transforming her inner thought into an external question, "what about us?", causing the other students in the group to think about their shared culture and answer in line 51, "green, black", consequently facilitating the confirmation of the meaning of the word 'royalty' in line 52 when S1 confirmed "royalty هي الملكية".

Swain *et al.* (2009, p. 5) argued that

> languaging is an important part of the learning process, as it transforms inner thoughts into external knowledge (externalization) and conversely, it transforms external knowledge into internal cognitive activity (internalization).

In terms of evidence that language learning occurred in the process of tlang in the above interaction, it is interesting to note that immediately after the class, students stated in the short weekly reflection sheet that they succeeded in knowing the main topic and subtopic of the reading (see artefact 1), which they expressed in Arabic. Furthermore, in answering the second question of the reflection, students noted that their classmates in the group helped them to translate the two words 'royalty' and 'respect' (see artefact 2).

3-In what ways did you succeed or do well in the reading lesson? How do you think you could improve this next week?

في أي من النواحي نجحت أو تفوقت في نشاط القراءة؟ كيف يمكنك تطوير ذلك للأسبوع القادم ؟

Translation: save time by dividing the section between the group,

Artefact 1 Weekly reflection question 3 (Group A Week 4)

2-How did your classmates in the group help you learn? Give some examples?

كيف ساعدتك زميلاتك في المجموعة في التعلم؟ اذكري بعض الأمثلة

- ترجمة بعض الكلمات : (respect , royalty)

> Translation: translate some words: (respect, royalty)

Artefact 2 Weekly reflection question 2 (Group A Week 4)

'Meaning' is an aspect of mediating (Lidz, 1991), which is defined as the promotion of understanding by highlighting what is important, marking relevant differences, elaborating detail, and providing related information. Episode 5 represents an original attempt of mediation to make meaning. It also suggests that students (at least for the duration of the class) had used Arabic as a mediator of English learning (Swain and Lapkin, 2000) to appropriate the part of speech of the translation after a process of collective scaffolding. This is evident in line 46 when S5 asks about the meaning of 'royalty', with S6 answering in Arabic "ملكي" (the adjective). However, in line 52, S1 appropriates the tense after the collective scaffolding to the correct part of speech in Arabic that 'royalty' is "الملكية" (the noun).

In the level B classroom, using tlang to negotiate meaning was also more evident during tlang weeks. Episode 6 below is extracted from week 3.

Original	Translation
197 S6: \<reading> why do we talk so much about the weather..	197 S6: \<reading> why do we talk so much about the weather..
198 S1: انو الناس يختارون يتكلمون عن الطقس والأشياء هذي .. //	198 S1: because people choose to talk about the weather and these things.. //
199 S5: الاشياء الرسمية الأشياء العالمية	199 S5: official and international things
200 S6: ولا يتكلمون عن أشياء شخصية	200 S6: and they don't talk about personal things
201 S5: عشان يكونون شوي ياخذون ويعطون	201 S5: so that they can converse
202 S6: هذي هي خلاص لقيت الملخص المفيد	202 S6: that's it. I found the concise summary
203 SS: يلا	203 SS: say it?
204 S6: why do we talk about the weather (.) er because we start the small talk a polite conversation about something much less important	204 S6: why do we talk about the weather (.) er because we start the

	small talk a polite conversation about something much less important
205 S5: ايه صح	
(B observations\Tlang.GroupB.Wk3: 197–205)	205 S5: yes, that's right

Episode 6 Tlang affordance of negotiating content (Group B Week 3)

In this episode, students are doing a summarising activity after they have read the text. They are discussing the second paragraph of the reading (see figure 4-6) about making a good first impression and small talk. In line 197, S6 initiates the talk by reading the first line of the second paragraph in English "why do we talk so much about the weather?". S1 responds in Arabic by roughly translating the sentence. Her response is interrupted by S5 in line 199, where she is complementing and elaborating to S1. As a part of exploratory talk, S6 also complements this answer by adding " ولا يتكلمون عن أشياء شخصية" meaning "and they don't talk about personal things". This response gives a space for S5 to figure out the answer in line 201. As a result, S6 is prompted in line 202, as she states that she now knows the answer. She is setting up the construction (Lidz, 1991), reading out her summary in line 204, which is followed by agreement from S5 in line 205. This short episode illustrates how students are using tlang to negotiate the meaning of the content through exploratory talk where they are collaboratively mediating within tlang. This is linked to what Villamil and De Guerrero (1996) explain in their study on peer revision in the L2 classroom. They mention five mediating strategies, one of which is using L1 to provide scaffolding to make meaning of text, retrieve language from memory, and explore and expand content.

Figure 4-6 Reading text: Small Talk: A Big Deal

The second episode in group B is part of a task to summarise the reading text (see figure 4-7) in week 7. The activity is to read the first sentence of each paragraph and then attempt to discuss collaboratively and write one sentence that summarises the whole text. After they have read the text in English, students are facilitated to tlang during the summarising activity.

Original	Translation
200 S6: نقول يمدينا صح الا taking risks is //	200 S6: that's right, we can say taking risks is //
201 S3: it makes life more exciting	201 S3: it makes life more exciting
202 S6: كيف يعني توخرك من العالم ال..؟	202 S6: how do we say "steps you out" of life?
203 S5: avoid you .. تجردك	203 S5: avoid you?
204 S3: توخرك تعزلك	204 S3: steps you out, isolates you
205 S6: لا ابي اكتب يعني تطلعك ..	205 S6: no, I want to write like puts you out
206 S3: طيب عادي اكتبوا عربي انجليزي	206 S3: that's ok, you can write Arabic and English
207 S3: taking a risk // طيب اكتبي	207 S3: ok, then write taking a risk//
208 S6: will get you off your normal routine	208 S6: will get you off your normal routine
209 SS: eh	209 SS: yes, yes
210 S5: and you feel	210 S5: and you feel
211 S6: will take you away	211 S6: will take you away
212 SS: Hhh	212 SS: Hhh
213 S6 <writing> taking a risk will take you away from your daily routine //	213 S6: <writing> taking a risk will take you away from your daily routine //
214 S5: so you will feel different .. lively	214 S5: so you will feel different.. lively
215 S3: lively وش	215 S3: what's lively
216 S5: lively يعني حيوية	216 S5: lively is (Arabic translation)
217 S6: دقيقة and that's why .. people like to take risks	217 S6: wait a minute, and that's why .. people like to take risks
(Tlang.GroupB.Wk7, Pos. 200–217)	

Episode 7 Tlang of negotiating meaning (Group B Week 7)

A. Read the article and gather information about why people take risks.

Fear Factor: Success and Risk in Extreme Sports

1 Every year in Pamplona, Spain, hundreds of people run alongside 600-kilo bulls, just for the fun of it. And every year at least a few of these people are injured, some seriously. Yet this does not stop people from participating in the event.

2 What is it that drives some people to embrace extreme risks, while the rest of us run to the safety of the sidelines[1]? Lester Keller, a longtime coach and sports-psychology coordinator for the U.S. Ski and Snowboard Association, says that not everyone has the **mental** character to excel in dangerous **pursuits**. He notes that most of us reach a point that limits our appetite for extreme risk and, as a result, our ability to perform well in dangerous conditions. But others have a much higher **tolerance** for risk. Take the example of Daron Rahlves, a top U.S. downhill ski racer. "The high element of risk makes you feel alive, tests what you are made of and how far you can take yourself," Rahlves said in a previous interview with U.S. Ski Team staff. "I'm not looking for danger. I'm in it for the **challenge**, my heart thumping as I finish, the feeling of being alive," he said. "I definitely get scared on some of the courses. It just makes me fight more. . . . That's when I do best."

3 The fear that drives many people away from the risks of extreme sports may be the same ingredient that keeps others coming back for more. Mountaineer Al Read has logged many **notable** first ascents[2] over the course of his climbing career. Having climbed for over 40 years, Read says he no longer pushes to the extremes as he once did—but the feeling is still **vivid**. "I can remember when I was getting into situations where I thought that at any moment I could be killed," he told *National Geographic News.* "I would say, '. . . I'll never do this again.' But we'd get back down, and when we were safe we'd say, 'Man was that great!'" he recalled. "You forget how scary it was, and you go back again."

4 In addition to not being afraid of risks, certain people may **perceive** risk differently from others. Shane Murphy, a sports psychologist and professor at Western Connecticut State University, has worked with Olympians and other athletes. He says he is struck by the way they redefine risk according to their skills, experience, and environment. He worked with a group climbing Everest without oxygen, which to him was the riskiest thing anyone could do. But the climbers took every **precaution** to prepare themselves for this climb. As Murphy describes it, "To them it was the next step in an activity that they've done

[1] **sidelines:** the lines that form the edges of a sports field

[2] **ascent:** a climb to the top of a mountain

for years. They weren't going out there to get hurt." Murphy said the perspective of extreme athletes is very different from our own. "We look at a risky situation and know that if we were in that situation, we would be out of control," he said. "But from the athletes' perspective, they have a lot of control, and there are a lot of things that they do to minimize risk." Statistically, mountain climbing is not as risky as people think it is. Our perceived risk of the sport leaves the majority of us at the bottom of the mountain.

5   Another key **aspect** of risk perception may be something referred to as "the flow" or "the zone." It is a state in which many athletes describe becoming absorbed in pursuits that focus the mind completely on the present. "Something that makes you begin climbing, perhaps, is that your adrenaline flows and you become very concentrated on what you're doing," Read said. "After it's over there's exhilaration[3]. You wouldn't have that same feeling if the risk hadn't been there." Psychologists note that some people seem to have a strong craving for adrenaline rushes[4] as a thrill-seeking behavior or personality **trait**. As a result, these types of people may always be driven to adventures that others consider extreme. "I can enjoy hitting the tennis ball around, because that's my skill level," Murphy said. "But others might need the challenge of Olympic competition."

[3] **exhilaration:** a feeling of being very happy and alive
[4] **adrenaline rush:** a feeling of being very excited and happy, brought about from the body chemical of the same name

Figure 4-7 Reading text: Fear Factor: Success and Risk in Extreme Sports

In this episode, it is evident that through exploratory talk, students are working collaboratively on summarising the reading by using their full linguistic repertoire fluidly. They seem to complete each other's sentences (in lines 200/201, 203/204, 207/208 and 210/211) through collective scaffolding. They do this by keeping the interaction going, engaging one another's attention, and maintaining mutual goal orientation (Lidz 1991). It is clear in lines 202–205 that S6 is struggling to find the appropriate word in English that expresses what they are trying to compose. Yet knowing that they can freely use any language, they continue to negotiate the meaning by suggesting many translations in Arabic. The concept of translation and tlang is mutually embedded, as described by Baynham and Lee (2019) (reviewed in section 2.5).

Episode 7 also denotes the function of clarifying language (see section 4.5.2), as students are trying to explain and clarify the meaning of 'avoid' in line 203 and 'lively' in line 215.

One could argue that this type of talk plays an important role in sharing and learning new vocabulary, which was also supplemented by students' weekly reflection (see artefact 3 below). For example, in line 201, S3 states that taking risks "makes life more exciting". After many attempts of appropriation, however, in line 214 S5 suggests the word "lively", and then not knowing this new vocabulary, in line 215 S3 asks about the meaning and S5 responds with a translation. Although the interaction between S3 and S5 ends here, they note in the weekly reflection (see artefact 3) that they have acquired

new vocabulary. In addition, during a collaborative reflection, students expressed that they have benefitted significantly from this week's collaborative reading lesson, as they articulated in their own words (see artefact 3).

1-Think about what you have learned this week in the reading lesson. Was it useful to use your language variety? How?

فكري فيما تعلمت هذا الأسبوع في نشاط القراءة. هل استفدت من اعتمادك على ذخيرتك اللغوية؟ كيف؟

Translation: Yes I have learned a lot in the reading activity through sharing talk with my colleagues which allowed me to memorise and learn new words

2-How did your classmates in the group help you learn? Give some examples?

كيف ساعدتك زميلاتك في المجموعة في التعلم؟ اذكري بعض الأمثلة

Translation: in giving me a space to express my opinion, share my thoughts, explain words, and exchange some English grammar.

3-In what ways did you succeed or do well in the reading lesson? How do you think you could improve this next week?

في أي من النواحي نجحت أو تفوقت في نشاط القراءة؟ كيف يمكنك تطوير ذلك للأسبوع القادم ؟

Translation: In that we talk more, share more words with my colleagues. And learning new things in my mind

Artefact 3 Weekly reflection (Group B Week 7)

From a sociocultural perspective, the type of talk in episode 7 signifies an intramental activity in line 202 when S6 asks the question "كيف يعني توخرك من العالم ال.." meaning "how do we say "steps you out" of life?", thus trying to recall a word in English from her memory but she is externalising her query in the collaborative context that has acted intermentally, encouraging the other students to think and act to solve this problem. Through this repetition in the process of summarising the reading and tlang, the activity acted as both intermental and intramental activity. Vygotsky (1978) defined this process through which intermental functioning in the form of social relations between students and interaction is turned inwards and altered into intramental functioning. This is evident, as mentioned earlier when in line 202 S6 asks her question and then finds the appropriate answer through collective scaffolding and appropriation reflected in line 208 when she answers, "will get you off your normal routine", and then later in line 211, she appropriates the term by saying "will take you away".

A pedagogical implication of internalisation in the foreign language classroom is mirrored in this episode through the enhancement of interactions among students. In this episode, the role of expert can be applied to those who have internalised an aspect of language (the meaning of 'avoid you' and 'lively') (episode 7), where S5 acted as an expert.

This task of allowing and facilitating tlang by encouraging students to compose a meaningful summary of the English reading text collaboratively (see artefact 4 below) is a demonstration of exploratory talk, as students succeeded in collaboratively negotiating the meaning of the content and engaged constructively and critically to complement each other's answers and reach agreement on a written product of a composed summary. Interestingly, the level of tlang that was captured during the task was not reflected in the final written output (see artefact 4), as they tend to explain rather than use the new vocabulary that they discussed. In other words, they write the expression "take you away" instead of "avoid" and use the expression "the feeling that they will receive" instead of "feeling lively". This could be an indication that students were reluctant to appropriate their tlang into a written product.

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taking a risk will take you away from your daily rotteen and that's why people like to it. take a risk because of the feeling they will recive from it.
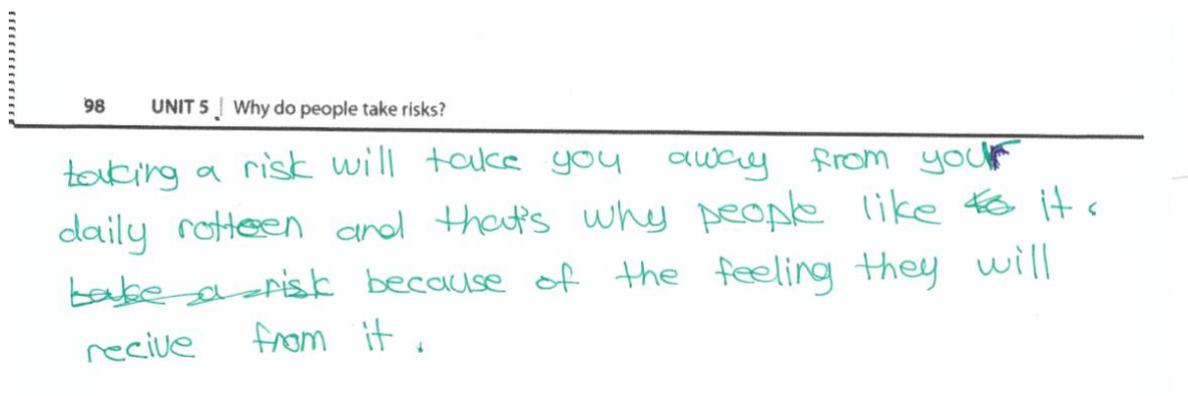
Artefact 4 Written summary (Group B Week 7)

4.5.2 Clarifying language

Clarifying language represents the most frequently occurring affordance recorded in both group A and group B (see table 4-4). This affordance represents how tlang was used to clarify grammatical and lexical problems during the collaborative reading tasks and throughout the different activities.

Episode 8 in the level A group illustrates how tlang was used to solve a grammatical problem during week 2 of allowing tlang.

Original	Translation
25 S1: I think what's the article talk about (er) ثالث واحد بتكون (..) fans (..) a f:aans in (..) 26 S6: life of the fans والا ايش 27 S1: كيف أقولها 28 S1: انه حياة المشجع 29 S5: ماتجي is 30 S1: li:fe 31 S5: life (..) of the (.) a fan's life 32 S1: a fan life? 33 SS: yeah 34 S1: حلوه (A observations\Tlang.GroupA. Wk2: 25–34)	25 S1: I think what's the article talk about (er) the third one would be fans (..) a f:aans in (..) 26 S6: life of the fans or what 27 S1: how do I say it 28 S1: it's the cheerleader's life 29 S5: (is) doesn't fit 30 S1: li:fe 31 S5: life (..) of the (.) a fan's life 32 S1: a fan life? 33 SS: yeah 34 S1: that's nice

Episode 8 Affordance of clarifying language (Group A Week 2)

In the above episode, students are clarifying the language and solving a grammatical problem by constructing and reconstructing their answer to question 3/C, originally written as "what is the article talking about?" (See figure 4-8).

1. مالعنوان؟

2. من الكاتب؟

3. عن ماذا تتحدث المقاله؟

4. مااسم the team في الصور؟

D. write a list. remember to use this كيف يبين مشجعي الألعاب دعمهم لفريقهم المفضل؟ section for your unit assignment?

WORK WITH THE READING

A. how sports make you feel اقرأي المقاله واجمعي معلومات عن

A Super Soccer Fan

1   I'm a huge soccer **fan**. I love my team, the Corinthians Football Club in São Paulo, Brazil. In fact, I'm crazy about them! And I'm not alone. **According to** statistics, the Corinthians are the favorite team of 15 percent of the Brazilian population. That's about 25 million people! The Corinthians are the second most **popular** team in Brazil. The most popular team, the Flamengo Football Club of Rio de Janeiro, has over 35 million fans.

2   I go to lots of Corinthians games because they're fun and **exciting**. Before the game, fans meet in the parking lot. They talk about the game and have something to eat. During the game, it's very noisy. There's lots of cheering[1] and shouting. Some people chant[2] and jump around.

3   I always dress in special clothes for the games. I wear a black and white Corinthians shirt. Sometimes I wear red, too, because that's another Corinthians team color. When I go to important games, I wear my special hat. It's big and funny, and black and white, of course. People really **notice** me when I wear it!

4   I sometimes buy official Corinthians shirts at the team store. They're beautiful. They have large black numbers and the names of players on the back. Some customers complain that the official shirts are expensive. Some cost a hundred dollars. That's a lot of money for a shirt!

[1] **cheering:** shouting to show you like a team
[2] **chant:** to sing or shout a word or phrase many times

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Figure 4-8 Reading preview: A Super Soccer Fan

S1 starts the conversation by postulating that what the article is talking about is something related to fans by making suggestions with intermittent pauses. This is followed by S6's response in her attempt to repair by saying "life of the fans or what?". In line 27, S1 explicitly seeks help from her peers by asking "كيف أقولها؟", meaning "how do I say it"; this statement is a vocalisation of her inner speech in the process of interthinking. As Swain *et al.* (2009) argued, languaging plays an important role in

transforming inner thoughts into external knowledge, which is then transformed into internal cognitive activity. This is also a representation of how tlang supports students' responses, as they lacked the correct English words. Thus, as it did for the students in this classroom, tlang can serve as a tactic for expressing complex ideas through extended language use (Elashhab, 2020).

The question in line 30 also seems to act as a holding platform (DiCamilla and Anton, 1997) enabling students to think about the grammatical problem. This is followed by S5 and S1 taking the lead in repairing the suggestion that was given by S6 in line 26. S5 provides two ideas, "life of the fan" and a "fan's life", which S1 then recasts as a question acting as a suggestion for the other students in the group: "a fan life? ". The episode ends with confirmation from the students in line 33 suggesting that they agree on the final answer: "a fan life".

Episode 9 is part of a skimming activity where I asked the group to skim the reading text (see figure 4-9), close their books and then compose a summary together in their own words from their understanding and by using their full linguistic repertoire in 2 minutes.

The below episode is part of the group's discussion while collaboratively composing the summary. More precisely, they are discussing the lexical item 'courage' in line 149.

Original	Translation
149 S1: بعد اتذكر انو اذا تبي تسوي بزنس لازم يكون عندك الكورج عشان //	149 S1: I also remember that if you want to start a business you have to have <u>al-courage</u> so //
150 S5: // ايه صح	150 S5: // yes, right
151 S6: // عنده ايش ؟	151 S6: // have what?
152 S1: التغلب على الخوف وكذا على اساس انه .. لازم تكون..	152 S1: <u>to overcome fear</u> and such so that it should be..
153 S6: يعني عند بدء المشروع لازم يكون عندك قوة <rephrasing>	153 S6: meaning when you start a project you need the <u>power</u>
154 S1: أي شخص يرغب في بدء عمل عليه أن يكون قادر على التغلب على المخاوف	154 S1: <rephrasing> anyone who needs to start a business must have the courage <u>to overcome fears</u>.
(A observations\Tlang.GroupA. Wk7: 149–154)	

Episode 9 Affordance of clarifying language (Group A Week 7)

A. Read the magazine article and gather information about what makes a family business successful.

A Successful Family Business

It started with the **courage** of a young man, Abdullah Al Hamad Al Zamil. Born in the small farming town of Onaiza, Saudi Arabia, Al Zamil was determined to start his own business. To do this, he moved from Saudi Arabia to Bahrain and began a trading business. It was 1926, and he was only 19 years old. At first, he traded mostly food items and textiles such as material for clothing and bedding. In the 1930s, he started his company. Soon, he decided to **expand** his business to include real estate: the buying and selling of land and buildings. He was a very successful businessman, and his company grew quickly.

Al Zamil expanded his business into other areas as well and built what was then one of the tallest buildings in Al Khobar, Saudi Arabia.

Al Zamil had a large family, and his 12 sons were always an important part of the family business. After his death in 1961, the sons continued to work together to keep the Zamil Group going. They wanted the business to continue to grow in the spirit of their hardworking father, so they expanded into new areas. First, they invested in making parts for machines, and later they added the manufacturing of steel and glass. They worked to **design** new products and became **experts** in new technology.

steel manufacturing

While running the company, Al Zamil's sons always remember what their parents taught them: to be modest[1], honest, hardworking, and respectful of older generations[2]. The family makes decisions by consensus—that is, by making sure that everyone agrees before moving ahead. This practice helps keep a feeling of **unity**. Finally, demonstrating the sharp business sense[3] that they share with their father, Al Zamil's sons understand the value of taking risks from time to time. This, along with the **strength** in their close family relationship, has been a key to their success.

Today, what began as a small family business over 85 years ago is now a huge **corporation**. The Zamil Group has more than 12,000 workers in over 60 countries. It also owns many different companies. They **manage** construction, ship building, plastic, chemical, and paint companies. They have bought some smaller companies and also work as a partner with other companies in India, Germany, and the United States. Their goal is to deliver high-quality products and services around the world.

It is difficult for a family business to remain strong over the years. The Zamils keep their company strong by separating[4] the owners from the managers and by being very professional. "It is necessary that the second and third generations prove their . . . skills to do the job properly," says Khalid A. Al Zamil. The next generation shouldn't have high positions just because they are sons of the owners, he adds. Clearly, the success of the Zamil Group is thanks to the strong leadership of the family members, combined with strong family values.

[1] **modest:** not talking much about good things you have done
[2] **generation:** all the people in a family who were born around the same time
[3] **sharp business sense:** ability to do well in business
[4] **separating:** dividing

Figure 4-9 Reading text: What makes a family business successful?

In episode 9 above, students are working together collaboratively to recall what they have read. In their conversation in this episode, S1 states that she "remembers that if you want to start a business you have to have al-courage so //". She uses the word 'courage' with the Arabic definite article added to it "al-courage" in line 149 as part of

the Arabic sentence. This is an example of the fluid and flexible soft assembling of the English word 'courage' with the grammatical rules of Arabic (definite article 'al'). S5 agrees instantly in line 150, but S6 seems confused and asks for clarification by asking "have what?" (With reference to the word 'al-courage').

S1 takes the lead to translate the meaning into an Arabic explanation of the word. S6 understands the meaning in line 153, internalises it, and rephrases the sentence that S1 produced in line 149, adding the word 'power' to the expression " يعني عند بدء المشروع لازم يكون عندك القوة", meaning "when you start a project, you need the power". In line 154, S1 again reconstructs the sentence in standard Arabic as opposed to spoken or colloquial Arabic in line 149, and she is generalising the sentence to "anyone" and uses the plural form of 'fear' to include other fears. This type of reconstructions reflects the pedagogical implication of internalisation in the language learning classroom, which relates to the enhancement of interactions between students and through tlang.

In fact, the skilful handling of both languages by S1 helps to highlight important connections between Arabic and English. The example of "al-courage" here represents novel ways of soft assembling features of the language to suit the immediate task (García and Leiva, 2014). I would argue here that students' knowledge of the form and meaning of English and the use of Arabic as a semiotic tool mediated their understanding and learning which was reflected throughout their immediate problem-solving activity.

Taking this into account, when students were asked for the meaning of an English word, they recalled the Arabic meaning first and then looked for its English meaning. Thus, tlang allowed students to clarify the language in this episode. Students tend to use language practices that they already possess to perfect their English or, in this case, their Arabic summary. They also think in Arabic to produce an English sentence, say it in Arabic first and then process it in English after collaboratively discussing the meaning. This learning strategy was acknowledged in the weekly group reflection sheet, as shown in artefact 5 below:

1-Think about what you have learned this week in the reading lesson. Was it useful to use your language variety? How?

فكري فيما تعلمت هذا الأسبوع في نشاط القراءة. هل استفدت من اعتمادك على ذخيرتك اللغوية؟ كيف؟

Translation: Yes, reading in English then writing the summary in Arabic, and then translating to English through my linguistic repertoire.

Artefact 5 Weekly reflection (Group A Week 7)

The students' answer to question 1 about whether it was useful to use their language variety this week and how is: "Yes, reading in English then writing the summary in Arabic and then translating to English through my linguistic repertoire".

Artefact 6 below is the written summary that the group produced, where they were collaboratively summarising in Arabic, as seen in the first three lines. The five final lines are their attempt to translate, as can be clearly seen in the sentence: "to start a business you should have the ability of courage".

AL_Zamil company have a big family with 12 suns. to start a bussnes you should have the ability of courage. AL-Zamil hopes his company to be corpuration. one of the reasons of success that remember your parnts advices

Artefact 6 Written summary (Group A Week 7)

It is clear from the case analysed above how the students engaged in interthinking, mediating, and internalising the text collaboratively in Arabic first through their tlang and then translated the whole paragraph into English collaboratively.

Level B students translanguaged to recall what they already know and were making profound connections between both SA and CA. Episode 10 below is one example where students are identifying the missing words in exercise D (see figure 4-10) by reviewing the reading.

Original	Translation
220 S6: طيب يعني ايش؟	220 S6: what does that mean?
221 S3: Hhh	221 S3: Hhh
222 (..)	222 (..)
223 S3: textiles? (..)	223 S3: textiles (..)
224 S4: منسوجات	224 S4: <saying the Arabic translation of textiles>
225 S3: <repeating the word منسوجات>	225 S3: <repeating 'textiles' in English>
226 S3: ايش؟	226 S3: what?
227 S6: طيب يعني ايش؟	227 S6: what does it mean?
228 S3: Hhh	228 S3: Hhh
229 S1: قماش Hhh	229 S1: <saying the Najdi dialect equivalent> Hhh
230 SS: قماش	230 SS: repeating the word
231 S2: قماش <saying it in the Najdi dialect>	231 S2: saying the word in the Najdi dialect <approving>
(B observations\Tlang.GroupB.Wk2: 220–231)	

Episode 10 Affordance of clarifying language (Group B Week 2)

D. Complete the paragraphs below with details from the reading.

In 1926, Abdullah Al Hamad Al Zamil moved to Bahrain. There he began a [_____1_____] business. At first, he traded mostly [_____2_____] items and [_____3_____]. Before long he decided to [_____4_____] his business, and he became very [_____5_____]. Later on, his sons operated the business. They [_____6_____] in industrial manufacturing and worked to [_____7_____] new products. Their father taught them to be modest, honest, [_____8_____], and respectful. He also taught them that it was a good idea to take [_____9_____]. Today the Zamil Group is a large [_____10_____] that owns many different companies.

Figure 4-10 Exercise D: Missing details from the reading

In this quite humorous episode, S6 and S3 seem to be confused about the meaning of the word 'textiles' as an answer for the missing word number 3 in exercise D (see figure 4-10). This tlang episode, also coded for cumulative talk, starts with S6 asking " ايش يعني طيب؟", meaning "what does that mean" in reference to their previous discussion of the meaning of the word 'textiles'. Her question was met with a laugh from S3 and a short pause; her laugh signals that she is too confused about the meaning, which becomes clear in lines 223 and 226, as she repeats the word "textiles?" in a questioning intonation in line 223. S4 responds through a translation to the word in SA "منسوجات", but S3 still does not quite understand the concept and expresses her confusion by repeating the word and asking "ايش" meaning "what?". S6 joins in and asks for the second time "ايش يعني طيب" meaning "what does it mean?". This causes S3 to laugh again, indicating that even the effort of her group peers to translate the word was not successful in resolving her confusion. Finally, as an act of appropriation in line 229, S1 resolves the confusion of the group by using the other synonym of the word commonly known in the spoken dialect of Arabic or CA "قماش" followed by a slight laugh. Students

then approve her answer by repeating the word in lines 230 and 231, where S2 pronounces it in the Najdi dialect.

Here, tlang allowed students to expand their custom of explaining to each other by knowing that they were free to speak and explain in any form of language. Students succeeded in using their linguistic repertoire to make sense and clarify the language. The combination of humour and hesitation was evident in the episode, as students felt that using their dialect or CA still sounded and felt 'funny'. However, the episode also illustrates how tlang was incorporated by students to clarify a word that was hindering their understanding to complete the task. This allowed for the internalisation of the word 'textiles' by having S4 and S1 act as expert learners that take the lead and the role of the teacher within their group.

4.5.3 Checking or confirming understanding

This affordance represents the use of tlang when students check and confirm understanding of the task, including checking the understanding of ideas, vocabulary, or grammar through their collaborative work. It rarely stands alone as an affordance and seems to overlap with clarifying language (section 4.5.2) and task management (section 4.5.4).

Episode 11 below illustrates how students regulated and controlled their group talk through tlang. Moreover, when students checked or confirmed their understanding, they were trying to manage the task and clarify language as part of their tlang in the group. In episode 11, students are clarifying the grammatical structure of the word 'manage' and confirming their understanding.

Original	Translation
71 S5: manage من manager صح؟	71 S5: manage from manager right?
72 S6: ايه manage اتوقع يدعي الفعل	72 S6: yes, I think manage is the verb
73 S5: manager؟ يعني الشخص ... unity design.. انا احسها	73 S5: manager is the person? I think it's.. unity design..
74 <SS are trying to figure out each word and match it to the sentence>	74 <SS are trying to figure out each word and match it to the sentence>
(A observations\Tlang.GroupA. Wk7: 71– 74)	

Episode 11 Affordance of checking or confirming understanding (Group A Week 7)

This is a short interaction between S5 and S6 during a vocabulary preview exercise where they had to identify the meaning of each word and allocate it to one of the gaps in the below sentences. The students are discussing the word 'manage' (see figure 4-11). S5 starts in line 71 by connecting the word to "manager" in a questioning intonation. S6 responds by stating that "manage" is the verb, thus clarifying for S5, as she assumes that the noun is "manager". Students not only clarified an aspect of language here but also were successful in confirming their understanding. This use of tlang can be interpreted as a tool for creating mediational language helping students to move into and across their ZPD (Vygotsky, 1978).

PREVIEW THE READING

A. **VOCABULARY** Here are some words from Reading 1. Read their definitions. Then complete each sentence.

corporation (noun) شركة كبيرة؛

courage (noun) القدرة على التحكم بخوفك؛ when you do something dangerous or difficult

design (verb) تخطيط وإنشاء how something will look

expand (verb) ليصبح أكبر or make something become bigger

expert (noun) a شخص يعرف الكثير عن شيء ما

manage (verb) يتحكم بشخص أو شيء ما

strength (noun) ميزة أو قدرة لدى الشخص أو الشيء

unity (noun) الإتحاد؛ in which people are working together or in agreement

Oxford 3000™ words

Figure 4-11 Reading preview: Vocabulary (level A)

The occurrence of overlap between clarifying language and confirming understanding as functions of tlang was also evident in level B classrooms, as shown in episode 12 below.

Original	Translation
89 S5: aspect ايش يعني ؟	89 S5: what does aspect mean?
90 S1: prediction او زي اللي يتوقع	90 S1: prediction or similar to guess
91 S5: expect لا هذيك hذه	91 S5: no that's the meaning of expect. This is aspect
92 S1: لحظة لحظة	92 S1: wait, wait
93 S3: expect بس أتوقع اني aspect غير	93 S3: I think expect is different from aspect

94 S2: مو هي تشبه لها	94 S2: it's not the word but it's similar to it.
95 S1: okeh	95 S1: ok
(B observations\Tlang.GroupB.Wk7: 89–95)	

Episode 12 Affordance of checking or confirming understanding (Group B Week 7)

ضعي علامة بجانب الكلمات التي تعلمينها ثم أوجدي الكلمات في النص. استعيني بال cues لمساعدتك في فهم معاني الكلمات. **C.**

aspect (n.) 🔑   perceive (v.)   tolerance (n.)
challenge (n.) 🔑   precaution (n.)   trait (n.)
mental (adj.) 🔑   pursuit (n.)   vivid (adj.)
notable (adj.)

🔑 Oxford 3000™ words

Figure 4-12 Reading preview: Vocabulary (level B)

In this episode, students are completing reading preview exercise C (see figure 4-12), in which they had several words that they were asked to understand and underline the ones they identified and try to guess the words that they didn't know from the reading text. S5 starts by asking " ايش يعني " aspect?, thus asking her peers for a clarification of meaning. In line 90, S1 responds by guessing the meaning by providing an English synonym and an Arabic translation, which was incorrect. At this moment, S5 realises that S1's response is wrong and corrects her by stating that she has confused it with the word "expect". This is the moment when S1 is trying to internalise the new information through her expression "لحظة لحظة", meaning "wait, wait". S3 contributes in line 93 by stating that "expect" is different from "aspect". Another student, S2, also contributes in line 94 by stating "it's not the same word, it's just similar to it". Finally, S1 approves through her expression "okeh" in line 95. In this episode, students demonstrate a great example of making meaning (Lidz, 1991), where learners are promoting understanding by highlighting important things to notice and commenting on the difference between the words 'aspect' and 'expect'. Thus, they have successfully managed to elaborate collaboratively and to provide information related to grammatical differences and the meaning of words through tlang.

Lantolf (2000) suggested that learning in situations of "dialogic mediation amongst peers is likely to be more effective than the monologic mediation displayed by teachers". I can argue here that students demonstrated an example of dialogic mediation in the group since the teacher did not interfere in the talk. In their later discussion of the task, students managed to find the correct answer through their mediation, as demonstrated in episode 13 below.

Original	Translation
159 S6: aspect بس باقي	159 S6: we only have aspect left
160 S2: aspect زي reason	160 S2: aspect is similar to reason
161 S5: مفتاح الحل يمكن	161 S5: the key to answer maybe
162 S6: خل نشوف اللي قبلها	162 S6: let's see the word before it
163 S5: part يعني	163 S5: Means part
164 S2: risk انه جزء من انهم مايقدرون ياخذون	164 S2: That it's a part of why they can't take risks
165 S5: <reading the example> another key aspect .. another key part .. الا الا صح	165 S5: <reading the example> another key aspect.. another key part.. yes, yes that's correct
166 S6: part يعني aspect بنات	166 S6: girls, aspect means part
(Tlang.GroupB.Wk7, 59–166)	

Episode 13 Affordance of checking or confirming understanding (Group B Week 7)

The above tlang episode is a continuation of the discussion of episode 12 above of finding the meaning of "aspect" and solving the task by reviewing the reading to find the answer. This continuation of dialogic mediation helped students to scaffold and agree on the correct answer (lines 163 and 166). This type of talk is also what (Mercer, 1995) labelled as exploratory talk contributing to the critical and constructive engagement with each other's ideas, where students were able to provide justifications and alternative answers until they finally reached the correct answer.

4.5.4 Task management

This affordance describes students tlang to discuss or explain directions regarding what to do next during a task; this can be a suggestion or a direct command in the group.

This function is identified by Storch and Wigglesworth (2003) under metacognitive talk, as they explained that task management is when learners are using the home language to discuss the requirements of the task among each other, and also find strategies for dealing with and managing the task effectively, thus reducing anxiety.

Nevertheless, as mentioned in section 4.5.3, there are cases of intersection between this code and other codes, such as checking or confirming understanding.

In episode 14 below, students in the level A group are working on a preview exercise (C) (see figure 4-13 below) during week 2 of tlang that comprises four questions about the reading, which are originally written as: what is the title?/who is the author?/what is the article talking about?/what is the name of the team in the picture?).

Original	Translation
63 (..) T: anywhere else?	63 (..) T: anywhere else?
64 S1: guys قولوا حقتنا كلها حلوة	64 S1: guys, say ours, it's all nice
65 S2: buy the team product	65 S2: buy the team's product
66 xxx	66 xxx
67 Reading and doing exercise C	67 Reading and doing exercise C
68 S1: وش رايكم نقسمها؟ كل ثلاثة مع بعض	68 S1: what do you think if we divide it? Every three together
69 S5: كل ثنتين مع بعض؟	69 S5: each two together
70 S6: لا كل واحده لحالها	70 S6: no, each one individually
71 xxx	71 xxx
(Tlang.GroupA.Wk2, 63–71)	

Episode 14 Affordance of task management (Group A Week 2)

C. **PREVIEW** تصفحي المقال وأجيبي عن الأسئلة

1. مالعنوان؟
2. من الكاتب؟
3. عن ماذا تتحدث المقاله؟
4. مااسم the team في الصور؟

Figure 4-13 Reading preview: Exercise C

During this episode, students are tlang to manage the task in lines 64, 68, 69 and 70. The episode starts with the teacher asking about a previous task: anywhere else? In response to that, S1 suggests and directs her group to say their answer.

In lines 68, 69 and 70, students are collaboratively trying to manage the task by suggesting that they should divide themselves into groups of three working together. S5 suggests that it's better if two are working together. However, in line 70, S6 disagrees and wants each student to work individually. This type of tlang among the group can be considered a way of regulating the task (Lidz, 1991).

In group B, Episode 15 below is one example of tlang for task management during week 2 of allowing tlang.

Original	Translation
243 S1: صح paragraph 2 سته؟ 244 S6: طيب خل نسوي لها skip؟ 245 S3: نروح للي بعدها (Tlang.GroupB.WK2, Pos. 243–245)	243 S1: six is paragraph 2 right? 244 S6: ok, let's skip it? 245 S3: we will go to the next

Episode 15 Affordance of task management (Group B Week 2)

In this task, students are working on a vocabulary gap fill exercise (see figure 4-14 below); this task is part of the review of vocabulary after they have read the text. The paragraph is a summary of the reading, and they are working collaboratively to identify the missing words.

D. Complete the paragraphs below with details from the reading.

In 1926, Abdullah Al Hamad Al Zamil moved to Bahrain. There he began a ⟦1⟧ business. At first, he traded mostly ⟦2⟧ items and ⟦3⟧. Before long he decided to ⟦4⟧ his business, and he became very ⟦5⟧. Later on, his sons operated the business. They ⟦6⟧ in industrial manufacturing and worked to ⟦7⟧ new products. Their father taught them to be modest, honest, ⟦8⟧, and respectful. He also taught them that it was a good idea to take ⟦9⟧. Today the Zamil Group is a large ⟦10⟧ that owns many different companies.

Figure 4-14 Post reading Exercise D: Vocabulary gap fill

During their work, they are actively tlang to find the answers, although the teacher has asked them to use English exclusively. The students take a long pause after trying to identify the correct answers to fill the remainder of the gaps, as they all struggled to find the answer for gap number 6. In line 244, S6 suggests that they should skip

number 6 and move to the next gap. She starts the sentence with Arabic but uses the word "skip". In line 245, S3 rephrases that they indeed need to move to the next gap. They continue and complete the task successfully. In episode 15, students started by checking and confirming their understanding and then moved to managing the task to complete it successfully in the allocated time.

One could argue that this is similar to the function that Song and Cho (2018) named 'meta-tlang', which is when learners use one language (in this case, Arabic) for retrospection, monitoring, and/or controlling their own thinking processes and language choices while reading in the other language (English). Students were collaboratively thinking and making language choices and most importantly, tlang for that purpose.

4.5.5 Building relationships

This affordance represents how students translanguaged to show care, affection, and emotion and to build trust and relationships. This affordance was more evident in level B groups, as level A groups were more dependent on their Arabic language for cognitive functions rather than social ones (see previous table 4-4 in section 4.5). In level B, however, students showed that they are very much in tune with one another and are working as one, reflecting their confidence and independence in using tlang for both cognitive and social functions. Furthermore, they have reached a state of intersubjectivity in which they are able to understand each other's sentences and explanations about content when they are given using a combination of two languages, as if students could read each other's minds.

In episode 16 below, students are undertaking a reading preview, which is question (D) (see figure 4-15). The researcher had asked students to work on the translanguaged versions of the reading preview before they read the English text. The reading is about being polite from culture to culture, and the question asks them to think about some examples that relate to different cultures.

Original	Translation
106 S1: انو لما يزورنا شخص نضيفه هذي تعتبر من ال polite	106 S1: for example, when we have a guest, we offer food and drinks, which is polite
107 انو في السعودية اذا مدينا القهوة لازم نمدها باليمين	107 also, in Saudi when we offer coffee, it has to be with the right hand
108 S5: واذا عزمك أحد ماترده	108 S5: and if you are invited, you cannot refuse
109 SS: ايه	109 SS: yeah
110 S5: على اننا نقول لا لا لا لين ينشب ههه <the SS are referring to their shared culture and language to answer the question>	110 S5: although we say no, no, no until he insists (laughing) <the SS are referring to their shared culture and language to answer the question>
(A observations\Tlang.GroupA. Wk5: 108– 110)	

Episode 16 Affordance of building relationships (Group A Week 5)

Figure 4-15 Reading preview: Exercise D (level A)

In episode 16, students managed to think of examples related to being polite in different cultures but reflected their shared Saudi culture. They are collaboratively thinking and sharing their answers in lines 106–109. In line 108, for example, S5 is reflecting and sharing an example that is known among students since they all come from KSA and share the same culture. In line 109, all the students agree, and in line 110, S5 comments in a humorous way that they usually refuse just to let the host insist on the invitation, which is also a way of being polite in not accepting the invitation the first time, resulting in the demand from the host to persist in offering many times. S5 uses

a CA word in her expression in line 110, "على اننا نقول لا لا لا لين ينشب" meaning "although we say no, no, no until he insists" which is a humorous addition under the function building relationships.

The use of students' full linguistic repertoire and cultural knowledge acted as resources for learning and meaning-making (Carroll and Sambolín Morales, 2016). From a Vygotskian sociocultural perspective, the process of tlang for building relationships is mediated by the social context when students are collaborating in the group. As students are interacting and collectively constructing knowledge, they are collaboratively learning and reflecting the social and cultural practices of their shared community. Since the groups of students are homogeneous with very slight differences in their Arabic dialects, they managed to understand and relate the examples given in episode 16, creating a harmonious learning atmosphere. This is another act of mediation (Lantolf, 2000) occurring through social interactions in the group using cultural tools such as language and tlang to make meaning.

Another example is episode 17 below in the level B group during week 3 of tlang illustrating the affordance of building relations, cumulative talk and negotiating meaning.

Original	Translation
32 S2: بس لازم تكون فيه نقاط مشتركه اكثر من ما هي نقاط اختلاف	32 S2: but there has to be common points more than different ones
33 S3: ايه	33 S3: yeah
34 S6: لا same behaviour يعني نفس الهدوء نفس كل شي مره يطفش	34 S6: no same behaviour means same quietness and same everything, very boring
35 S2: مره يطفش	35 S2: very boring
36 S3: someone who's gonna complete me-	36 S3: someone who's gonna complete me-
37 S6: صح	37 S6: yes
38 S5: لا عاد موب زوجك هو ههههه	38 S5: no way, he's not your husband Hhh
39 SS: Hhh	39 SS: Hhh
40 S3: لا يعني يكون فيه أطراف ناقصة (.) يعني مثلا انا أحب الهدوء ومثلا هي تحب ال .. ايير فهمتي ؟	40 S3: no, I mean there will be missing aspects (.) for example, I like calmness and she likes… er, you get it?
41 S2: ترا مو دايما حلو	41 S2: it's not always nice by the way
(Tlang.GroupB.Wk3, 32–41)	

Episode 17 Affordance of building relationships (Group B Week 3)

Figure 4-16 Reading preview: Unit question: How to make a good first impression?

Students are doing a preview exercise in the unit about making a good first impression. The researcher had asked them to preview in any language or form as a group. The episode above is part of their cumulative talk and negotiating meaning. They are answering the first question (see figure 4-16): "what are the qualities that you are looking for in a friend?". Students collaboratively share their views on the perfect friend; however, they seem to disagree on the mutual and different qualities in a friend (lines 32–35). In line 36, S3 comments that a friend is "someone who's gonna complete me". This is followed by agreement from S6 and disagreement from S5, who comments humorously, "no way, he's not your husband. hhh". This comment in Arabic functioned as building relationships in the group, as all the students laughed, showing that they are very much in tune with each other. In line 40, S3 further explains what she meant by her expression in line 36 by giving the example: "no, I mean there will be missing aspects (.) for example, I like calmness and she likes…er you get it?". Interestingly, students show that they understand each other's sentences and explanations about content even when they are given in two languages or incomplete, as if the students could read each other's minds. Students engaged comfortably in learning practices that enabled them to use their available experiences in life to reflect and construct meanings in a light-hearted setting and through socially and culturally contextualised dialogues.

Findings related to the 'building relationships' function showed that encouraging tlang during weeks 2, 3, 5 and 7 in both groups A and B established the value of students' multilingual identities, linguistic repertoires, lived linguistic experiences and cultural

knowledge (Carroll and Sambolín Morales, 2016). As a result, learning became more personal, authentic, and meaningful for them (Blackledge and Creese, 2010). This finding was supported in students' reflections after they had completed the 7 weeks of tlang, as shown in the findings presented in the next Chapter 5.

4.6 Conclusion

This chapter has presented the findings and analysis of tlang affordances during the collaborative reading tasks in level A and level B groups. Affordances of tlang in the collaborative reading groups have been revealed via a microgenetic analysis and SDA of the episodes and supporting artefacts and weekly group reflections. In so doing, I adapted the pedagogic functions of tlang in peer-reading interactions of (Tigert *et al.*, 2019) to categorise tlang episodes and interpret my findings reflecting the quality and type of talk as either cumulative or exploratory (Mercer, 1995). By analysing tlang episodes, weekly group reflections and artefacts together, I was able to understand and reflect tlang affordances of learning as a process during the collaborative reading tasks.

The analysis showed that students' tlang is present in both tlang and non-tlang weeks of teaching reading during the normal teaching weeks where the teacher employed a strict "no talking in Arabic rule" in weeks 4 and 6 and when allowing tlang and using the translanguaged versions of the reading in weeks 2, 3, 5 and 7.

The findings revealed that students applied language practices that they are familiar with, as they appropriated, internalised, and mediated their languaging to solve the problems in the different types of exercises during the preview and review of the reading lessons. In their fluid and flexible use of their full linguistic repertoire, they showed instances of soft assembling between their languages using morphological or grammatical rules of the other language. Most importantly, the different affordances captured how cumulative talk and exploratory talk functioned during tlang, thus creating better opportunities for learning.

In terms of the main differences between groups A (beginner English proficiency) and B (Intermediate English proficiency), the findings showed that level A tend to translanguage naturally regardless of the rule of English only and not when prompted in the non-tlang weeks. Conversely, the level B groups rarely used Arabic during non-

tlang weeks, yet they were more comfortable in using tlang for social and affective functions than the level A groups. Further differences between the two groups are revealed in how they reflect on their tlang practices in the next chapter.

Chapter 5. Students' Reflections on Tlang Affordances of Learning in the Collaborative Reading Groups

5.1 Introduction

This chapter presents the analysis and findings of the second section of the case study to answer RQ 1.2 and RQ 1.3 regarding how students describe and reflect on tlang affordances in the collaborative reading tasks with reference to some of their after class weekly learning reflections, and whether there are differences between the level A and level B groups. In the previous chapter, I presented the findings of tlang affordances in collaborative reading classrooms and the socio-cognitive functions that were captured during the processes of tlang. This chapter aims to complement the findings of Chapter 4 by capturing students' responses after completing the 7 weeks of tlang. The responses were captured through semi-structured interviews and written DEAL reflections, as demonstrated previously in table 4-1. The affordances of tlang were therefore captured as a process of students' learning (Chapter 4) and later reflection on their learning (Chapter 5). This is an integral part of the analysis, as it captures students' reflections on their own learning and how they made "sense of their world" as Li (2011, p. 1224) describes it, in this case, the world of allowing tlang in the collaborative reading tasks. The chapter presents the thematic analysis of interviews and DEAL reflections supported by students' quotes coded under each affordance. A summary of the interrelations found between the affordances is also described under each theme.

5.2 Reflections on Tlang Affordances

The answer to how students describe the affordances and reflect on their learning is extrapolated from the thematic analysis of 12 semi-structured interviews with students in levels A and B (see section 3.4.6) and 12 DEAL reflections (see section 3.4.5). The process of thematic analysis is not a straightforward one but rather a rigorous process involving many phases of defining themes, reviewing, and reflecting, as explained previously in section 3.5.3. Thematic analysis is a useful method to explore the different perspectives of research participants and identify the similarities and differences between them, as well as to generate unanticipated insights (Nowell *et al.*, 2017). Considering that the six-phase method of thematic analysis is an iterative and reflective process that develops over time and involves constant moving back and forward between phases (Braun and Clarke, 2006), I present and discuss the ten final

refinements of inductive thematic coding in this chapter. The below table describes the ten themes of affordances, their definition, and the number of times they occur in the data analysis.

Tlang affordance code	Definition	Number of occurrences
For languaging connections	When students reflected on their metalinguistic awareness by connecting previous knowledge across their languages and how they compared or contrasted elements of their languages	42
For communicability and participation	When students reflected on their willingness to participate and communicate their thoughts freely	27
For cognition and development	When students reflected on their cognitive awareness, understanding and cognitive development	59
For affect	When students reflected on their emotions connected to learning, such as enjoyment, excitement, pride, and shyness	44
For vocabulary learning	When students reflected on their learning of vocabulary, and benefits of translation and linguistic mediation	50
For grammar associations	When students reflected on grammatical connections linked to their learning	8
For independence and empowerment	When students reflected on their agentive feeling of being more courageous and independent in their learning	53
For inner speech	When students reflected on their linguistic consciousness and that they were thinking in one language and translating into another	28
For creativity	When students reflected on their creative use and mixing of different languages and dialects	5
For collaborative learning	When students reflected on participating in pair and group work to support their learning	38

Table 5-1 Definition of thematic analysis tlang affordance codes

These themes appeared after extensive rounds of reading transcriptions, listening to the recordings of interviews, and repetitively reading, translating, and revising the written DEAL reflections (Miles, Huberman and Saldaña, 2020) using MAXQDA2020 software for the qualitative data analysis.

The aim of my thematic analysis was to give voice (Braun and Clarke, 2019) to students' tlang experience in the English reading language classroom and to capture that process through their own words after they had completed the 7 weeks of tlang. The questions in the interviews and DEAL reflections were designed and structured to cover students' learning perceptions in detail. In the interviews, for example, questions were formulated to reflect students' languaging use spaces, how they enacted their fluid linguistic repertoires during the tasks, and their reflections on specific aspects of the tlang task (see Appendix K). Furthermore, the written DEAL reflection framework enabled a structured examination of the learning reflection that was divided into three main categories: (A) description, (B) examination, and (C) articulation of the experience (see Appendix J).

Another layer that I applied to analyse thematically was to trace the relations that were reflected in the transcripts of interviews and written DEAL reflections. Using MAXQDA2020, I started by retrieving each theme alone and exploring how it cross-interacted with other affordances. For all ten themes of affordances, I did this manually by extracting all the quotes under one affordance and analysed the interrelations between them that students mentioned in their quotes. The MAXQDA2020 snapshot below is an example of the languaging connections affordance and the cross-themes that occurred by using the smart coding tool in MAXQDA2020.

Figure 5-1 Snapshot of MAXQDA2020 smart thematic coding function

For example, the highlighted quote was found to interconnect with the codes affect, and independence and empowerment. Following this process, I reviewed all the quotes for each affordance to analyse and demonstrate the relation across all ten affordances. I used Microsoft Word to build the map, where I used arrows that showed the interrelations between the affordances based on 378 coded quotes. The result is what I have created and named as web of affordances (see figure 5-2 below). There are two

arrow relations in the web of affordances: the single-headed straight-line arrow indicates the direction of the linkage to the other affordance, and the dotted two-way headed arrow signifies an interrelated two-way relation between the affordances. For example, the analysis found that the inner speech affordance in figure 5-2 promoted the languaging connections affordance and not the opposite.

Throughout the presentation and analysis of the findings in the forthcoming sections, I exemplify the analysis with the translated quotes from the interviews and snapshots of the students' DEAL reflection answers. For each affordance, I summarise the interrelation findings supported by the web of affordances.
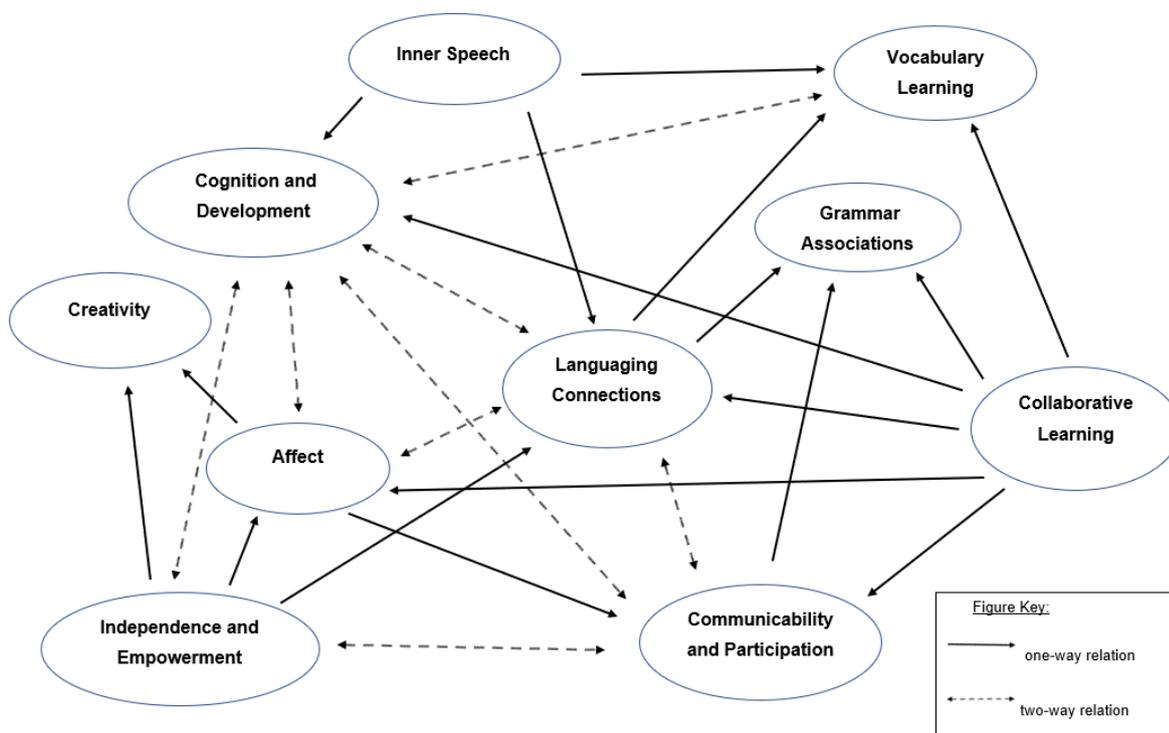
Figure 5-2 Web of affordances

5.2.1 For languaging connections

A significant theme that arose from the analysis of interviews and reflections relates to the affordance of tlang in helping students to draw on their prior knowledge and make connections across the different aspects of official languages in their repertoire. In 42 quotes, 26 from level A and 16 from level B, during interviews and in their reflections, students noted that the experience of allowing tlang had a positive effect on their language maintenance and construction, and they used expressions such as "to retrieve my language", "to make connections" and to "compare and connect vocabulary and grammar of languages".

By activating students' whole linguistic repertoire, they reflected on how this enabled them to language fluidly and search for connections between the elements in their linguistic repertoires. The comparison between the level A and level B groups revealed that level A preferred to make connections between English and Arabic, enabling them to understand more. In the quote below from S1 in level A, she states that she resorts to making the connections between languages although students are restricted by the English-only rule in the classroom.

S1 in level A

"Feels like I need to make connections between English and Arabic regardless of the only English rule."

Similarly, S2 in level A approves of this tlang experience in that it helped her to become more conscious of her linguistic repertoire and make use of it during different activities in the reading classroom.

S2 in level A

3. This learning matters because........ النحو. ماتعلمته مهم لأن

Translation: This learning matters because it helped me to discover the linguistic repertoire that I have and helped me not to forget it.
When I read a sentence, I instantly translate it to the words I remember.

Additionally, S1 in level B and S2 in level A clearly stated that they were able to compare and connect the different elements between the languages for the purpose of learning.

S1 in level B

"It really helped in English, and also the techniques that we used I have applied to more than one language, for example, separating the words, dividing the word when I read it, also connecting words, connecting the grammar because there are a lot of things that are similar."

S2 in level A

2. I learned this when لقد تعلمت ذلك عندما

29

> Translation: I faced a problem of not understanding the meaning of one word, and the use of both languages helped me in understanding the meaning, such as the word (surrender). I don't know how it is written in Turkish, but it's pronounced bees.

The multilingual repertoire can be a rich resource for learners, as it allows them to make comparisons between different elements of languages at different levels and trajectories. Therefore, when multilingual learners are allowed and facilitated to use the resources from their entire language repertoire, they can become more effective target language learners and users (Cenoz and Gorter, 2020).

For learning to be effective, prior knowledge must be engaged, which includes not only previously taught information and skills but also "the totality of the experiences that have shaped the learner's identity and cognitive functioning" (Cummins, 2007, p. 232). If learners' prior knowledge is encoded in Arabics, they must engage this knowledge through this language to gain knowledge. I would argue that allowing and facilitating tlang during the reading preview activities enabled students to retrieve their prior knowledge, as found in previous 4.5.1.

When interviewed, students supported Cenoz and Gorter's (2011) suggestion that when learning languages, multilinguals naturally have a tendency to link prior knowledge to new knowledge. Accordingly, in classrooms with the strict rule of using only English, students felt that they were prevented from using all their languaging resources.

Students clearly stated in the interviews and reflections that drawing on their whole linguistic repertoire enabled them to make connections. I would further argue that allowing tlang as a pedagogy made students more aware of their language use, that is, their metalinguistic awareness became more developed (García and Kano, 2014). The below quotes are some examples of how students described the affordance of languaging connections.

S2 in level B

> "Learning languages really helps. For example, I know this language in Turkish, which makes me curious to find the meaning in English and Arabic and Spanish, in all the languages that I am eager to learn."

S6 in level B

> "For example, in the group discussion I didn't understand the meaning of a word in English and one of the girls said it in Arabic and so it stuck in my head in that moment. I made a connection."

The above quotes from both level A and level B students reflect their understanding of their language variety by exploiting their linguistic repertoires to aid their understanding, and languaging connection. Although not precisely articulated by students, the findings suggest that allowing tlang developed students' metalinguistic awareness, that is, to know how to approach and resolve particular types of problems that entail certain cognitive and linguistic skills (Jessner, 2006). Metalinguistic awareness helps students to reconstruct the link or the network between different languages, which I will discuss further in section 6.4.1. In other words, multilingual students' metalinguistic awareness helped students in both level A and level B to learn and benefit from their diverse language variations.

Summary of interrelations

The languaging connections affordance is interrelated with other themes of affordances in the web of affordances (see figure 5-2). The relationality between the themes is a significant finding that I illustrate through the web of affordances, which shows how each affordance was connected to another, as noted in the interviews and reflections. For example, the analysis revealed that the languaging connections affordance promoted other affordances such as grammar associations and vocabulary learning. Furthermore, affordances such as collaborative learning, inner speech, and independence and empowerment promoted the languaging connections affordance. For example, students noted in the interviews and reflections that it was collaborative

work and their feeling of empowerment that promoted their languaging connections (see quote of S6 in level B above).

Additionally, a two-fold relation between the languaging connections affordance and cognition and development, affect, and communicability and participation is illustrated in figure 5-2 through the dotted double-headed arrows. This means that when students were translanguaging to make languaging connections, this was also interrelated with their communicability and participation, such interrelations will be further discussed and exemplified in the next section.

5.2.2 For communicability and participation

This theme reflects an important aspect of learning, as students noted in the interviews and reflections that tlang enabled them to participate more in the classroom. Classroom participation and active engagement are considered critical components for student success in a variety of classroom settings. Students stated that allowing tlang in the classroom enabled them to use their language resources fluidly and flexibly to participate in group and class discussions. They used expressions such as "I can participate more", "I am more courageous" and "I am excited to share and speak". The analysis of students' quotes revealed that it is not merely for participation, as being able to express themselves and communicate without the constraint of a named language promoted the complexity and amount of their talk as they freely expressed themselves within their groups and in the classroom.

This finding aligns with García and Kano's (2014) argument that the act of tlang empowers emergent bilinguals to fully participate in literacy events without the constraining boundaries of named languages.

The total number of quotes captured for the communicability and participation affordance is 27, with 10 from level A and 17 from level B. In lower levels of English proficiency such as group A, students are reluctant to participate in literacy events publicly. However, level A students highlighted that this experience enabled them to understand and therefore communicate, as noted by S3 and S6 below.

S3 in level A

"I am very shy in the class, but after understanding I can participate."

S6 in level A

3. What personal strengths/ weaknesses did the reading activity reveal, and how did it affect the situation positively/negatively?

ماهي نقاط القوة أو الضعف التي ساهمت التجربة بكشفها؟ وكيف أثرت على التجربة إيجابا أو سلبا؟

* القدرة على العطاء ، حيث استخدام أكثر من لغة يمكن من التعبير بشكل أكبر .

* عدم لخوف من استخدام لغة غير الأم .

> Translation: The ability to give because using more than one language facilitates my expression more.

S2 in level A

> "I don't prefer the English-only rule, as it restricts my participation, for example, when I want to translate a word and ask my friend about it so I can create a sentence, but I'm not allowed to use Arabic."

For level A students, anxiety about making mistakes in the target language and shyness restrained their participation, as shown in the quotes of S1 and S6. S2 added that her communicability is limited because of the English-only rule in the classroom. Regarding level B students, tlang motivated them to be involved in the group and increased their willingness to participate in the classroom, as stated by S2, S3 and S5.

S2 in level B

> "Motive to work with the group."

S3 in level B

> "Time-efficient and also participation."

S5 in level B

> "I learned how to discuss and not be shy."
>
> "Excited to share and participate, too."

In addition, the quote below from S5 in level A taps into an important aspect of fluidity and flexibility in tlang theory (García, 2009). S5 in the below quote of reflecting her view on allowing tlang in the collaborative reading tasks described tlang as liberating her thinking by using the words "using one language can narrow my thinking".

S5 in level A

> "It enables me to communicate with more people and even in explaining things it is easier to have more than one language that can narrow my thinking."

Again, S3 in level B uses the expression "freedom in understanding" to describe the fluidity and freedom that tlang has given students not only in delivering information but also in receiving it. S3 understands that she is not allowed to use Arabic freely. It seems that she understands the purposeful use of tlang and how it is made efficient, as she expressed in the quote below.

S3 in level B

> "Depending on our linguistic repertoire gave us the freedom in understanding and it was easy to deliver the information among us. We could talk in Arabic if there was a misunderstanding in English or in any other language."

The above quotes seem to enact the affordance of communicability and participation through tlang, which supports the suggestion by García (2009a); García and Kano (2014) that multilingual speakers choose language features from their linguistic repertoire that lead to the 'soft assembling' of their languaging to fit the communicative situation. Examples of students' soft assembling in tlang classrooms were discussed in (sections 4.4.1 and 4.4.2). When students combined those semiotic signs seamlessly, their languaging became a natural act, and they felt empowered to speak up in the classroom and participate with more confidence (see further discussion in 5.2.7) and less anxiety. I would conclude that the greater the willingness of students to participate in problem solving in their groups and to do so via the fluid and flexible tlang, the greater the learning affordances of the task, as reflected in students' quotes.

Summary of interrelations

Students linked many aspects contributing to their participation, which is reflected in their interviews and reflections. The affordances that are interrelated with communicability and participation are collaborative learning, independence and empowerment, cognition and development, grammar associations, and affect. These are the affordances that are interrelated with communicability and participation in the web of affordances in figure 5-2. The quotes below from S3 and S4 in level B demonstrate these interrelations with the affordance of communicability and participation.

S3 in level B

> "The group really helps in understanding grammar. If I don't understand a point, someone can explain it for me. The same with vocab. We discuss it and try to solve it. Time-efficient and also participation."

S4 in level B

> "It also made me more courageous in speaking up because before I was only listening in the class and didn't participate because I was afraid of making mistakes."

This finding aligns with Jiang, Zhang and Mohamed (2022) suggestion that tlang in the EFL classroom is viewed as beneficial to boosting communication, efficiency, scaffolding less proficient students, relieving anxiety, and increasing participation.

5.2.3 For cognition and development

This affordance represents the use of tlang as an affordance for reflecting students' cognitive awareness, understanding and cognitive development. The total number of quotes from both groups is 59, with 27 in level A and 32 in level B. Students highlighted that tlang enhances their understanding by using expressions such as "I can understand better", "my mind is open", "this experience activated my mind" and "I remember words and recall meanings". Students also noted that their performance over the 7 weeks of allowing tlang resulting in cognition and development had also resulted in developments in aspects such as their communicability and participation (section 5.2.2), their creativity (section 5.2.9) and their vocabulary learning (section 5.2.5), thus sharing interrelations with other affordances. Moreover, it was observed

that level A students used expressions related to understanding in general, such as those in the quotes of S2, S3 and S5 in level A below.

S2 in level A

"I can understand what others say and when someone says a word, I can think of other words from my linguistic repertoire."

S3 in level A

"I enjoyed this experience because I can understand now."

S5 in level A

"Very helpful, saves time, and knowing the meaning of one word in my language helps us understand the whole sentence."

"The English-only rule is helpful for practising speaking, but tlang makes us understand better."

In all the quotes, the word 'understand' in all its forms reflects the affordance of learning that tlang enables in the reading classroom. In the last quote, S5 acknowledges that practising English is critical in the second language classroom, but what is more important is participation with cognition. Through allowing tlang, their cognition was facilitated, which is an important trait to activate cognitive participation or what has been captured during the group observations as exploratory talk where students engaged constructively with each other's ideas (see section 4.4.2). Through exploratory talk, students are not just interacting collaboratively, they are interthinking (Littleton and Mercer, 2013). Interthinking is critical for learning, as the term defines the link between cognitive and social functions of group talk and indicates using talk to think collectively and to engage with others' ideas (Mercer 1995).

Smith and Robertson (2020) stated in their conceptual paper on integrating sociocultural theory and tlang that through the physiological act of speaking in both cumulative talk and exploratory talk, speakers can trigger thinking, as they are filling gaps and inconsistencies, indicating thinking during speaking. The quotes from level B below reflect how they described such relation between their thinking and practices of fluid languaging.

S2 in level B

"But now I understand in two different ways, this side and that side, you could say it awakened my mind."

S3 in level B

"Positive in that I can think in many things because my mind is open to accept everything."

"This experience activated my mind, accelerated my thinking, and activated a lot of words in my mind that I had forgotten, especially with the girls in the group because some of them knew Turkish."

S6 in level B

"Depending on my linguistic repertoire will help me understand more when I come across something that I don't understand."

The opportunity that was given to students to reflect on their learning after the tlang experience mirrored their actual performance in the group through the "critical moments" of their learning (Li, 2011, p. 1224) to make meaning, expand content, and retrieve language from their memory (see section 4.5.1). The act of interthinking to make sense of translations through internalisation was described well above by S2 in group A and S2 in group B. The expression "it awakened my mind" used by S2 in level B manifests how tlang regulated students' cognitive processes to mediate the cognitive activity during the collaborative reading task. It also reflects the metalinguistic awareness that students acquired through allowing tlang. Students' reflections in their quotes resemble what Vygotsky noted many years ago:

> A word devoid of thought is a dead thing, and a thought unembodied in words remains a shadow… the speech structures mastered by the child become the basic structures of his thinking (Vygotsky, 1986, p. 153).

Further discussion on the conceptual integration between Vygotskian notions and tlang theory is presented in section 6.4.1.

Summary of interrelations

In the web of affordances (see figure 5-2), two focal themes promoted the cognition and development affordance: collaborative learning and inner speech. Students noted

that these two main affordances triggered their cognition and development thus resonating with the concepts of interthinking and collaborative work (Littleton and Mercer, 2013) as two factors mediating learning.

The second interrelated connection to the affordance of cognition and development is the dual relations shared and illustrated in the web of affordances through the dotted double-headed arrows (see figure 5-2). These affordances are languaging connections, communicability, and participation, affect, independence and empowerment, and vocabulary learning. The below quotes are examples of how students demonstrated the interrelations between the affordances.

S3 in level B
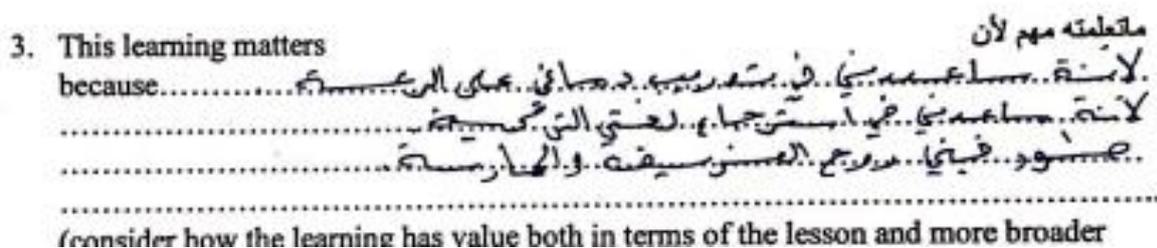
Translation: It helped in training my mind and helped in retrieving my language. It developed the sense of team and practice.

S6 in level B

"For example, in the group discussion I didn't understand the meaning of a word in English and one of the girls said it in Arabic and so it stuck in my head in that moment. I made a connection."

S3 in level B reflected that the tlang experience affected her learning on three levels related to her cognitive development: vocabulary learning, collaborative learning, and affect. In the second quote, S6 links the affordances of languaging connections and collaborative learning with cognition and development.

The affordance of cognition and development represents a key affordance of learning that was credited to tlang, and this was also captured in the group observations through exploratory talk episodes in which students were translanguaging to negotiate meaning (see section 4.5.1).

5.2.4 For affect

The affect affordance encompasses all aspects of emotions and motivation that students reflected because of allowing tlang. It represents when students expressed their emotions connected to learning, such as enjoyment, excitement, pride, and shyness. Influenced by SCT framework of analysis, this affordance aims to emphasise and reflect the interrelation between the affordance of cognition and the affordance of affect, thus signifying that emotions are an integral part of cognition, aligning with Swain's (2013) argument that both emotions and motivation are interrelated in learning; however, they are neglected aspects in the literature on SLA. The role of emotions is integral to learning, as "emotions are socially and culturally derived and along with cognition they mediate learning" (Swain, 2013, p. 196).

When students were given the opportunity to reflect on their tlang experience, they mentioned their emotions such as "being shy", "feeling challenged" and "embarrassed" many times and noted how tlang positively affected their learning and understanding. I use the word 'affect' in that sense to reflect quotes of students where they expressed their emotional feeling about the tlang experience in a total of 44 quotes, with 11 quotes in level A and 33 quotes in level B.

The first quote from S3 in level A reflects a clear linear relation between emotions, cognition, and participation (see figure 5-2).

S3 in level A

> "I am very shy in the class, but after understanding I can participate."

Another quote from S4 in level B represents the development of her feelings towards using Arabic in the classroom. After being allowed to tlang, she now feels it is useful and easier.

S4 in level A

> "I would say that the idea of using Arabic at first is wrong, but now it's so much easier, especially when its written half English/Arabic."

In addition, S6 commented on the collaborative benefit of the tlang experience, adding that it not only contributed to her understanding but was also very enjoyable.

S6 in level A

5. How did you all collaborate to understand the text and answer the questions? What
could you have done differently? كيف كان تعاونكم في المجموعة في فهم النص والإجابة عن
الأسئلة؟ هل رغبت بفعل شيء بطريقة مختلفة؟

كان التعاون عالي ، ووجدت أن طريقة تقديم التجربة
او شرحها كان ممتع ومفهوم .

> Translation: The cooperation was very high, and I found that the way the experience
> was presented is enjoyable and understandable.

The quotes below relate to some profound feelings that students mentioned in the
DEAL reflection.

S4 in level B

3. What personal strengths/ weaknesses did the reading activity reveal, and how did it
affect the situation positively/negatively?
مانقاط القوة أو الضعف التي ساهمت التجربة بكشفها؟ وكيف أثرت على التجربة إيجابا أو سلبا؟

Personal strengths is : اكتشفت، I have more
words and وذخيرة لغوية ، reding activity give me that
Personal strengths.

> Translation: I discovered that I have more words and a linguistic repertoire. The
> reading activity gave me that personal strength.

Here, S4 highlighted an important aspect of her personal strength, stating that this
activity enabled her to discover the richness of words or what she describes in Arabic
as "a linguistic repertoire", thus confirming the influence of allowing tlang on her
personal development and metalinguistic awareness. Similarly, S3 was very specific
about the personal strengths that this experience gave her, as it made her realise that
she has many qualities. Again, this relates to my earlier discussion of how tlang raised
students' metalinguistic awareness (see section 5.2.1) and later in (section 6.4.1).

S3 in level B

3. What personal strengths/ weaknesses did the reading activity reveal, and how did it affect the situation positively/negatively?

ما نقاط القوة أو الضعف التي ساهمت التجربة بكشفها؟ وكيف أثرت على التجربة إيجابا أو سلبا؟

① I feliso that I have a strong Point, and I have a lot of Vocablary, and I can Sleak with my group.

② It's helPed me to use my word.

In the above quote, S3 connects her feeling of empowerment through being able to speak with her group and express herself, realising that she has a rich vocabulary repertoire when she was allowed to use it during the reading tasks. The second point that she noted related to communicability and her metalinguistic awareness, as she referred to it as "my word", which denotes a flexible and fluid notion of using her own language (Hall and Cook, 2012).

Curiosity and eagerness to learn were mentioned by S2 in level B, who felt that allowing tlang enabled her to express herself without the boundaries of a named language (see section 5.2.2), thus giving her the opportunity for self-learning. Her second quote in the written reflection confirms her strong view, adding that being able to alter between the languages makes her curious to learn more.

S2 in level B

"Really, as students, we are facing difficulty in thinking in … even when … even if I'm talking well in Turkish, I want to say a word in Turkish, emm, no, but how I say it in English. This really helped me. Learning languages really helps. For example, I know this language in Turkish, which makes me curious to find the meaning in English and Arabic and Spanish, in all the languages that I am eager to learn."

S2 in level B

2. Did you change your idea about using only one language in the reading class? How
was it changed after the reading task?

هل غيرت رأيك نحو الاعتماد على لغة واحدة في فصل القراءة؟ كيف تغير رأيك في ضوء هذه التجربة؟

3. What personal strengths/ weaknesses did the reading activity...

Translation: Yes, changed a lot. First, when I used to think in Arabic, I can't say it in English and when I think in Turkish, I want to produce the word in English, but I can't. However, now I can alter between all my languages and dialects, which makes me happy. Thank you for this trick.

There were many instances in the interviews and DEAL reflections when level B students mentioned various feelings, such as being more "excited", "feeling special" and "feeling proud". Some examples are provided below.

S4 in level B

"I think the rule of only speaking one language is wrong because it decreases my excitement for the subject when I don't understand."

S5 in level B

"Positive, I feel like I'm very special and I want to learn more to impress people. I feel proud of myself."

"I learned how to discuss and not be shy."

The above quotes clarify the affect affordance resulting from allowing tlang. Students' emotional expression encouraged by the safe space of tlang suggests a need for compassion and being understood linguistically and emotionally (Canagarajah, 2017). The quotes indicate that tlang created emotional safe spaces for students to negotiate their emotional issues relating to their foreign language anxieties.

Previous EFL research suggested that lower anxieties in the language learning classroom contribute to better participation and classroom engagement (Dryden,Tankosic and Dovchin, 2021).

In relation to language learning, there are specific aspects of emotions that are positively or negatively linked. Dewaele (2010) discussed this extensively in his distinguished book *Emotions in multiple languages*, in which he reviews multilingualism and its complex relationship with emotions. His main argument is that emotions can be classified into 'good' and 'bad', where positive emotions such as high self-esteem and motivation enhance language learning, whereas emotions such as anxiety or low self-esteem inhibit learning. The findings from students' interviews and reflections on tlang affordances support Dewaele's (2010) arguments in that positive emotions are linked with cognition after allowing tlang, for example, in aspects such as making language connections (section 5.2.1) and learning vocabulary (section 5.2.5). Nonetheless, this is not always correct according to Swain (2013), as cognition relates to emotion and it is inseparable, as Vygotsky explained. They do not have a linear relation, as some students can experience negative emotions that can trigger learning. However, drawing such a conclusion goes beyond the scope and limit of the current research. The analysis of interviews and reflections did not capture this aspect of negative emotions triggering learning.

Summary of interrelations

The affordance of affect as discussed in this section shared interrelations with affordances of languaging connections, cognition and development as described through students' quotes. The findings have also showed that affect promotes affordances of creativity, and communicability and participation as described by S2 and S3 in level B above. Affect affordance is also linked to collaborative learning, and independence and empowerment. (see figure 5-2).

5.2.5 For vocabulary learning

This affordance describes students' reflections on their vocabulary learning, translation, and linguistic mediation. Reflections and quotes from the interviews confirmed that allowing tlang enabled students to provide translations, explain to each other, and make languaging connections, thus assimilating the affordance of clarifying language in Chapter 4 (see section 4.5.2) that was captured during the group observations. The vocabulary learning affordance occurred 50 times in the interviews

and reflections, with 27 in level A and 23 in level B, where students referred to their vocabulary learning through expressions such as "my mind accepts more vocabulary", "building my vocabulary", "collecting words and memorising them" and "recalling words I had forgotten".

In the below quotes, there are some examples of how students reflected their learning through the vocabulary learning affordance and other interconnected affordances.

S2 in level A

"Dependence on the variety of linguistic repertoire in learning can help in building my vocabulary."

S5 in level B

"Relying on our linguistic repertoire really helped in the group when we didn't understand a certain word. We explained to each other what we knew."

S2 in level A and S5 in level B acknowledged their understanding of the linguistic repertoire when they were interviewed, and therefore they feel that "dependence" and "reliance" on it was a great benefit for learning vocabulary. S5 also added the role of the group (collaborative learning) in explaining to each other when they came across a difficult word, thus highlighting the interconnection between collaborative learning and vocabulary learning.

In the below quote from the DEAL reflections, S4 in group B is reflecting her inner speech learning by noting that after allowing tlang, she has two answers now in two different languages when she reads a question, which is helping her in "receiving" more words.

S4 in level B

2. Did you change your idea about using only one language in the reading class? How was it changed after the reading task?

هل غيرت رأيك نحو الاعتماد على لغة واحدة في فصل القراءة؟ كيف تغير رأيك في ضوء هذه التجربة؟

نعم ، حيث عندما أقرأ السؤال فينذهني أحيانا لدي اجابتين

بـ different languags وهذا ما جعل عقلي يستقبل كلمات أكثر.

> Translation: Yes, because when I read the question in my mind, I have two answers in different languages, which enabled my mind to accept more vocabulary.

This quote is linked to the sociocultural concepts of internalisation and mediation that are central concepts of SCT in learning (Lantolf,Thorne and Poehner, 2015). In the reflection, S4 stated that the tlang experience extended her mind's ability compared to when she was restricted to reading and answering in English only. This freedom makes her think of two answers in different languages whenever she reads a question, reflecting her awareness of how she is now internalising knowledge. I can argue that tlang here facilitated her ability to transform external knowledge into internal cognitive activity, which was then transformed externally through the tlang space provided in the reading activities. This is an essential form of mediation that is a fundamental construct in the ZPD referring to how one internalises external forms of mediation in completing a task (Lantolf,Thorne and Poehner, 2015). Similar quotes reflecting the awareness of internalisation and mediation of knowledge were captured, as students emphasised that they were not only learning new vocabulary but also memorising and recalling it, as stated by S3 and S4 in level B.

S3 in level B

> "Also, it was very helpful during the group when we were discussing. It felt like I was recalling a lot of words that I had forgotten."

S4 in level B

> "As I wrote in the reflection, when students are explaining in English or even Arabic, they are giving me more vocabulary and therefore I am collecting words and memorising them" [and] "when I see the word again, I will be able to recall it."

Again, the role of the group was evident, especially in the level A group when they wanted to translate words to understand the whole sentence, as noted by S4.

S4 in group A

> "In our group, we looked at the word, translated it, and then we tried to understand the whole sentence and the vocab in it."

The quotes from students in level A and level B confirm the role of pedagogic tlang for achieving teaching goals that García and Li (2014) clarify. The seven teaching strategies that they describe include building background knowledge, deepening understanding, enabling cross-linguistic transfer and metalinguistic awareness, and building cross-linguistic flexibility (see previous section 2.4.1).

Summary of interrelations

The web of affordances (see figure 5-2) shows that three affordances have promoted vocabulary learning: inner speech, languaging connections, and collaborative learning. The only affordance having a dual relation is cognition and development, as students have linked their understanding of unknown vocabulary to their understanding and learning in general and vice versa.

The quotes reflected under the affordance of vocabulary learning demonstrated how allowing tlang in the collaborative reading groups provided better affordances to promote students' deeper understanding, as students collaboratively translated, made connections, and benefitted from their multilingualism to understand the text.

5.2.6 For making grammar associations

Interestingly, only level B students referenced the word 'grammar' in their interviews and reflections, and only eight quotes were captured under this affordance. In the analysis of group observations, the clarifying language affordance (section 4.5.2) revealed episodes of tlang when students in level A and level B were working collaboratively to solve a grammatical or lexical issue. However, the web of affordances did not capture any evident relations between the vocabulary learning and grammar associations affordances. For this reason, it was critical to emphasise the distinction found in how students reflected on grammar. S3 in level B highlighted in her interview and DEAL reflection that tlang aided her understanding of grammar, as she made the distinction between adjectives and verbs, as shown in the quote below.

S3 in level B

"The group really helps in understanding grammar."

S3 in level B

Translation: To distinguish between the adj and verb through prefixes and suffixes. How to understand the gist of the text by reading the first sentence of each paragraph.

Students stated that in their groups, they had learned to recall grammar rules and were able to make grammatical connections between their languages, as shown in the quotes below.

S1 in level B

"I mix languages. I mix in grammar, speaking, reading, and writing. for example, in English we said conversation and in French we say conversation. In français we say bonjour, in Italian we say bonjourno."

S3 in level B

"Also, the group was very helpful in that if something was missing in understanding, vocab or grammar, they would fix it. For example, the grammar unit that S5 added yesterday regarding 'notable' she said that we can delete the '-able' and discover the word. It's still stuck in my mind."

S6 in level B

"The connection is usually made with vocabulary and grammar. For example, one student in the group helped me correct my understanding of the past simple by saying an Arabic comment explaining it for me where I made the connection since then."

The findings from students' interviews and DEAL reflections mirror their cognitive and metalinguistic awareness resulting from allowing tlang. They stated that they were making grammatical references and connecting them with other rules in Arabic, for example. The findings from level B interviews and DEAL reflections seem to contradict those in previous studies, such as the study conducted by Arshad, Abdolrahimpour

and Najafi (2015) examining the effect of utilising L1 in the EFL context as an awareness-raising tool on teaching grammar to the students at beginner and upper-intermediate levels. They reported that the use of L1 as an awareness-raising tool helped in teaching grammar to beginner L2 learners. Conversely, students in the upper-intermediate level did not benefit equally from L1 implementation in teaching grammar. Their study shed light on the suggestion that learners of different proficiency levels could respond differently in learning grammar when L1 is used. Nevertheless, as reviewed in (section 2.10), Elashhab's (2020) study on Arabic-speaking learners and the impact of tlang on EFL competence development showed that learners with a low proficiency level were translanguaging for simple tasks and activities, whereas learners with a higher proficiency level were translanguaging for more complicated linguistic processes and tasks. Therefore, I would conclude that regardless of the absence of quotes from level A students on their grammar learning, there were tlang episodes in section 4.5.2 that illustrated how level A students were working collaboratively to clarify language and solve grammatical problems. The absence of their reflection on learning grammar through tlang could be an indication of its complexity as a cognitive process in the lower proficiency group of level A.

Summary of interrelations

As noted by students in the above discussion of quotes from the interviews and reflections, the grammar associations affordance is interrelated with three affordances: collaborative learning, communicability, and participation, and languaging connections (see figure 5-2).

5.2.7 For independence and empowerment

This affordance was captured in the interviews and DEAL reflections to show how students reflected on their agentive feeling of being more courageous and independent in their learning. Students in level A and level B referred to this affordance 53 times in their interviews and reflections, with only 17 references captured in level A compared with 36 in level B. After students were given the space to translanguage in the collaborative reading classroom, they emphasised and reflected on their feeling of independence and empowerment by using expressions such as "gave us the freedom", "gave us the space to think and write", "power", "I'm not constrained", "freedom of expression", "no boundaries" and "not be restricted", as well as expressions such as "with the rule of English only, we feel restricted from participation".

Furthermore, this affordance showed that students grew in their construction of self-identity and "critical metacommentary about language" (Seltzer and García, 2020, p. 34).

From the perspective of the ZPD in the EFL classroom, the teacher is not the only expert or facilitator in the classroom, as students acted as experts in their small groups when they were given the freedom and space to use their whole linguistic repertoire; as a result, they felt empowered and independent in making language choices. This resonates with the process of scaffolding occurring within the ZPD originally defined by (Vygotsky, 1978, p. 86) as:

> the difference between the child's developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance.

The role of scaffolding and its conceptualisation in tlang research has challenged the notion that only a more capable peer can provide scaffolded help, as reviewed previously in (section 2.6.2).

Summary of interrelations

The analysis of students' interviews and DEAL reflections revealed that students reported that the collaborative work in their groups made them feel empowered to have and make choices in their language for the pursuit of learning; this feeling was associated with courage to participate more (section 5.2.2) and be more creative (section 5.2.9) that students expressed using terms such as "ability to give", "not being afraid" and "more outspoken". It was found that the independence and empowerment affordance was interrelated with communicability and participation, and cognition and development (see figure 5-2). The independence and empowerment affordance also promoted languaging connections (section 5.2.1), affect (section 5.2.4) and creativity (section 5.2.9).

The below quotes are from students in level A.

S6 in level A

3. What personal strengths/ weaknesses did the reading activity reveal, and how did it affect the situation positively/negatively?

ماانقاط القوة أو الضعف التي ساهمت التجربة بكشفها؟ وكيف أثرت على التجربة إيجابا أو سلبا؟

* القدرة على العطاء ، حيث استخدام أكثر من لغة يمكن من التعبير بشكل أكبر .

* عدم الخوف من استخدام لغة غير الأم .

> Translation: The ability to give because using more than one language facilitates my expression more.
>
> Not being afraid of using a language other than mother tongue.

S6 in level A reflected that the experience of tlang gave her the feeling of liberation, stating that allowing the use of more than one language enabled her to express herself more in the classroom and "she was not … afraid of using a language other than her mother tongue". This statement reflects her understanding that although she is not allowed to use Arabic in the English classroom, she acknowledges that allowing tlang made her more courageous in using other languages. This quote was also coded for communicability and participation (section 5.2.2).

In English language classroom contexts, foreign language anxiety seems to negatively affect the emotions and thoughts of students, as it diminishes their willingness to communicate and contributes to their feeling of incompetence, thus affecting their level of communicability (see section 5.2.2). In the below quote, S6 in level A expresses her frustration at not being allowed to translate a difficult word to understand the whole task in the regular setting of their reading classroom.

S6 in level A

> "And it's not good when, for example, there is a word that I can't understand the English definition, making me unable to understand the whole task, while if I was allowed to find the translation of that word, I would have given more."

The tlang space acted as an aid in the ZPD that allowed students to be more independent and empowered in their own languaging for the pursuit of learning. In the above quote from S6, she draws on a scenario with the possibility of allowing translations to Arabic when students are not able to understand the English definition,

stating, "If I was allowed … I would have given more". This expression encompasses many meanings connected to learning, which I code here to describe the agency and independence affordance. When S6 was interviewed, she provided further elaborations to strengthen her position.

S6 in level A

"Yes, definitely, referring to the linguistic repertoire makes me retain English because as I explained before, I can make connection between the two languages, which allows me to remember the word more. Not like knowing only the definition in English."
"Positive: to have more words in many languages to express myself and describe things."

The expression "I would have given more" translated from the Arabic "كنت بعطي أكثر" is analysed here to inform the evidence of making connections between languages to acquire and retrieve vocabulary, and to be more communicative.

The feeling of independence was manifested through students expressing their willingness to use the method of tlang, which they described as "mixing languages" in other spaces beyond the English learning classroom and in future contexts to aid their learning and development of a new language, as shown in the comments made by S2 and S6 below.

S2 in level A

Translation: Mixing the languages that I have to help me learn a new language or increase my knowledge in it.

S6 in level A

> "I mentioned in the reflection that I can make use of this 'tlang' method in the future when I want to learn a new language."

S2 in level B highlighted the importance of giving what she describes as "a space" to practise freedom of expression in the two languages.

S2 in level B

> "I think it's more beneficial to give the student the freedom of expression by teaching them both languages and giving them a space to learn more than one language, which lets them benefit from each other."
>
> "In writing I mix, too, because when I write in Arabic, I mix between standard Arabic and colloquial/spoken Arabic, which I feel gives me a lot of things."

It is therefore clear that S2 is aware of the mutual benefit of using all her languages without being constrained. She further elaborates in the interview that speaking is not the only form, as she acknowledges that using all variations of her linguistic repertoire in writing "gives me a lot of things". This expression in Arabic "يعطيني أشياء كثيرة" is used colloquially to mean enriches me, empowers me, which is an indication of her feeling of empowerment and suggests a space for creativity (section 5.2.9). This is also a clear indication of how tlang raised students' metalinguistic awareness, which will be further discussed in section 6.4.

Students stated that in their small groups, they used their languages and different dialects frequently, which made them feel empowered to exercise their agency in tlang for the purposes of language learning.

Similar to level A students, S4 and S5 in level B noted that the affordance of empowerment helped them to overcome the feeling of anxiety associated with the foreign language classroom.

S4 in level B

> "It also made me more courageous in speaking up because before I was only listening in the class and didn't participate because I was afraid of making mistakes."

S5 in level B group

1. I learned that

.... ه.كيف ما أخاف بمشاركة فكرتي حق لو عندي غلط
.... ٢. هيه جهات نظر مختلفة و مشتاركه

> Translation:
>
> How to not be afraid of sharing my idea even if I make mistakes.
>
> Understand different and shared viewpoints.

In the above quotes, tlang seemed to diminish the feeling of being afraid to make mistakes when participating in the English language classroom, which led to students feeling more courageous to communicate and participate. Accordingly, the affordance of independency and empowerment is also associated here with cognition and development (section 5.2.3), affect (section 5.2.4), and communicability and participation (section 5.2.2).

Additionally, S3 in level B stated that tlang eliminated the boundaries of speaking, as she usually feels "suffocated" by the English-only rule.

S3 in level B

> "I also felt free, as there were no boundaries because usually in the English class I feel suffocated in that I have to talk in only one language and make the effort of structuring the sentence before I speak."

With the enforcement of the English-only rule, students feel the pressure of constructing what they want to say before they speak, which can be a hinderance to their communicative repertoire. Supporting this finding, Nurhikmah, Basri and Abduh (2020) confirmed that tlang assisted learners to reduce such affective barriers and to increase their comprehension through their self-confidence in the target language classroom.

Although the current study implemented a tlang pedagogy in the reading classes over 7 weeks, students highlighted the effect of this intervention on their performance. Allowing tlang enabled students to enrich their languaging and academic experiences, as stated by S4 in level B.

S4 in level B

1. What was different about what you did during the English reading lessons in the last 6 weeks?

ما الذي اختلف في فصل القراءة خلال الأسابيع الستة الماضية؟

Translation: More outspoken/more social/I can express and discuss my opinion with colleagues and accept their viewpoints.

S4 emphasises her feeling of being independent in her speaking with her classmates and in being more social, allowing her to accept the views of others. She further elaborates in her reflection that her role in the reading activity has transformed from being a passive listener to a speaker of her own thought.

S4 in level B

2. What was your role in the reading activities? ماذا كان دورك في أنشطة القراءة؟

Translation: I was a listener first but through these weeks I developed and became a speaker with thought, which I didn't feel before. That means I used to be too shy to say that I don't know this word and was afraid of making mistakes and bullying.

In the above quotes, S4 asserts that she is now using speaking to support her thinking and not for the mere goal of speaking. The comment from S4 suggests that tlang allowed her to become more independent and empowered her to speak up with

thought. Again, this represents the development of students' metalinguistic awareness. This finding is discussed further in section 6.4 to outline the role of metalinguistic awareness and collaborative agency.

I would conclude that the independence and empowerment affordance provided empirical evidence of how providing a collaborative tlang space for learners is linked to purposeful languaging practices (see section 6.4), which, in turn, interrelates with other learning aspects such as creativity, communicability, courage and cognition, thus empowering students to take ownership of their learning in the English language classroom.

5.2.8 For inner speech

Naturally, the first language is used more frequently than the second language in inner speech (Resnik, 2018). The analysis of students' interviews and DEAL reflections revealed 28 coded expressions for inner speech,11 in level B and 17 in level A, where students used words and phrases such as "I usually think in Arabic in my head and produce the whole sentence then I translate it to English", "It felt like thinking in more than one language", "talking with myself" and "mix internally".

The expression by students in that they prefer to translanguage or talk with themselves relates to what De Guerrero, (2005) explains as a distinct aspect of inner speech in which semantic and syntactic coding take place in a progression of thoughts from internal to external speech and vice versa. At some point in this progression, inner speech may be closer to thought than speech; this might be the stage characterised by Vygotsky (1986) as "thinking in pure meanings" (p. 249) or by Sokolov (1972) as "thinking in allusions to words" (p. 122). According to students, allowing tlang with their group in the reading lessons ignited their inner thinking, and therefore they became more conscious of their mental activity regulation. This is an important finding that I further elaborate on and discuss in sections 6.4.1 and 6.6.

What was observed is that the space of enabling tlang created collaborative affordances to aid students' thinking during the reading tasks and their thinking about the language. Inner speech cannot be heard in Arabics, but their intramental activity (inner speech) transformed into intermental meanings (interthinking in their social constructs).

The first quote from S6 in level A is her answer to the interview question about what language she thinks in when reading. She answered that it's usually Arabic, and when

she is asked to write in the classroom, her strategy is to create a whole sentence in Arabic then translate it into English.

S6 in level A

> "I usually think and produce the whole sentence in Arabic in my head then translate it into English and see if it works or I change it."

S6 is reflecting a process of externalising her inner speech through translation, which then allows her to evaluate and rephrase her produced sentence.
Similarly, S1 and S3 in level A support that even though she reads a sentence in English, she is automatically translating it in her mind to Arabic, thus confirming that this method helps her to retain language.

S1 in level A

> "When I read an English sentence, I automatically translate it in my mind into Arabic, which helps in retaining the language."

S3 in level A

> "Usually, I think in Arabic then translate into English when doing writing exercises and studying."

In the above quote, S3 acknowledges that she resorts to Arabic as a metalinguistic function when she is trying to solve complex linguistic exercises in studying and writing (Antón and DiCamilla, 1999). This suggests that allowing tlang spaces enables students to externalise their inner speech as a necessity to solve the task and thus achieve cognitive development.
Further quotes from students' reflections confirm that they employ tlang strategies without realising that they are doing so. These quotes reflect the spontaneous aspect of tlang when students brainstorm in Arabic or search on the topic in Arabic and then translate to English. Interestingly, this strategy was only acknowledged by level A students who found brainstorming in English or organising their ideas before reading challenging, thus confirming the view of SCT in that the first language is an important semiotic tool, especially among second language learners with lower proficiency who

share the same first language (Lantolf, 2000). S2 in level A exemplifies this notion in her quote below.

S2 in level A

> "When reading the text, I translate it into Arabic in my head to understand what I'm reading. Because it's our mother tongue, we revert to it whenever possible."

According to Pavlenko's (2014) argument that people cannot entirely control whether or not to use inner speech at all, the language they use in their inner speech is typically beyond multilinguals' conscious control as well; however, students' reflections after allowing the tlang pedagogy revealed that they became more conscious of their languaging practices, thus affecting their inner speech. In the below quote, S2 further expresses her feeling and how she was thinking in her whole active linguistic repertoire.

S2 in level A group

> "When I was reading the text, it felt like thinking in more than one language."

De Guerrero (2005) posited that:

> When people say that they think 'in language' or 'in a particular language,' they are usually referring to the idea that their thoughts appear in their minds as words (p.19)

In support of De Guerrero (2018) work, inner speech goes beyond the monolingual frame, especially for those who speak two or more languages or, in this case, are allowed to benefit from the diversity of their linguistic repertoire. In the quotes above, students noted the introspective effect given the prevalence of allowing tlang.

Students in the level B group stated that tlang raised their inner speech awareness and increased their cognition. Examples of this can be seen in the quotes from S2 and S3 below.

S2 in level B

> "Mixing is always with myself because it personally teaches me."

S3 in level B

> "I used to mix sometimes but internally when I am talking with myself."
>
> "Positive, because it trains my brain, I feel like my brain is really working when I am talking in it."

Although students do not fully understand the concept of inner speech, they are positively expressing how they felt when they were allowed to use their whole linguistic repertoire. Phrases such as "mixing is with myself … it personally teaches me" and "internally when I am talking with myself … I feel like my brain is really working" are evidence that students are acknowledging consciousness of what languages they are thinking in and whether this is done privately or explicitly with their group members. This aligns with the findings of De Guerrero (2005) on the relation between second language proficiency and its use in inner speech, in that speakers with higher proficiency use it more. Level B students in this study seem to acknowledge their acts of fluid languaging use instead of using Arabic in inner speech, as described earlier by students in level A group.

In the below reflection, S4 in level B highlighted an interesting relation between inner speech and vocabulary learning, as she not only recognises the effect of tlang on her inner speech but also states that by having two different answers in different languages, she is able to receive and retrieve more vocabulary, thus expressing her consciousness of regulating her mental activity (see section 5.2.4).

S4 in level B

2. Did you change your idea about using only one language in the reading class? How was it changed after the reading task?

هل غيرت رأيك نحو الاعتماد على لغة واحدة في فصل القراءة؟ كيف تغير رأيك في ضوء هذه التجربة؟

نعم، حيث عندما أقرأ السؤال فيذهني أصبح لدي اجابتين بـ different languages وهذا ما يجعل ذهني يستقبل كلمات أكثر.

> Translation: Yes, because when I read the question in my mind, I now have two answers in different languages, which makes my mind receive more vocabulary.

I would argue here that students described inner speech as an affordance of allowing tlang that helped in mediating their languaging practices, thus giving them the space to connect concepts and ideas in one language and express them in another.

The findings under this affordance of learning provide empirical evidence of what Smith and Robertson (2020) proposed in integrating sociocultural understandings of languaging to learn with theories of tlang in practice, thus supporting the transformative potential of tlang pedagogy. Their focus was on presenting the fundamental role of inner speech with learning as a higher mental activity, acknowledging the role of tlang in extending students' inner speech.

Summary of interrelations

The findings from students' interviews and DEAL reflections demonstrated how Inner speech affordance of learning promoted three main affordances in the web of affordances (see figure 5-2): cognition and development, languaging connections, and vocabulary learning as discussed and exemplified in above analysis.

5.2.9 For creativity

This affordance represents how students creatively enacted and mixed between their languaging practices and dialects. It represents occasions when students expressed this directly, using the word 'creative', or indirectly through the notion of creativity as an affordance of learning. The analysis revealed that only level B students referenced the aspect of creativity in five quotes. Although creativity was captured in both levels during the collaborative tlang tasks, only level B students reflected on it (this difference is further discussed in section 6.5.2). The web of affordances (see figure 5-2) illustrated that creativity is linked to two main affordances: affect, and independence and empowerment.

The creativity affordance seems to encapsulate Li (2011) definition in that it is "the ability to choose between following and flouting the rules and norms of behaviour, including the use of language" (p. 1223).

According to Li, the idea of allowing tlang, or what he termed as 'tlang space', embraces two main concepts, namely creativity and criticality, which he suggested are fundamental but under-explored dimensions of multilingual practices (further discussed in section 6.5.1).

A previous study revealed that empowerment and creativity share a complementary relation (Steinhagen and Said, 2021). This was also reflected in the findings of this study, as students linked creativity with the affordance of independence and empowerment. S2 in level B clearly stated this in the interview in the below quote.

S2 in level B

"When someone is free by nature, they are more creative."

S2's quote confirms the definition of tlang in that it promotes the freedom of using one's linguistic repertoire in the pursuit of learning and communicating.

The findings of this affordance support those of a previous study conducted in the UAE higher education classrooms, where Steinhagen and Said (2021) found that by providing creative classrooms that support multilingualism, students were empowered to take ownership of their learning, thus encouraging creative thinking.

Creativity was not only restricted within the confines of the English language classroom. For example, S5 stated that she resorts to creating words using her full linguistic repertoire in scenarios where she does not want to be understood, thus linking the affordance of creativity and independence again.

S5 in level B

"I sometime create words when I don't want people to understand what I'm saying, Turkish, for example. That's why I want to travel to Turkey."

Similarly, and in support of the tlang pedagogy strategy, S1 in level B was very critical of the English-only rule, as she stated that it "restrains" students from being creative.

S1 in level B group

"The rule of English only is the biggest mistake I think that any university can make because it restrains students from being creative."

I can argue that tlang gave students the capacity in their languaging to be more creative, feeling empowered to express complex ideas in any form, thus in turn, expanding the space of their tlang. Students positively reflected that this 'strategy' or 'tactic' allowed them to tap into their different dialects as well and not only languages. In the below quote, for example, S2 in level B used the phrase "depends on you" to express her feeling of authority and empowerment in using all the languages and dialects in her linguistic repertoire to learn and thus be more creative.

S2 in level B

1. How did using your language variety make you feel (positively and/or negatively)?

ماذا شعرت إيجابا أو سلبا حين اعتمدت على تنوعك اللغوي خلال التجربة ؟

(handwritten response in Arabic with interspersed English words "positively", "it depends on", "you")

> Translation: I felt positive because I learned how to think in more than one language and even dialect. From my perspective, this depends on you because I love all languages and dialects, so when I learn through something I love, I will be more creative.

2. Did you change your idea about using only one ...

As the original aim of pedagogic tlang is to soften the boundaries between the separated language entities and dialects (Cenoz and Gorter, 2011), students noted that moving freely between and across their language forms and dialects enabled them to be more creative and gave them the feeling of independence and empowerment.

5.2.10 For collaborative learning

The last and integral theme emerging from the analysis of interviews and DEAL reflections is collaborative learning, established by students as linked to six tlang affordances of learning. The total number of quotes coded for collaborative learning is 38, as level B students reflected on this affordance 25 times while level A students reflected on it 13 times.

In relation to SCT, Swain and Lapkin (2011) emphasised the strong, mutually influential relationship between an individual's environment and how that individual perceives and interacts with that environment. The relation between SCT and second language education is based on the understanding that students learn best when they are engaged in a collaborative process of generating meaning and knowledge rather than passively receiving information. Vygotsky (1978) argued that social interactions play a key role in the process of learning and acquiring language.

In line with this, the shared space of tlang in students' collaborative reading groups allowed them to express themselves freely through their whole linguistic repertoire and helped them to overcome their negative experiences of language learning, thereby gaining confidence and courage and feeling empowered to communicate for meaning making. As the sociocultural perspective of learning posits, tlang seems to have

provided students with the scaffolding tools needed to work within their ZPD (Vygotsky 1978).

Summary of interrelations

In the web of affordances (see figure 5-2), collaborative learning is interrelated with cognition and development, vocabulary learning, communicability, and participation, languaging connections, grammar association, and affect. The interrelation that students reflected on the most is between collaborative learning and vocabulary learning, as shown in the quotes below.

S2 in level A

"I preferred the technique of sharing vocab in the group (whoever knows the meaning shares it and vice versa)."

S3 in level B

Translation: Working with the group has its advantages and speaking in all three languages gives my mind the freedom and trains me to remember my scientific repertoire. It doesn't restrict me and allows me to delve into my thoughts and allows me to speak faster.

S6 in level B

3. What is the most important thing that happened during the reading activity?

اذكري أهم ماحصل في نشاط القراءة من وجهة نظرك؟

working as a team I think this is the
important thing that happend like when we
work as a team , the reading bee class
became so much fun , and working as
a team is really helpful during the class
and another thing is : that you can speak
in any language you want to speak with

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection for applied learning. *Journal of Applied Learning in Higher Education, 1*(1), 25-48.

like I have learn more than one language in
diffrent languags one class in one class , is amazing! words

In the above quotes, S2, S3 and S6 highlight the role of the group or "working as a team" and how it helped in sharing and learning vocabulary. The first quote by S2 in level A reflects the role of collective scaffolding , as she states, "whoever knows the meaning shares it and vice versa". S2 is acknowledging that vocabulary learning was best attained when students were collaboratively tlang with the aim of sharing what they knew in their groups.

Moreover, in the above quote, S6 reflects on the affect that was associated with "working as a team", as she described the reading lesson as becoming more fun. The tlang space has also created opportunities to learn different words in different languages through collaborative work.

Students also linked the affordance of communicability and participation (section 5.2.2) and cognition and development (section 5.2.3) to collaborative learning, with examples provided in the quotes from S1 and S3 in level A and S6 in level B below when asked to reflect on tlang within collaborative learning.

S1 in level A

"Constructing and adding ideas to each other. (It works better with a group)."

S3 in level A

5. How did you all collaborate to understand the text and answer the questions? What could you have done differently? كيف كان تعاونكم في المجموعة في فهم النص والإجابة عن الأسئلة؟ هل رغبت بفعل شيء بطريقة مختلفة؟

العمل ضمن فريق اعتقد ان يساعدني بتكل كبير للمشاركة في الأفكار وطرح المعلومات جديده.

> Translation: Working in the group I think helps me a lot in sharing ideas and new information.

S6 in level B

> "The experience in the group was better than individual work because first it makes me more excited, and second it will help you understand the text faster because we explain to each other the parts that we didn't understand."

In small group discussions, tlang proved to be a potent strategy for fostering interactive communication among students, resulting in better construction of knowledge, sharing of ideas, and better understanding. In the collaborative reading groups using tlang, students' external knowledge acted as a socially constructed cognitive tool that was transformed into inner speech. This was only accomplished through the collaborative dialogue that tlang space had given students. Consequently, such collaborative dialogue led to opportunities of English learning through the mediation and construction of knowledge in the groups. The discussion continues in 6.4.2 to highlight the relation between allowing tlang and collaborative agency. In the next section, I turn to reflect on some hesitations and arguments against the idea of tlang in the EFL classroom as described by students in the interviews and DEAL reflections.

5.3 Uncertainties about Tlang

This section represents counterarguments to tlang as an affordance, in students' uncertainties about the idea of what they described as mixing their languages. Through the DEAL model questions and interviews, students examined their academic perspective of the tlang experience based on what they learned and what they liked or disliked during the collaborative reading lessons. Thus, this part of students' reflection on their linguistic behaviour demonstrates their increased metalinguistic awareness, which includes cognition and development (section 5.3.2).

There were several main arguments about tlang. Even though the students admitted the great benefit of tlang in their learning (as analysed in the ten affordances of learning in section 5.2), they also reflected on some hesitations. 23 quotes in the interviews and DEAL reflections were categorised into three main arguments. The first argument is about the difference between 'mixing' in speaking and in writing, agreeing that the latter is not acceptable. Second, they reflected that mixing depends on who you are speaking with, the topic, and the place, suggesting that it is acceptable to mix in specific social contexts but not in others, especially with Arabic being associated with heritage and religion (see section 1.2.1). Finally, there is the argument about mixing in the same sentence or within a word, which can be confusing. The below quotes demonstrate students' reflections on each argument.

Speaking vs. writing

In the quotes below, S4, S5 and S3 present their views on the difference between 'mixing' in speaking and in writing, reflecting their metalinguistic awareness.

S4 in level A

"I never mix in writing, but I do when speaking."

S5 in level A

"Applying tlang on speaking is more successful than on writing."

S3 in level B group

"But in writing, no, I stick to the language I am requested to write in. Arabic = Arabic."

Although students mixed in their writing during the collaborative reading tasks when they were encouraged to use their full linguistic repertoire, they still seem to maintain strong monoglossic views about writing regardless of their tlang practices in the classroom. As I have reviewed in the first and second chapters of this thesis, the Arabic language is diglossic, and the two varieties of SA and CA are generally separated according to their functions (Albirini, 2016). Therefore, SA is associated with writing and academic use, and the shift towards mixing in writing is still not favoured or, as the students commented, is "less successful".

Social context

The second argument that students raised about tlang is its social context, reflecting that Arabic should prevail over any other language, especially outside the confines of the English language classroom. This emotional feeling originated from their pride, identity, and voice (Canagarajah, 2011a). The first quote from S3 in level B reflects her strong view on Arabic. Similarly, S5 states that she can accept the idea and practice of tlang, but most of her community will not.

S3 in level B

"If I go to a restaurant, I don't like to speak in English because I feel it's my country and it's an Arabic-speaking country, so I should be speaking Arabic. This comes from my pride in my language and that they should learn my language."

S5 in level B

"I think mixing is okay for me, but our community and culture, I don't think they accept that because Arabic is associated with the Qur'an."

S6 in level A expressed a similar view yet admitting the spontaneous nature of her tlang.

S6 in level A

"Usually mix between two languages in English and other subject classrooms but I do not prefer that because I think we should maintain the Arabic language identity without the interference of foreign languages, but it happens accidentally."

Other views from students suggest that tlang does not occur spontaneously, especially with complex words, and that 'mixing' in speaking depends on who they are talking to and the place, as shown in the comment of S1 in level B.

S1 in level B

"I don't see mixing as spontaneous unless the words that we are used to like okay, yes, no, but it's impossible to talk naturally with somebody and say the word complicated or communication. It depends on the person I am talking with and the place."

In general, students' reflections suggested that tlang made them feel empowered, where they took ownership of their learning through an effective strategy that helped them to understand more. However, they expressed strong emotions regarding their native language, Arabic (Steinhagen and Said, 2021), suggesting a sense of respect for Arabic as the sacred language of the Holy Qur'an (see section 1.2), which represents their identity as native speakers of Arabic. However, the confidence in students' identity, background and being able to draw on their linguistic repertoire as resources for communication are positively empowering strategies for multilingual students (Canagarajah, 2011a). In a previous study, Alzabidi and Al-Ahdal (2022) referred to Saudi students' identities as an important aspect of language teaching. They reported that students in Saudi Arabia see English as a language they use outside, suggesting that the English classroom is not seen as a secure location for students to construct their L2 identities. Similarly, in the Emirati context, Palfreyman and Al-Bataineh (2018) found that students expressed strong views on keeping Arabic and English separate, especially in contexts outside the classroom.

Interlexical vs. intralexical tlang

The third argument represents what students commented on during the reading observations and in their reflections to some extent. Students noted that the translanguaged version of the reading preview created some confusion due to the nature of Arabic script (written and read from right to left) as opposed to English (written and read from left to right). This was also highlighted in their reflections and interviews regarding their unfavoured strategy of 'mixing' in writing.

The basic distinction in the scope of languaging is usually between

> Inter-sentential switching, or change which occurs between sentences or speech acts, and intra-sentential switching, or change which occurs within a single sentence. Some sociolinguists refer to the latter type as 'code-mixing' (Saville-Troike, 2003, p. 50).

According to (Turnbull, 2020), a further distinction is in intra-sentential tlang practices as being either interlexical (i.e. tlang between words within a single sentence) or intralexical (i.e. tlang within a single word in a single sentence). Students have demonstrated creative ways of intralexical tlang, such as the example of T-shirtathom in section 4.4.1, yet they seem to find interlexical tlang confusing, as highlighted by S1 and S3 in level A in their responses to their views on tlang as a strategy.

S1 in level A

> "I prefer not to mix within the sentence."

S3 in level A group

> "Mix between languages but I don't prefer that. Dislike talking in Arabic then adding one word in English, for example. This doesn't give justice to the language, I think."

As reviewed in previous (section 2.10), the shift towards tlang in the EFL context is still in its earliest stages, and the notion of tlang is often misinterpreted and confused with codeswitching. Alqahtani (2022) argued that Saudi EFL students are still worried that tlang strategies may not bring their proficiency to the desirable standard, and there is still a need for teachers and institutions to be trained and oriented towards understanding and using the benefits and use of tlang as a pedagogy.

The argument often voiced by students with a lower proficiency level is that they favour the use of English only in the classroom due to the lack of opportunities in the EFL context to practise the language (Neokleous, 2017). However, the findings in this research seem to be supporting those of Alsaawi (2019) in that students with a lower English proficiency level welcome the use of Arabic in the classroom since their level of English is not advanced enough. I would conclude that uncertainties about the idea of tlang are natural and acceptable in a context where English only has prevailed in teaching in the classroom. The findings reported in this chapter represented in the ten affordances of tlang and the pedagogic functions observed in the collaborative groups suggest that the benefits of tlang pedagogy are yet to be uncovered.

5.4 Conclusion

Based on the thematic analysis of students' interviews and DEAL reflections, this chapter has documented that tlang served as a scaffolding tool to mediate meaning by creating learning affordances in the reading classroom. Students described ten main affordances of learning that emerged from their experience of allowing tlang in the reading classroom. The relation between these affordances is intertwined and complex, as some affordances are linked to another, which I illustrate in the web of affordances (see figure 5-2) and discuss further in the next chapter.

According to students, tlang provided affordances for them to perform higher-order cognitive functions, which they sometimes referred to as occurring through inner

speech, such as making lexical and grammatical connections between the languages and negotiating meaning.

Although tlang appeared to be a naturalistic act, students made it purposeful. The collaborative tlang reading tasks and their weekly learning reflections in their groups enabled them to understand and reflect on the benefits of tlang, as they became more metalinguistically aware of their languaging practices, which was captured and reflected in the wide variety of students' quotes.

In the next chapter, I present a discussion of the findings in Chapters 4 and 5 to draw on the conclusions that answer my main research question of how allowing tlang facilitates learning.

Chapter 6. Discussion: "Using my own Word" Tlang from Allowing to Enabling via Collaborative Agency

6.1 Introduction

The purpose of this case study was to explore the tlang affordances of learning during and after allowing tlang in EFL classrooms in KSA. Specifically, this study sought to capture the affordances of tlang in the collaborative reading classroom by allowing tlang in the strict English-only policy context. Affordances of tlang were examined in two groups with a different proficiency level through observations, weekly reflections, interviews, and DEAL reflections to obtain students' views on the tlang experience. Although I employed tlang pedagogy in its original sense of reading in one language and writing or speaking in another (Williams, 1994), the findings differ from those of the early research on tlang (e.g. Williams 2002), which suggests that tlang is mostly judicious for multilinguals who have reasonable proficiency in all their languages and therefore tlang is used to maintain their languages and not for early teaching of the second language (Williams, 2002). In this study, SCT constructs of mediation, internalisation, collective scaffolding, ZPD, and exploratory talk (Vygotsky, 1978; Donato, 1994; Mercer, 2007; Lantolf, Poehner and Swain, 2018) provided a useful lens for examining collaborative tlang practices for learning English. Regardless of students' proficiency level, both groups demonstrated a wide range of cognitive, affective, social, and linguistic functions that were used for the purpose of scaffolding collective learning leading to more exploratory talk (Mercer, 2007) in the Bilingual Zone of Proximal Development (BZPD) (Moll, 2013). Furthermore, when allowing tlang, students reflected on the development of their metalinguistic awareness. Although they were given the space to use their full linguistic repertoire, they succeeded in making their tlang purposeful through the active processes of interthinking, thus suggesting new mechanisms of how interthinking functions through tlang.

The aim of analysing the findings from the two embedded cases was to produce a nuanced and multitiered yet holistic and integrated synthesis in this chapter. The challenge throughout the findings presented in chapters 4 and 5 was to make sense of the large amount of data, identify significant patterns, and construct a framework that communicates the essence of what this study has revealed. This chapter advances the sociocultural understandings of tlang for learning, as it finds principles within theory across the two cases of level A and level B. First, in section 6.2 and section 6.3, I reflect on two main notions to understand the role of tlang for learning

that emerged from the findings, aiming to answer my first research question about how allowing tlang operates to support learning. This is followed by the explanation of how students' tlang became purposeful in section 6.4. Second, I provide interpretations of tlang affordances of learning by looking into the relationality between the web of affordances and the differences captured between the uses and reflections of tlang in level A and level B in section 6.5.

Finally, I present concluding remarks on defining and extending the notion of interthinking through tlang as an active process of learning, drawing on specific ways that this chapter extends theory in section 6.6. The implications and limitations of this study, as well as recommendations for future research will be presented in the next and final chapter of this thesis.

6.2 Understanding the Functions of Tlang Practices and Learning

The answer to the main research question of how allowing tlang as a pedagogy supports learning is found within the microgenetic analysis, namely the moment-by-moment unravelling of students' collaborative languaging that was captured when they were allowed to translanguage. In viewing this, I first categorised the episodes according to the type of talk (Littleton and Mercer, 2013) as either exploratory or cumulative, where the exploratory mode of thinking and talking is characterised by learners questioning, summarising, reformulating, and elaborating (Mercer, 1995). According to (Mercer, 1995), the social modes of thinking suggest that exploratory talk affords the principal opportunities for learning through students' IDZ, as introduced in the review of the literature (see 2.6.3). The findings suggest that more cumulative and exploratory talk was captured when tlang was allowed than during non-tlang weeks (see section 4.4).

Smith and Robertson (2020) suggested that the physiological act of speaking during exploratory talk triggers students' thinking in the task, as they are filling gaps and inconsistencies during the process of speaking. In line with their argument, this study focuses on exploratory and cumulative translanguaged talk as being unique to group and collaborative work where joint scaffolding is manifested to construct knowledge and articulate concepts. The process of enabling tlang by students (discussed in forthcoming 6.6) when it was allowed triggered higher quality of exploratory talk as students interacted consciously to think and reason, building on their collective past experiences and observations. As reported in chapter 4, tlang episodes captured the active acts of students when they were negotiating meaning and clarifying language

(see sections 4.5.1 and 4.5.2). This shared understanding where dialogical activities of joint thinking take place is the essence of interthinking. An example of this the episode of group repair described in section 4.5.1 reflecting how students were interthinking to make sense of translating the word (un-usual), as they were collectively scaffolding to provide better alternatives, correcting the translation through self-repair and agreement. This example is also a demonstration of exploratory talk (Littleton and Mercer, 2013), where students are collaboratively engaging critically and constructively with each other's ideas (section 4.4.2). Accordingly, when a shared framework of understanding is created, opportunities for learning are provided during the interaction, bringing more affordances to tlang.

This research verified that the process of tlang has afforded learning, as students supported collaborative talk and the learning of vocabulary during the process. This supports García and Li's (2014) suggestion that "embedded in this practice [tlang] is the belief that learning is not a product, but a process" and the idea of Mazak (2017) that tlang is transformational. Transformation is a constant process, as it continually "invents and reinvents language practices in a perpetual process of meaning-making" (Carroll and Sambolín Morales, 2016, p. 251).

During the transformation process, students engaged in discursive practices of translation that included all their active linguistic resources, which allowed them to communicate for meaning making while appropriating socially constructed knowledge. Tlang as part of the process of learning seems to confirm the need for tlang in the EFL classroom. Another way to perceive tlang for learning is to look at how it functions within the BZPD, which is discussed in the next section.

6.3 The Role of Tlang in the BZPD

Reflecting on the ZPD (Vygotsky, 1978), a critical aspect in learning the second language is students' ability to bridge the gap between their actual development level and their potential level depending on the resources or support provided (see section 2.6.1). Allowing tlang and the flexibility of using their full linguistic repertoire provided essential support for students in a self-directed way. The analyses of tlang episodes in chapter 4 under the five cognitive and social affordances – negotiating meaning, clarifying language, checking, or confirming understanding, task management, and building relationships – have clearly demonstrated how students were able to regulate each other's thoughts through natural and fluid discursive practices of their available linguistic repertoire to solve higher mental problems of the reading tasks. This type of

participation created opportunities for language learning as students bridged the gap between their actual and potential level afforded in the ZPD (Lantolf, 2000).

Moll (2013) and his team developed an approach to teaching reading in English adapted from Vygotsky's ZPD and based on students' advanced abilities in Spanish as a proximal level of development. They suggested that the level of reading proficiency in a learner's native language may be indicative of the proximal level of development, that is, what learners can achieve with support. Moll (2013) termed this space the BZPD and concluded that the goal of teachers is to create a space of strategic scaffolding to enable students' progress from their actual level of development to their proximal level.

I would argue that the tlang approach applied in the reading lessons in this study adheres to Moll's (2013) hypothesis with respect to advancing the BZPD. Moreover, during the reading tasks, students in the group read the text in its original English format of their textbooks (see, for example, figure 4-3 in section 4.4.2). However, the tlang pedagogy that was applied provided the reading preview in Arabics that I label as translanguaged versions, which sets their zone for understanding the topic by scaffolding their vocabulary. For example, when students were allowed to discuss the reading preview of the topic (Marketing: Why does something become popular?*) (See figure 4-1 in section 4.4.2) for the reading of Unit 1 titled unusual ideas to make a buzz, they were engaged with the reading. Having the opportunity to preview the topic in Arabics prepared their schemata, which is known as a process of using the reader's existing knowledge to understand texts to construct meaning, thus opening a zone for activating students' full linguistic repertoire. As they moved to the reading, they were already equipped with the concepts that they scaffolded in their groups and internalised within the afforded tlang space. This process not only proved deeper meaning making but again confirmed the role of interthinking, which will be discussed in section 6.6. The tlang affordances of learning that were available during the process of previewing in Arabics, reading in English and then discussing through tlang had a significant impact on students' comprehension by building their background knowledge on the reading topic and creating a mental framework for better comprehension.

In support of Moll's adaptation of the ZPD in the bilingual context, I utilise his figure with adaptation to tlang for demonstrating findings of this study (see figure 6-1 below).
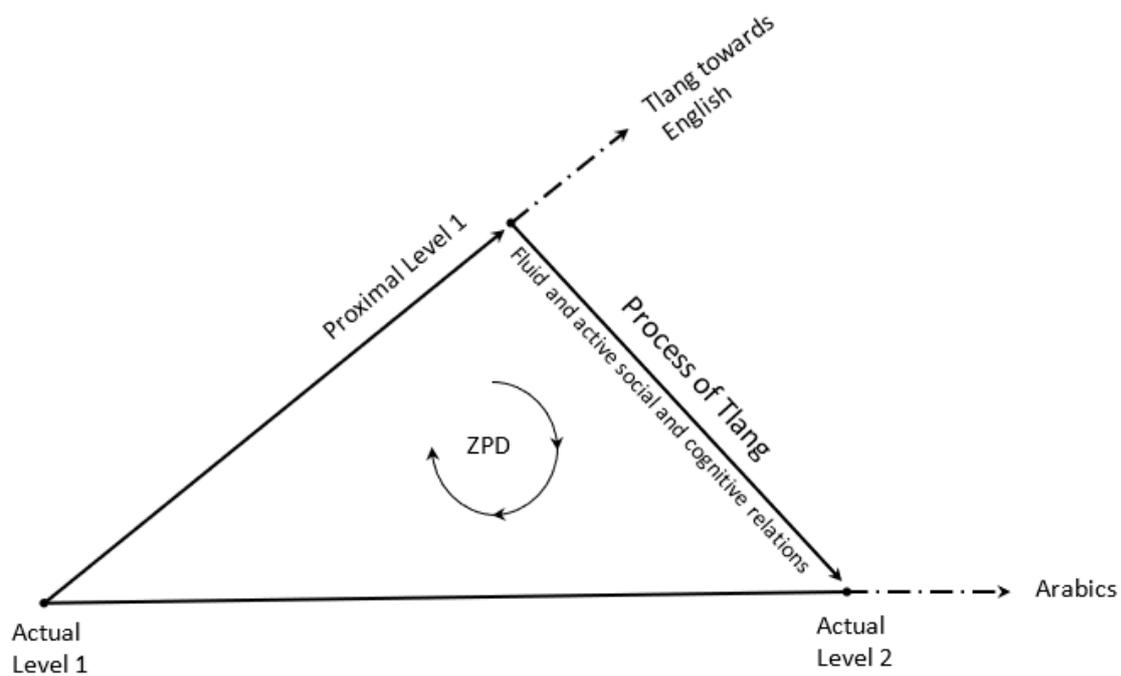
Figure 6-1 The role of tlang in the BZPD (adapted from Moll 2013, p. 64)

The above figure demonstrates the proximal level 1 of English learning and how the students can reach their actual level 2 in Arabics through the process of enabling tlang. Most of their tlang was for meaning making in the ZPD, where tlang affordances enabled them to actively discuss, interthink, translate, and mediate meaning.

Adhering to my definition of tlang affordances (see section 6.5), the resources that were afforded in the collaborative groups acted as supporting elements that helped to bridge the gap between the actual level and potential level of learning. In their groups, students attempted to control the problem-solving tasks by actively languaging to meet the demands of the tasks collaboratively and through the tlang space afforded. This is a significant finding since it allowed students to mediate their control over the language and the procedures of the task (Brooks and Donato, 1994). Vygotsky (1986) labelled this as regulation, which is one of the major features of cognitive development.

A critical aspect of the ZPD is that it reflects Vygotsky's emphasis on the social genesis of learning and development. The findings have provided a way of understanding how tlang affordances of learning were made available through the activation of more than one language, and during the process of collaborative work in the ZPD.

6.4 Purposeful Tlang in the EFL Classroom: A Natural Act

Originally, the term 'tlang' was developed in an educational context (Williams, 1994) to denote a pedagogical planned activity initiated by the teacher for the purposeful use of

Welsh and English in a lesson. Similarly, the aim of this study is to allow tlang in a context restricting the use of Arabic. It specifically adapted classroom practices for multilingual collaborative reading from the CUNY-NYSIEB guide for educators (Celic and Seltzer, 2011) and the preview-view-review strategy of (Freeman and Freeman, 2007), as illustrated in section 3.4.2. The strategy employed pedagogically led to students' agency in purposeful acts of tlang.

The word 'purposeful' entails recognising and utilising linguistic resources that students brought into the classroom for cognitive functions. The findings showed that the use of purposeful tlang can be linked to students' metalinguistic awareness that has developed over the seven weeks. The other triggers of purposeful tlang are what I have termed, collaborative agency and the aspect of naturalness, both of which I discuss below. A critical finding in this study is that it provided empirical evidence of how tlang was enabled by students when it was allowed, as students attained purposeful translingual practices. Tlang was employed purposefully in the reading classroom when students were allowed and facilitated to use their full linguistic repertoire during the reading lessons in their groups. The three main triggers of purposeful tlang are discussed below.

6.4.1 Metalinguistic awareness

First, students became aware of their languaging and made the shuttling between their linguistic funds purposeful. The influence of students' metalinguistic awareness was evident in almost all ten affordances of learning described in section 5.2, as it was observed that by allowing tlang as a pedagogy, students became more aware of their language use; that is, their metalinguistic awareness became more developed (García and Kano, 2014). Similarly, the process of activating students' full linguistic repertoire is related to the development of metalinguistic awareness as described by Cenoz and Gorter (2020, p. 308) in that

> pedagogical translanguaging aims at activating these resources and developing metalinguistic awareness so that students can benefit from their own multilingualism.

In the process of allowing tlang pedagogically in the reading lessons, it was found that students' linguistic resources were activated and maximised, and thus they benefited from their own multilingualism. Building on the hypothesis of Cenoz and Gorter (2020), the findings in this study advance the symbiotic relation between metalinguistic awareness and pedagogic tlang by providing empirical evidence of how tlang is made

purposeful through students. This is important since it adds to the knowledge of how students benefit from their own multilingualism through the process of active languaging to learn.

Empirical evidence of this relation was manifested when students demonstrated in the tlang episodes that they can make connections between English and either Arabics, French, Turkish or Spanish (see examples in section 4.4.2). Students also reflected the influence of allowing tlang, after the seven weeks, as they used expressions such as "…now I understand in two different ways, this side and that side, you could say it awakened my mind" (S2 in level B) and "…activated my mind, accelerated my thinking, and activated a lot of words in my mind that I had forgotten especially with the girls in the group because some of them knew Turkish" (S3 in level B). More examples have been provided in sections 5.2.1 and 5.2.3.

The findings from tlang episodes and reflections highlight that students are languaging with thought since they are making purposeful connections and communicating for meaning making. The use of Arabics and other languaging practices is not for communication per se, although there were instances of tlang for task management and building relations (see sections 4.5.4 and 4.5.5), but more tlang occurred for cognitive functions where they used their languages with thought (see sections 4.5.1, 4.5.2 and 4.5.3). Moreover, the analysis of students' reflections encapsulated how they felt during the processes of discursive languaging, for example, when S4 in level B described her development during the tlang weeks by stating that she is now "a speaker with thought" (see section 5.2.7). According to Vygotsky (1986, p. 218), "thought is not merely expressed in words; it comes into existence through them". During the process of tlang in the seven weeks in this study, Students' metalinguistic awareness grew as they were thinking through the processes of tlang. Having to reflect collaboratively on their learning every week has also supported their metalinguistic awareness and hence their tlang practices.

Tlang allowed students to make purposeful languaging choices for the pursuit of learning, as their communication with each other was not hindered by monoglossic filters as they had better affordances to think about what they wanted to say, and they did flexibly and fluidly to communicate meaning. Students' metalinguistic awareness that was developed throughout the period of allowing tlang provided opportunities for them to feel empowered and created a sense of strong collaborative agency, which I discuss in the next section.

6.4.2 Collaborative agency

A learner's agency is perceived as their sense of control over their learning, as they take the initiative to recognise and even create learning opportunities (Larsen–Freeman, 2019; Larsen-Freeman *et al.*, 2021). In this study, I consider agency as a collaborative act that was achieved socially and through the collaboration of the group members. According to Larsen-Freeman (2019), agency is not something inherent to an individual's mind; rather, it is relational and must be considered in the context of the social world in which the learner is situated. Larsen-Freeman (2019, p. 65) added that "agency is always related to the affordances in the context, and thus inseparable from them".

Following SCT framework of this study, the social contexts of the collaborative reading groups in the two classroom levels of A and B represent the distinctiveness of the ways in which affordances of tlang were interrelated (see section 6.5.1). Indeed, languages are developed and shaped in interaction among speakers in specific contexts (Cenoz and Gorter, 2020).

Supporting the point regarding agency and purposefulness, Toth and Paulsrud (2017) found in their longitudinal study that tlang processes revealed participant agency in different contexts, in which "learners understand their role and what they can do with their linguistic resources" (Duran, 2014, p. 75). The definition of agency here supports the affordance of independency and empowerment, which was discussed in section 5.2.7. My findings enhance those of Toth and Paulsrud (2017) in that agency in the classroom can lead to further affordances, as I explain in the relationality factor between affordances of learning (see section 6.5.1). Apart from Walker's (2018) study, to the best of my knowledge, little research has been conducted on linking collaborative agency with translingual practices. This research further extends the findings of Walker (2018) of that learners engaged in conscious efforts to create opportunities for learning, resulting in, for example, increased amounts of exploratory talk. (see examples in section 4.4). The findings also indicated that collaborative learning provides a supportive space for learners' language practices to thrive relationally through tlang. In their groups, students used their named languages profusely as they felt empowered to exercise their agency in tlang to support each other's language learning. Previous studies asserted that students harnessed the affordances of tlang using multimodal resources for the pursuit of learning and through agentive practices such as to build rapport, resolve conflict, assert their culture and identity, and draw on their knowledge and abilities across the named languages in their repertoire (Martin-Beltrán, 2014;

Rajendram, 2019; 2021). An expanded linguistic repertoire provided learners with a resource for further actions (Van Lier, 2004) or interaction, resulting in a form of collaborative agency (Walker, 2018).

The findings of this study contribute significantly to understanding the agentive role of students in the collaborative tlang tasks when they were collectively drawing on their multilingual resources to scaffold each other during the process of languaging. One reason for this (as discussed in section 5.2.7) may be the alteration in students' roles in the classroom, as they played the role of experts when they were given the freedom and space to utilise their full linguistic repertoire.

In addition, the tlang episodes have exemplified how students worked collaboratively during the reading lessons through interthinking for different cognitive functions. For example, when students were collaboratively resolving the meaning of the word 'trait' in the task of reviewing the reading and understanding words from the context, they successfully collaborated to share what they were thinking through tlang rather than assert individual dominance in finding the answer. They questioned each other, shared their contribution and were able to reach consensual decisions collaboratively.

Allowing tlang proved to be particularly valuable in enabling students to engage with each other's ideas and negotiate meaning, thus empowering an afforded collaborative agency for learning. These findings are important since they suggest that there is a significant relation between collaborative agency (Walker, 2018) and tlang for learning. Collaborative agency, resulting from students actively enabling tlang for learning, having been allowed to translanguage in the classroom, acted as a mechanism to move interthinking forward in the group. I conclude this chapter's discussion by presenting my model of this process as an attempt to define and extend the notion of interthinking through tlang (see section 6.6).

6.4.3 Naturalness

The third aspect contributing to purposeful tlang is naturalness, that is, the spontaneous acts of languaging multilinguals demonstrate. The findings revealed that although the aim of this study was to explore allowing tlang, students benefitted from their diverse linguistic repertoires for the purpose of learning during the non-tlang weeks too. In their small groups, students translanguaged regardless of the classroom rule of using English only. This is a common act since when multilingual students are in the classroom, they naturally move between their languages (García and Li, 2014). According to Canagarajah (2011b), tlang occurs with minimum pedagogic effort, so

despite English-only policies, it is likely that learners will still be translanguaging (Rajendram, 2021). Indeed, the findings supported this since students reflected fluid and flexible languaging practices (see examples in section 5.2.8).

Centoz and Gorter (2020) highlighted that pedagogical tlang differs from spontaneous tlang in that it is planned for the purpose of teaching languages or content. They explained that

> spontaneous discursive practices can be used pedagogically to develop students' awareness about the way languages are used in natural communication (Cenoz and Gorter, 2020, p. 307).

I suggest that when students were allowed to translanguage in the current study, their spontaneity in using their languaging practices naturally is what made them aware of the benefit and discursive use of tlang. Examples of students' reflection include but are not limited to when S2 in level B reflected (see section 5.2.4): "yes, changed a lot, first when I used to think in Arabic, I can't say it in English and when I think in Turkish, I want to produce the word in English, but I can't. However, now I can alter between all my languages and dialects, which makes me happy. Thank you for this trick". Moreover, students found creative ways to use their multilingual repertoire, such as including different dialects in inventive and flexible ways to fulfil a wide range of tlang affordances (see section 5.2.9). This is consistent with the findings of previous studies such as those conducted by García and Sylvan (2011), and Li and Hua (2013) in that despite classroom policies or monoglossic norms, students succeeded in creating tlang spaces for themselves.

To conclude, students made their tlang purposeful through the development of their metalinguistic awareness and their enactment of collaborative agency; however, it happened idiosyncratically and fluidly in that the way or form of their tlang was not dictated. Therefore, what began as allowing tlang became more an enabling of tlang through students' collaborative agency as they became more aware of the benefit of tlang and utilised their multilingualism freely during the period of the study. Again, what started as allowing tlang became enabled by students.

6.5 Tlang Affordances of Learning

The aim of discussing the findings of tlang affordances here is to redefine what tlang affordances for learning are in the context of collaborative reading tasks in the EFL classroom in Saudi Arabia by looking closely at the interrelations found in the web of affordances and revealing how particular affordances were linked to another. The

findings support that when an affordance creates an opportunity for learning and is used successfully, a wider range of affordances emerge and connect. This part of the discussion highlights the most prominent relations in the web of affordances and compares the affordances that were observed in the classroom during the collaborative reading lessons with the reflections of students in level A and level B.

To reiterate what I have previously defined in section 2.7, affordances are "what is available to the person to do something with" (Van Lier, 2004, p. 91). Van Lier (2004) further explained that affordances can indicate an action potential to participants in a certain environment. Relying on the possibilities of a given environment, affordances could be perceived as resources or constraints. Thus, "language use may not be a goal in itself, but rather a relationship between the participants and the environment in the process of learning" (Van Lier, 2004, p. 53).

This study contributes to the understanding of two main pillars in Van Lier's definition, which are resources and the relationship between the participants and the environment in the process of learning. This relationship is not static since it represents the dynamic and continuous interactions of students as active agents and co-constructers of meaning (Lantolf, 2014) in that environment. Moreover, Van Lier's (2008a) concept of affordances relates actions to social context, and learners' actions are believed to be "mediated by social, interactional, cultural, institutional and other contextual factors" (p. 171).

Referring to the above definitions, this study situates tlang as an affordance that provided opportunities for learning in the EFL group environment. It is through the sociocultural lens of viewing the EFL classrooms that affordances became visible as available resources for additional action. I would propose that tlang affordances for learning in this precise context, extending the definition of Van Lier (2004); (2008a), are the relations between the active learner and elements in the environment. Furthermore, tlang affordances for learning refer to the dynamic relationships between the resources and learners that were enabled through tlang in the collaborative reading group.

It is in this way that tlang acted as an affordance which allowed students to interact, perceive and act upon the sources in their environment and through their full linguistic repertoire. Tlang affordances of learning such as languaging connection, vocab learning, communicability, and participation, and many more represent active resources that were available for students to perceive and interact through. Such

interaction was captured in what I presented in section 5.2 as the web of affordances (see figure 5-2).

The web of affordances emerging from the thematic analysis and findings of students' interviews and DEAL reflections demonstrates the dynamic relationality between the ten affordances of tlang. The next section will shed light on the prominent interrelations that contribute to the advancement and understanding of what affordances are in the collaborative reading classroom with reference to the findings in chapter 4 of the affordances of students' tlang as a process of learning.

6.5.1 Relationality in the web of affordances

Regarding the connections captured in the web of affordances, Kordt (2018) explains that often the perception and use of one learning affordance can bring about further affordances. This phenomenon has been defined as "sequential affordances" (Gaver, 1991, p. 82). While sequential affordances are originally attributed to technology affordance, tlang affordances of learning evidenced similar sequential relations that are presented in the web of affordances (see figure 5-2). Sequential affordances, or what I am labelling as relational, are how students interacted with the affordances in their learning environment. This web of affordances that emerged from the findings is critical to understand how enabling tlang functioned to mediate learning. In the below section, I highlight four key interrelations in the web of affordances.

1. Clear links were found between the affordance of affect and cognition. Specifically, mutual connections were found between the affordances of languaging connection, cognition, and development, affect, and communicability and participation. The examples provided in chapter 5 provided empirical evidence of such connections. These four affordances (previously defined in section 5.2) represent the dynamic and mutual relations captured in the findings, thus adhering to the theoretical framework in this study of tlang as a theory of language and SCT in giving priority to language in social interactions as a semiotic tool for cognitive activity (Swain, Kinnear and Steinman, 2015). The SDA and microgenetic analysis of tlang episodes captured many processes of internalisation, externalisation and appropriating language that were made available through tlang in the collaborative group and afforded the making of languaging connections. In other words, students were actively thinking about their languages and trying to connect concepts and meanings in their linguistic

repertoire, including their different dialects of Arabic; for example (see episode 9 in section 4.5.2), the use of the word 'al-courage' and appropriation of meaning using the Najdi dialect. The affordance of languaging connections was expressed with links to the affect affordance, as students reflected on how they felt during and after allowing tlang, such as feeling more comfortable in using all their languages and dialects during the process of thinking and meaning making, as described by S2 in level B: "… Now I can alter between all my languages and dialects, which makes me happy…" (see section 5.2.4). Through the process of enabling tlang, students experienced different emotions that were connected to their learning, such as enjoyment, happiness, excitement, pride, curiosity, and shyness, highlighting mostly positive emotions after allowing tlang. This dynamic relation between the affordances of languaging connection, cognition, and development, affect, and communicability and participation encouraged more authentic and personal learning and participation that was clearly expressed by students (for example, S3 and S4 in level A and S4 and S5 in level B in section 5.2.4). The emotional safe space that was created provoked deeper meaning making by making connections between their official languages by activating their metalinguistic awareness. In that sense, tlang seems to be emphasising the affordance of affect in relation to cognition. In addition and building on Van Lier's (2004) construct of relations between the environment and learner, such relations are reflected as social, affective and cognitive elements contributing to languaging practices for the pursuit of learning. It can be concluded that in this study, the more willing, happy, and confident students are to communicate and participate by making languaging connections, and to do so via tlang, the greater the cognitive and developmental affordances of the activity.

2. A significant relation from a sociocultural perspective of learning is the evidence that affordances of collaborative learning and inner speech promoted cognition and development. The collaborative tlang space was transformational, as it influenced the interaction between students, triggering more interthinking, and inner speech. In all the data of recorded group observation when students were working collaboratively, tlang episodes coded for cognitive functions were more frequent than those for social and affective functions (see section 4.4 and 4.5). Students also supported this finding in their interviews and reflections, as more emphasis was placed on the affordance of cognition and development because

of collaborative learning (see, for example, S3 and S6 in level B in section 5.2.3). Students seem to have realised the importance of working together to benefit through interthinking and to subsequently fill the gaps in each other's knowledge through the notion of self-talk, which is a distinct mode of inner speech (see section 5.2.8). The progression of thought and self-talk to external speech in the collaborative group and through tlang was apparent in students' reflections, for example, when S2 in level B stated, "mixing is always with myself because it personally teaches me" and S3 in level B group noted, "…mix sometimes but internally when I am talking with myself" (see section 5.2.8). These reflections show how the movement from thought to external speech and vice versa involved various levels of semantic and syntactic coding during this progression. The interaction of affordances through the process of enabling tlang here allowed students to transform, through collaborative dialogue, their external knowledge into internal cognitive activity that was then renovated via tlang externally. According to Vygotsky (1986), the relation of thought to word is not a thing but a process, and he describes the process as constantly changing, "the relation of thought to word undergoes changes that themselves may be regarded as development in the functional sense" (p.231).

Consequently, I propose that the process of tlang allowed students to renovate their words to fit the demands of the task, as it denotes the ability to repair and rebuild their thoughts during the process of collaborative interthinking. This process is discussed further in section 6.6. This relational finding supports and advances the conceptual integration of tlang and SCT in this study, as it provides empirical examples of the link between SCT and tlang in terms of linking collaborative dialogue with inner speech and cognition during the process of enabling tlang.

3. The discussion of the inner speech affordance continues, as it not only promoted cognition and development but was also found linked to students' ability to retrieve vocabulary and make languaging connections. This relation linking to the cognitive functions of learning suggests an advancement in the understanding and benefit of enabling tlang in terms of creating better opportunities for students to internalise language and externalise their inner speech in forms of translanguaged talk addressed to themselves (as private speech) and sometimes to their peers in the group. This process of self-

regulation known as private speech, and group-regulation serves as an intra-mental function (Lantolf, 2000), as previously introduced in 2.6. Inner and private speech functions to "gain control over our ability to remember, think, attend, plan, evaluate, inhibit and learn" (Lantolf, 2000, p. 88). The interrelations found in the web of affordances seem to fit well with Lantolf's statement, as students noted that through the enabling of tlang, their thinking in Arabics and other languages, and group talk contributed to their ability to better recall English vocabulary and make languaging connections. The findings presented in section 5.2.8 suggest that level A students benefitted more from this affordance than level B students, as shown in the reflections of S1, S2, S3 and S6 in section 5.2.8. as they were collaboratively interthinking. I would assert that interthinking was achieved through tlang when the space and resources were afforded. The role of externalised speech that was available in the tlang groups created better opportunities for intermental thinking through tlang. According to Vygotsky (1978), the process of internalisation suggests a reconstruction of the external mediated activity into an internal plane operating as higher mental activity. The argument here extending the proposal of Smith and Robertson (2020) is that it is necessary to understand how inner speech functions naturally to guide learning activities through tlang as a theory of language in use and as a pedagogy. Therefore, when students communicate to make meaning and solve a task, they are communicating effectively regardless of their English proficiency when allowed or facilitated to use their full linguistic repertoire. Smith and Robertson (2020) described this tlang activity as students "fluttering between their thoughts and words in inner speech for higher mental functions" (p. 223). The findings thus contribute to advancing the role of inner speech as an affordance to facilitate meaning making during the process of languaging and connecting vocabulary when tlang is enabled.

4. Finally, a clear connection arose from the finding of the affordance creativity linked to the affordances of affect and empowerment. This relation encapsulates many concepts in SCT paradigm. The first is that collaborative work during the tlang task fostered independence and empowered students to participate in the task actively and creatively, which was evident in the tlang episodes. An example in section 4.4.1 of this is when students were negotiating the meaning collaboratively and S4 added her contribution by code-meshing the word "T-shirts" by creatively adding the Arabic plural pronoun to create the word "T-

shirtathom", meaning "the player's T-shirts". The findings of students' reflections also supported this relation, as expressed by S2 and S5 and noted in section 5.2.9. Two other concepts are scaffolding and ZPD, as students acted as experts in their groups, thus reducing the amount of help they required from the teacher in the classroom, feeling more empowered through the active enabling processes of tlang. The findings indicate that tlang created empowering safe spaces for students in both levels to negotiate their emotions relating to foreign language anxiety. When viewing learning through a Vygotskian lens, cognition and emotion are inseparable (Swain, 2013). The findings of this study support this assertion, as according to students' responses, the affect affordance in the web of affordances revealed interactive complexity with other affordances. For example, they asserted that emotions such as enjoyment, happiness and excitement triggered further affordances, for example, communicability and participation, and creativity. With the exception of the studies conducted by (Canagarajah, 2011a; Li, 2011) which do not draw links between affect and empowerment with creativity, there is little empirical evidence of the link between creativity and affordances of tlang in the literature; however, their findings do not link the relationality of affect and empowerment with creativity. Therefore, the findings presented in section 5.2.7 contribute to our understanding of the potential of enabling tlang to empower students' creativity. Creativity in that sense includes but is not limited to the criticality of students' languaging in their groups, their code-meshing, and their purposeful use of their different dialects to create meaning.

I would assert that learner agency is a powerful tool, especially when afforded in the collaborative context of tlang, thus confirming the notion of learners as active agents who perceive and act upon valuable affordances in the learning environment (Ahn, 2016).

To conclude, based on the above discussions, the empirical findings augment understanding of what tlang affordances mean when framed through a sociocultural understanding of learning. Based on Van Lier's (2004) definition that affordances are perceived as the relationship between the participants and the environment in the process of learning, I would add that tlang affordances are the dynamic and relational connections that learners made available through interthinking in the collaborative reading groups. The opportunities afforded by allowing and facilitating tlang in the collaborative reading groups enabled students to be critical and creative and increased

their metalinguistic awareness and collaborative agency, thus enabling them to negotiate and extend their linguistic repertoires purposefully. What started as allowing became enabling throughout the process and reflection on tlang.

6.5.2 Differences between tlang uses and reflections of level A and B groups

This section discusses the differences found between level A and level B students' use and reflection of tlang affordances to answer my research question 1.3. This study includes two unique aspects: capturing the reflections of students about their tlang and comparing how they use the language in the classroom, as well as comparing across the two proficiency levels of A and B.

The findings from the group observation analysis show that students in the level B group tended to use Arabics less during non-tlang weeks (week 4 and week 6) than those in the level A group, who showed no difference between tlang and non-tlang weeks (see section 4.5). This indicates that students used Arabic in their English lessons and with their groups to translate and clarify language, even when not officially allowed to do so. Specifically, students in group A, the lower proficiency group, depended on Arabics regardless of the English-only rule in the classroom. Conversely, students in the higher proficiency group of level B were mainly using Arabic when they were encouraged to translanguage during the tasks. This was evident when level B students reflected on their tlang practices to make grammar associations between Arabics and English, while those in level A did not recall this affordance. Furthermore, level B students recorded more tlang episodes for social and affective affordances (see Table 4.4 in section 4.5).

Previous studies, such as those conducted by Cenoz and Gorter (2011); Song (2016); and Rajendram (2021), suggested that when students translanguage in classrooms with an English-only policy, they mainly want to draw on knowledge and make connections between their languages. Moreover, this current study found that students with lower proficiency utilised tlang to make better languaging connections, thus acting as a scaffolding tool to bridge their English learning with Arabics for cognitive purposes (see section 5.2.1). Furthermore, level B students were more able to reflect on their acts of tlang under the affordance of communicability and participation (see section 5.2.2), thus supporting the finding in chapter 4 that level B students translanguaged more when encouraged during the weeks when tlang was allowed (weeks 2, 3, 5 and 7). The opposite was found for level A students, as although they were translanguaging

naturally, they were not conscious of the affordance of communicability and participation and therefore they did not reflect on it in the interviews and reflections. Another strong difference is between students' reflection on the affect affordance (see section 5.2.4). Students in the level B group reflected their emotions, including language anxieties and excitement, more than those in the level A group, as they perceived the experience of tlang as an enjoyable one. After the seven weeks of allowing tlang, students grew in their construction of self-identity and "critical metacommentary about language" (Seltzer and García, 2020, p. 34). Associated with that affective affordance is independence and empowerment (see section 5.2.7) since again, level B students exceeded level A students in their feelings of agency since this experience raised the level of their metalinguistic awareness, as discussed extensively in this chapter.

Interestingly, there were no reflections from students in level A on the affordance of making grammar associations (see section 5.2.6), as only students in level B mentioned the learning of grammar when allowed to translanguage. One probable reason for this is students' unconsciousness of their grammar learning since there were many tlang episodes from level A that were grammar-related (see, for example, episode 8 in section 4.5.2). Similarly, five quotes from the level B group reflected on the affordance of creativity, whereas no students in level A reflected on that affordance, although instances of creative tlang were captured in the episodes (see section 5.2.9). This comparison could be an indication that there may have been a link between students' metalinguistic awareness and language proficiency level when they reflected on grammatical and creative aspects.

I would conclude that the differences found between level A and level B groups are indicative of the current context and may be subject to the named groups. Therefore, differences between proficiency levels can differ in a wider sample. More importantly, the findings highlighted implications for further practice, which I will discuss in the next chapter.

6.6 Concluding Remarks: Interthinking through Tlang

The process of interthinking (previously defined in 2.6.3) during dialogue is both collaborative and cumulative (Mercer, 2002), which are key features in the sociocultural construct of learning. Primarily, the role of languaging is critical to enable the most powerful interthinking. Therefore, the findings in this study add to the evidence found in the language learning classrooms that when students were allowed to

translanguage freely, a wider variation of language use was enacted (Cenoz and Gorter, 2020). The aim of allowing tlang in the collaborative reading groups was to activate and maximise students' linguistic resources as they utilised their full linguistic repertoire. I would argue that it was through the activation of all students' resources in implementing a pedagogic tlang strategy that students developed their metalinguistic awareness and thus benefitted from their multilingualism and utilised their tlang purposefully.

Although spontaneous tlang is a natural phenomenon among students both inside and outside the classroom, allowing and facilitating tlang in the collaborative reading tasks revealed languaging features that were activated during the process, leading to purposeful tlang. In this study, I attempted to capture tlang episodes that were mainly characterised as either exploratory or cumulative talk, and the microgenetic analysis revealed found that interthinking is the mechanism of how tlang functioned in the tlang groups. According to Vygotsky, collaboration among learners is a source of cognitive development. Moreover, Berk and Winsler (1995, p.20) state that "All higher mental functions … are initially created through collaborative activity; only later do they become internal mental processes".

In this study, students were able to use their linguistic repertoire freely to practise and renovate their ideas and answers by sharing it orally in their groups. During this process, students listened to their own talk as well as the talk of their peers and thus reflected their understanding of themselves and the world (Lantolf, 1995). Through the individual and collaborative talk that was facilitated by allowing tlang, students transformed their language use collaboratively to learn and understand.

Interestingly, students understood the benefit and role of interthinking through their tlang and therefore reflected on it in the interviews and reflections, as shown in sections 5.2.2 and 5.2.8. Moreover, the findings suggest that students' conscious use of Arabics including different dialects (see sections 4.5.2 and 4.5.5), constant revisiting of their previous knowledge (see section 4.5.1), and connection between the aspects of languaging practices (see sections 4.5.1 and 4.5.2) during the tasks of the reading lesson highlight the mediating role of tlang in empowering active interthinking. Based on the findings presented in chapters 4 and 5, as well as this discussion, I would argue that the role of interthinking made possible through tlang is a significant claim to knowledge. The recent body of work on interthinking does not specifically examine it from the perspective of tlang. Perhaps the only exception is the study of Jimenez *et al.*

(2015) on middle school readers working together to translate English text into their native Spanish. Although they did not use the term 'interthinking', they analysed students' talk during their collaborative work; however, they focused on the lexical, syntactic, and semantic knowledge used rather than on how students leveraged it collaboratively and cumulatively.

To the best of my knowledge, to date, no empirical research has been conducted that explicitly incorporates the term 'interthinking' in analysing multilingual classroom talk during collaborative meaning making and particularly in the EFL reading classroom. Therefore, this study should serve as a basis for future studies investigating interthinking from the perspective of tlang in the second or foreign language learning classroom given that many previous empirical studies were conducted with L1 learners. According to Littleton and Mercer (2013), effective interthinking also involves co-production of new ideas and understandings and can encourage the appropriation of ideas across the group. The role of collaborative agency was found to be operationalised with metalinguistic awareness, renovated external speech, exploratory talk, and the relationality of affordances, thus achieving the final pedagogic aim, which is to understand how students enabled tlang in the collaborative reading groups. I conceptualise this process in the below model.
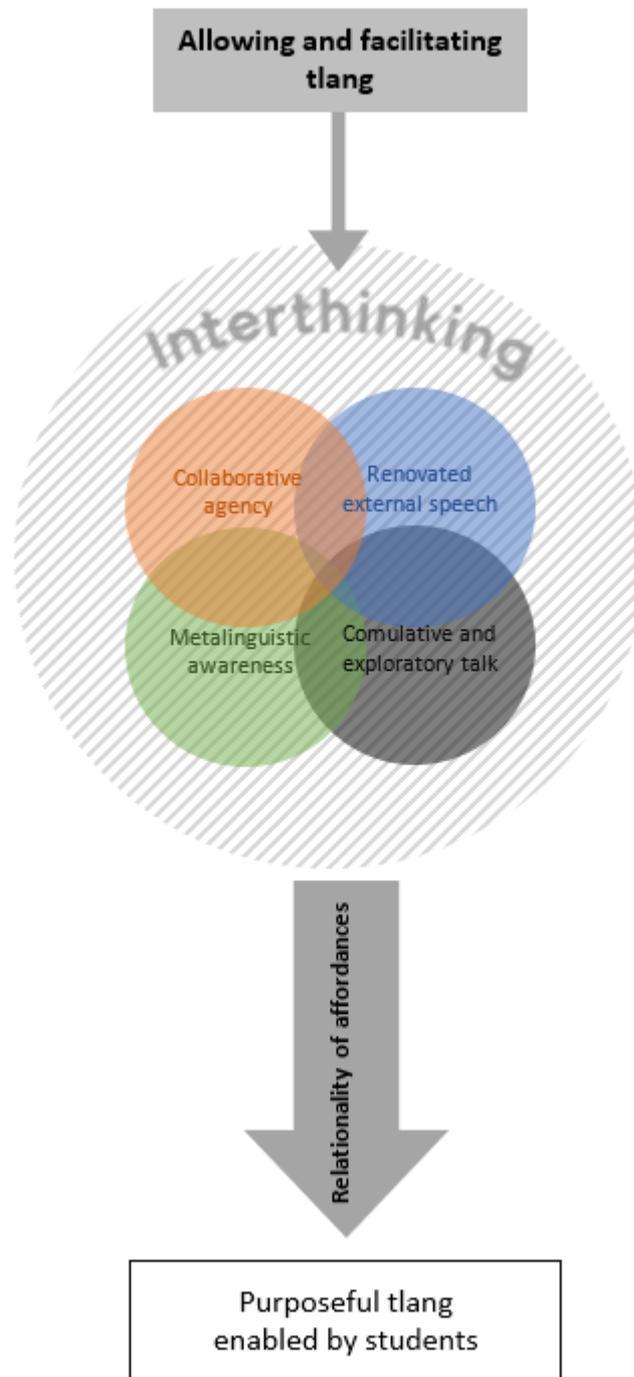
Figure 6-2 Conceptual model of interthinking through tlang

As the main aim in tlang as a pedagogy is to enable translingual practices for learning, I found that this process is operationalised through interthinking. The ability to interthink through the active process of putting talk through tlang to work in the collaborative reading classroom is empirical evidence of the role of tlang in learning and the usefulness of tlang as a pedagogy in the EFL reading classroom. I could conclude that what was operationalised in the afforded collaborative tlang space enabled

interthinking as not only a tool for thinking together but also a dynamic cognitive and social process that facilitated students' learning. Students were using their full linguistic repertoire to work together in the learning process, and this was helping them to expand it to create a monolingual final product that is required in the EFL classroom. An example of this is when students previewed the English reading text through tlang and then completed the remaining exercises in the target language.

To conclude, tlang as part of the learning process contributed to the development of what Vygotsky (1987) described as a gradual move towards control and self-regulation through the processes of participation and internalisation. The findings suggest that by affording students the opportunity to translanguage, they used it as not only a resource for learning the second/foreign language but also a tool to practise many functions within the afforded BZPD. Therefore, tlang transformed learning as a process of cognitive, social, and affective development. Specifically, the discussion provided empirical examples from the EFL classroom of what tlang as part of a learning process looks like. This is exemplified in how interthinking is operationalised through the active collaborative agency of students, their metalinguistic awareness, their cumulative and exploratory talk, and their renovated external speech (see figure 6-2). Furthermore, this active process of interthinking is transformed through the dynamic and relational affordances of tlang into the outcome of purposeful use of tlang for learning in terms of what has been produced in the collaborative reading tasks in the EFL environment. Considering the discussion in this chapter, I can conclude that by allowing the use of students' full linguistic repertoire when learning English during reading lessons, students were able to use the full extent of their linguistic resources as it was activated in the process of learning in their small groups. By activating these resources and developing metalinguistic awareness, pedagogical tlang enabled students to benefit from their own multilingualism (Cenoz and Gorter, 2020). Nevertheless, considering the current discussion based on the findings presented in Chapters 4 and 5, I still believe that this endeavour is undoubtedly a work in progress. The arguments presented highlight the huge potential of enabling tlang in the context of Saudi EFL classrooms and can be used as a framework for future studies to understand how interthinking is operationalised through tlang.

Based on the discussion in this chapter, I present the implications and limitations of the study, as well as recommendations for future research in the next and final chapter of this thesis.

Chapter 7. Conclusion

7.1 Introduction

Having presented and discussed the research findings in Chapters 4, 5 and 6, in this concluding chapter I begin by providing an overview of the research questions and a summary of the main findings. Subsequently, I provide an evaluation of the method of allowing tlang. This is followed by an overview of the study's methodological and pedagogical contributions and implications. Finally, I highlight the study's limitations and provide recommendations for future research.

7.2 Overview and Summary of Findings

This study aimed to explore the affordances of tlang for learning during collaborative reading lessons in the EFL classroom of university-level students in KSA. It addressed the following research questions:

RQ1. How can allowing tlang in the EFL university-level classroom in KSA support learning?

RQ1.1 What are the tlang affordances of learning that students demonstrate during the collaborative reading tasks?

RQ1.2 How do students describe and reflect on the tlang affordances of learning in the collaborative reading tasks?

RQ1.3 Is there a difference between level A and level B use and reflection on tlang during and after the collaborative reading tasks?

When I started this research, these questions seemed to be of interest for the exploration of allowing tlang in the EFL classroom; however, as this study progressed, more in-depth insights were gained during the analyses and the writing of the findings and discussion. The richness, depth and authenticity of the interactions that were captured and reflected in the analyses contribute to the strength of this study. However, for credibility purposes, I did not change the research questions even though the findings seem to extend the scope of this study. The answer to the main research question, **RQ1**, on how allowing tlang in the specific context of the reading classroom in KSA supports learning, was synthesised in Chapter 6.

By allowing tlang, it was important to recognise that learning was afforded mainly through the process of collaborative interthinking that empowered students to creatively translanguage and renovate their external speech in a free space of using their full linguistic repertoire and within the BZPD (see section 6.3). Having been given the opportunity to employ their entire linguistic repertoire, students were able to make their tlang purposeful through the active processes of interthinking in their groups. This suggested new mechanisms for the way interthinking functioned through tlang, as this study has defined and extended the notion of interthinking through tlang as an active process of learning (see section 6.2). The findings revealed the significant role of metalinguistic awareness, collaborative agency, and the aspect of naturalness in making students' tlang purposeful for learning (see section 6.4).

Moving to **RQ 1.1**, I presented the answers in Chapter 4 through the SDA (Mercer, 2007) of level A and level B group observations and weekly group reflections, and the microgenetic analysis (Siegler, 2006) of tlang episodes to identify the five pedagogical functions of tlang in peer reading interactions (Tigert *et al.*, 2019). The five affordances of tlang in the collaborative reading groups are negotiating meaning, clarifying language, checking, or confirming understanding, task management, and building relationships. Furthermore, I categorised tlang episodes and interpreted my findings according to the quality and type of talk as either cumulative or exploratory (Mercer, 1995). The findings from the observed tlang episodes indicate that a wider variation of cumulative and exploratory language use was evident when students were allowed to use their full linguistic repertoire fluidly and discursively.

RQ 1.2 was formulated to capture the affordances of tlang that students described and reflected on after they were allowed to translanguage. To answer this question, Chapter 5 has presented the thematic analysis (Nowell *et al.*, 2017) of interviews and DEAL reflections from the 12 students in level A and level B group. The findings are represented through ten affordances sharing either a one-way relation or two-way relations in the web of affordances (see figure 5-2 in section 5.2).

The final research question, **RQ 1.3**, compares the findings of students' tlang affordances in their groups and their reflections in terms of the two proficiency levels of A and B. The answer to this question was summarised in section 6.5.2. The findings reveal that level B students translanguaged more for social and affective affordances than level A students, who usually depended on Arabics to translate vocabulary and clarify tasks among their peers. In general, the group observation did not capture major

differences between the two groups, as key differences were documented in students' reflections after they were allowed to translanguage.

7.3 Evaluation of My Method of Allowing Tlang

As my research aimed to allow tlang in the context of a strict policy of using the target language only, it was important to implement a well-structured strategy of allowing and facilitating tlang. I would argue that the strategy in allowing tlang has successfully facilitated students' tlang within both the two notions of fluid and fixed tlang (see section 2.3.1 and 2.3.2). The structured framework of teaching the English language was modified by a more fluid strategy where I applied my own multilingualism to modify the reading preview lessons to allow and facilitate tlang. In so doing, the structure adapted from the CUNY-NYSIEB guide for educators (Celic and Seltzer 2011) explained in section 3.4.2 enabled me to structure students' spontaneous tlang that was happening regardless of the English-only rule. The reflections of students after they had completed the tlang weeks reveal their understanding and the success of the method. Students reflected on their tlang fluidity and how it facilitated their cognition and development (see section 5.2.3). The fluidity in tlang was therefore used purposefully by students (see section 6.4).

Although this strategy was appropriate for my research purpose and study, some limitations arose during the research process. A major challenge in my method of implementing the tlang strategy was planning and structuring the reading lessons in accordance with the curriculum of each classroom. In my role as a visiting researcher, I had to plan each classroom visit carefully to comply with the curriculum of the classroom and prepare the translanguaged versions of the reading lesson accordingly. In addition, my role was not only an observer, I was also a teacher and facilitator during the tlang weeks. However, during non-tlang weeks I attended as an observer of the usual setting of the classroom and observed the same group while their teacher taught her reading lesson. This allowed me to observe whether students' acts of languaging differed and whether they were using Arabic in their groups (see Appendix P for the outline of observations). There are some limitations to this approach as I found that being there as an observer after allowing tlang affected students' performance. It is possible that my presence as an observer permitted students to use their full linguistic repertoire in some way regardless of the teacher's effort to control the classroom by enforcing the use of English only during the lesson, which may have affected students' languaging practices. Another limitation that is exclusive to the Arabic language

reported by a few students as problematic is that Arabic script is written from right to left. Consequently, they noted that the translanguaged versions of the reading preview were confusing.

Moreover, the method of allowing tlang in this study as explained in section (3.4.2) is idiosyncratic in nature. Consequently, the sustainability of this approach would depend on the individual teacher practices to engage with tlang in a way that is meaningful and helpful within a particular context. As for trustworthiness, the validity lies in the ability to replicate the study particularly in KSA and in Arabic speaking contexts, given the depth of explanation provided herein.

In practice, two factors affected the data collection: the restricted time of my outside study period to conduct the collaborative reading tasks, and the restricted time to meet the students individually for interviews and reflections before the end of the semester. Consequently, I had to meet students to conduct both the interviews and reflection sessions at the end of the 7 weeks of tlang. A probable limitation of this study is that interviews were conducted, and the final written reflections were collected concurrently. The findings from the interviews might have been different if they had been conducted later after the observations, which could be a methodological consideration for future studies.

7.4 Implications of and Contributions to Methodology

Despite the above-mentioned limitations, the robustness of my method of data collection and analysis is in how I combined tlang affordances of learning captured in the classroom as a process of learning with the reflections of students through interviews and structured weekly and DEAL reflections after completing the collaborative reading tasks. This approach empowered students and enabled their agency in leading purposeful acts of tlang, and therefore their reflections on their learning were rich and enlightening. In addition, my study helps to fill the gap in capturing students' reflections through a rigorous learning model adapted and developed from Ash and Clayton's (2009) work. By allowing students to reflect on their weekly progress and their learning, at the end of the 7 weeks I was able to capture students' views on tlang in the EFL classroom. The model that I have developed (see section 3.4.5) makes a significant contribution to a retrospective method used to record the affordances of tlang based on the learners' experiences and views. Furthermore, this model of constructive reflection on learning is viewed and structured through SCT

and a tlang theory of understanding learning and therefore contributes to future research examining the students' reflections on learning through tlang.

Through obtaining students' perspectives on their learning, new insights were gained into the affordances of tlang for learning, which can be employed in an EFL classroom to help students tap into their full linguistic repertoire. Thus, my strategy of allowing tlang proposes implications to methodology regarding how tlang affordances were captured in the classroom and reflected upon by students through a strategic and structured method.

In addition, a significant contribution to the method of allowing tlang in this study is the design of preview-view-review in the translanguaged versions of the reading tasks (see 3.4.2). The design of the collaborative reading tasks attested to bringing students' full linguistic repertoire in the process of languaging to solve the tasks and increase the amount of exploratory talk contributing to learning. The collaborative tlang tasks, facilitated better affordances for learning that were enacted through their metalinguistic awareness and collaborative agency as discussed in 6.4.

Moreover, the robustness of the analytical method in this study where I combined SDA of tlang episodes with thematic analysis of reflections has provided new insights and contributions to understand the potential of allowing tlang as a pedagogy in the Saudi EFL classroom. Finally, this study has developed and introduced a new concept in the tlang realm that I term 'web of affordances' (see section 5.2). The web of affordances emerging from rigorous levels and processes of thematic analysis of students' reflections visually displays the complex relation of tlang affordances and how it functions as an active process to mediate learning. This web of affordances could serve as a methodological tool to aid future research in understanding the potential of tlang for learning when replicated and applied in different learning contexts and within different levels of student proficiency.

In the next section I highlight the study's implications and contributions to theory, and its implications and contributions to policy and practice in section 7.6.

7.5 Implications of and Contributions to Theory

This case study research contributes significantly to the development and extension of two theories by extending the scope of its application (Yin, 2018). Yin (2018, p. 43) clarified that "analytic generalisability" from a particular set of findings to a broader enduring theory is possible. The findings of this case study presented in Chapters 4 and 5 along with the discussion in Chapter 6 reveal how this was achieved. In the next

section, I reiterate and highlight aspects from the findings that contribute to theory according to two aspects: extending concepts within SCT through the process of tlang in section 7.5.1 and extending tlang for learning through the lens of SCT in section 7.5.2.

7.5.1 Extending concepts within SCT through the process of tlang

Adapting the sociocultural theoretical framework to view and understand the process of learning through tlang has proved effective. I would argue that this research has developed a valuable extension to the scope of applying sociocultural and tlang theory together in providing empirical evidence. The findings and discussion presented in this thesis seem to align with aspects of the existing SCT with a focus on an extension of the concepts of scaffolding, private and inner speech, and the BZPD (Vygotsky, 1978; Donato, 1994; Fernández *et al.*, 2015; Littleton and Mercer, 2013; Lantolf,Poehner and Swain, 2018), as discussed extensively in Chapters 4, 5 and 6.

The students' reflections and the analysis of tlang episodes showed how interthinking is operationalised through tlang to create better learning affordances. In the reflections, students acknowledged the progress of their thinking from 'intermental' functioning to 'intramental' functioning (see examples in section 5.2.3). I would argue that students were able to regulate and mediate their cognitive tools within the social activities in the group when tlang, as they were not merely interacting but collaboratively interthinking. This empirical evidence adds to the scope of advancing sociocultural concepts when framed through the process of tlang.

It appears that in tlang episodes, new opportunities were created for renovating and repairing students' words and thoughts to fit the task requirements. An important aspect that arose from the findings and suggests implications for theory and practice is my conceptual model of interthinking through tlang (see figure 6-2 in section 6.6). I asserted that within processes of interthinking, the feeling of collaborative agency, development of metalinguistic awareness, episodes of cumulative and exploratory talk and renovation of external speech acted in tandem to create purposeful acts of tlang. Furthermore, the active and relational affordances through collaborative enactment that I explained in the web of affordances (see figure 5-2 in section 5.2) contribute significantly to the understanding of how affordances function in the collaborative reading classroom. This is not only an advancement of the definition of affordances of tlang for learning but also a contribution to understand and extend how the practice of allowing tlang functions through the dynamic interrelations, for example, the relation

between the affordances of affect and cognition, as revealed by the analysis in Chapter 5 (see sections 5.2.3 and 5.2.4). The relativity of emotions and cognition is highly related to students' motivation for learning, as proposed in the work of MacIntyre (2002); and Swain (2013) and many other scholars in SLA research. However, there is still a lack of research investigating the role of allowing tlang in the relation between affect and cognition as affordances for learning. The findings in this study help to clarify this relation.

Furthermore, this study extends the scope of SCT in terms of pedagogical implementation through the process of tlang. The use of SDA and microgenetic analysis as part of SCT (see 4.5.2) was used as an assessment tool to capture students' affordances of learning.

7.5.2 Extending tlang for learning through the lens of SCT

The second aspect addresses a theoretical gap in terms of viewing tlang for learning through SCT in the Saudi EFL classroom. Implementing the use of students' full linguistic repertoire was previously mainly approached from codeswitching and first language use in the second and foreign language classroom, and as an effective method in the EFL classroom for scaffolding, for example, in the work of Bhooth, Azman and Ismail (2014); Al Masaeed (2016); and Almansour (2016). This study, however, contributes to the literature on tlang as a pedagogy and as a tool for learning in the Saudi context and specifically during reading lessons. Tlang for learning is reflected through how the affordances interacted in a space where students were allowed to strategically use their full linguistic repertoire. As a tlang space has its own transformative power (Li, 2011), students showed and acknowledged the empowerment in making their own linguistic choices creatively by mixing their different dialects to fit the purpose of the task.

According to Li Li, tlang embraces both creativity and criticality (Li, 2011; Li, 2018), which, as he suggested, are underexplored dimensions of multilingual practices. The findings of this research have thus embraced both aspects in first reflecting the creativity in students' tlang in their collaborative groups by renovating their words to meet the demands of the task by repairing and rebuilding their thoughts during the processes of collaborative interthinking (see previous examples in sections 4.5.1 and 4.5.2). Regarding the aspect of criticality, I would conclude that as students' metalinguistic awareness developed by allowing tlang, this created better prospects for their criticality. Li's definition of criticality is "the ability to use evidence to question,

problematize, and articulate views" (Li, 2018, p. 23); however, I would add that students' criticality was demonstrated through how they became aware of their languaging choices and the linguistic connections that they made between their named languages. As discussed in Chapter 6, students became aware of their languaging and made the shuttling between their languages purposeful (see section 6.4).

Moreover, tlang for learning fits well into SCT lens of learning when it is done

> in a planned, developmental, and strategic manner, to maximize a student's linguistic and cognitive capability, and to reflect that language is sociocultural both in content and process (Baker, 2011, p. 290).

Nevertheless, the highlight of this research is in how students enabled purposeful tlang when it was allowed and facilitated by bringing greater cognitive and developmental affordances of the reading tasks.

7.6 Implications of and Contributions to Policy and Practice

In view of the findings and discussion in this thesis, several implications are highlighted, and recommendations are made that could prove beneficial for teaching and learning English in the language classrooms in KSA given the rapid change and development in language planning and policy in the country. The implications that can be drawn are specific to the context and experiences of the sample in this study.

The findings of this study reveal that tlang is happening naturally in EFL classrooms regardless of whether it is allowed by the teacher or not, as learners naturally and spontaneously use their tlang repertoires (Cenoz and Gorter 2017a). However, by allowing and facilitating tlang in this study, implications for professional practice suggest that teachers should start thinking about how teaching can make systematic use of students' languaging practices rather than try to exclude the use of the Arabic in the EFL classroom. The process of enabling tlang that was captured in the collaborative reading classroom advocates that allowing and facilitating tlang to a certain extent led to cognitive and social benefits such as collaborative agency, interthinking, and deeper meaning making within the BZPD.

By setting out the affordances of tlang for learning as presented in Chapters 4 and 5, this study contributes to the understanding of how purposeful tlang can tap into powerful learning opportunities.

The analysis and discussion of the findings seemed to reveal more than how allowing tlang supports learning and what affordances were captured and reflected upon during

and after the collaborative reading tasks. The students' voices concerning their apprehension in the non-tlang classroom and the increase in their metalinguistic awareness revealed their motivational factors and best practices for learning English. Such insights are vital for understanding learners' needs and reassessing the policies of teaching in this study's context specifically and other EFL contexts generally.

Nevertheless, some students still seemed to be reluctant to change and hold strong principles regarding the Arabic language (see section 5.3), which I have labelled as uncertainties of tlang and categorised as either uncertainty of tlang in speaking vs writing or in interlexical vs intra-lexical tlang. Furthermore, some reservations about the idea of tlang have been attributed to the social context of using tlang. Although the idea of students benefitting from their full linguistic repertoire in the English classroom is welcomed, further pedagogical practices and policies are needed to validate it as a norm in the Saudi EFL classroom.

With that said, I am cognisant of research that argues against the theory and practice of tlang in the second and foreign language classrooms precisely, promoting the pedagogical positionings of one language only in teaching and learning. Common arguments relating to the transformative potential of tlang are based on political positionings, as reviewed in the work of Block (2018) and Jaspers (2018) in section 2.4.2.

As an implication of this study to policy and practice, I would like to conclude by saying that in allowing tlang and exploring the affordances of learning in the collaborative reading classroom and as a reflection of learning, this study may offer valuable evidence towards a more formalized pedagogy for EFL contexts. I have exemplified through this case study that tlang practices do exist regardless of the English only policy, and by allowing tlang, students enabled it to assist their learning through collaborative agency as expansively reflected in this study.

As a teacher in this context who had the opportunity to give voice to tlang regardless of the tensions and uncertainties from educators, and policy makers, I would like to reflect on this experience by highlighting several aspects. First, as the traditional aim of language teaching is to develop the communicative competence in the target language, I would suggest that language learners and users who can use resources from their entire linguistic repertoire can be more effective in learning and using a target language, as multilinguals have a rich repertoire that encompasses not only linguistic elements but also their whole trajectories as language learners. Thus, by enabling

tlang, students were able to make connections as a natural tendency by linking prior knowledge to new knowledge (Cenoz and Gorter, 2011).

By allowing students to use their fluid resources cross-linguistically, they can make comparisons flexibly between all their linguistic funds as they become more metalinguistically developed, and therefore their communicative competence is developed. As a teacher, I feel that it is unfair to restrict students' natural languaging practices when the classroom discourse has attested to tlang presence. From the perspective of language education, Leung and Valdes, (2019) have argued that by focusing on actual ways in which students use their own languge reportiore would provide descriptive and analytic approaches to langugae teaching which could tap into their background knowledge and current communicative reportiore effectively.

Another aspect that most teachers, including me, struggle with is students' reluctance to participate during the class. This study has found that students are more comfortable and motivated to participate when there are no languaging boundaries to restrict their communication for meaning making (see section 5.2.2). A more detailed account of the study's limitations and the recommendation for future studies is presented in the next section.

7.7 Limitations and Recommendations for Future Research

In general, there are limitations that are common to the critique of qualitative research and other aspects that are specific to the design of the case study. The first concern pertaining to qualitative research is the researcher's subjectivity in thinking and making the choices of analysis. Researcher bias was a major concern in designing this case study, as being both a participant and a non-participant observer and teacher during the group tlang activities meant that I had to be vigilant to my own ideas, assumptions, and perceptions. To address this limitation, I applied construct validity, as proposed by Yin (2018), since I used multiple sources of data collection to evidence the affordances and reflections of tlang (see section 3.6).

The second limitation pertains to the sample size of the case study. Dörnyei (2007) advocates that case studies are context-specific and therefore have limited external validity. The two cases in my study represent the theoretical understandings of how language functions in EFL classrooms. Therefore, the tlang affordances of learning that have been explored represent two groups of students in two classrooms and with two proficiency levels, and therefore this context cannot begin to cover the great

diversity of students and English learning settings in universities or schools. Yin (2018) noted that the careful use of theory can be addressed to external validity in single case studies. External validity is achieved here since the specific context of the two cases of level A and level B in the EFL classroom can be transferable to other EFL contexts following the strict method of teaching in the target language only.

Another limitation relates to participants in this study being only females because of cultural, social, and institutional policies of gender segregation in the university campus in KSA. Therefore, my access as a teacher and researcher was limited to the female campus. Contextually, group observations were conducted in one university in KSA that follows a strict English-only rule in the classroom. Additionally, the analysis of students' tlang was conducted during their English language learning classes only. Therefore, students' language practices may be different in other subject areas, other universities, or school contexts with a different language policy or medium of instruction.

Notwithstanding the limitations outlined above, I recommend that future studies should explore further tlang strategies that provoke collaborative interthinking in other language skills and subject classrooms. Furthermore, future studies could address the functions of the different languages that students used during the collaborative reading tasks (e.g., Turkish, Arabic), possibly through quantitative or mixed method research. Another limitation is the absence of video recordings of the group due to cultural restrictions as previously discussed in 3.4.3. Future research could benefit from video recordings to focus on a multimodal approach of analysing tlang affordances.

A natural progression that occurred during my analysis is my awareness that comparing the proficiency levels when investigating the affordances of tlang was not as vital to my study as originally conceived. Future studies could enrich the aspect of comparing the two proficiency levels by conducting a longitudinal case study or by adopting a quantitative approach that may produce better data for comparing the two proficiency levels.

Finally, a possible exciting research direction arising from this study's findings is to explore how institutional policies limit the use of tlang approaches, as well as how instructors/teachers negotiate such policies in their enclosed classrooms and whether their views confirm their actual performance in teaching.

7.8 The Study's Achievements

To conclude this thesis, I outline this study's achievements. The main achievement is in providing empirical evidence of how tlang affordances have proved meaningful and beneficial when theoretically and analytically framed within SCT. The second achievement of this study is that the study proposed its own working definition of tlang affordances, as it situates tlang as an affordance that provided opportunities for learning in the EFL group environment. Therefore, tlang affordances for learning refer to the dynamic relationships between the resources and learners that were enabled through tlang in the collaborative reading groups.

The current study is one of few empirical studies that have combined the reflections of students after they were allowed to translanguage with their performance in the class in terms of tlang affordances of learning. Moreover, it legitimised the use of students' full linguistic repertoire as a teaching approach in a context where the use of Arabic in the EFL classroom is banned, thus opening better affordances for learning that students have shown and reflected on through tlang, with reference to the limitations and challenges that tlang may pose.

As a teacher in this context and a researcher in the future, I hope that the findings from this research will be published to improve my colleagues' teaching competences in how to apply tlang in their classrooms and provide myself and my university with opportunities to develop teaching pedagogies and policies in CFY KSU and the EFL context in KSA in general.

As a final point, I would like to reiterate my personal aim when first embarking on this quite long journey, which is to make a change in teaching policies by better understanding the potential of allowing tlang practices in the collaborative reading classrooms in the context of EFL.

While doing the PhD, I also attended and presented numerous conferences, workshops, and seminars, which significantly contributed to the development of this thesis during its different stages. Through my research and future publications from this thesis, I hope to continue to inspire educators and teachers and encourage them to implement tlang pedagogies to reveal the diverse learning affordances of multilingual learners' languaging practices, thus creating more collaborative, equitable and transformative classrooms.

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Appendices

Appendix A Lidz's (1991) Twelve Components of Adult Mediating Instruction

TABLE 1
Lidz's (1991) Twelve Component Behaviors of Adult Mediating Instruction

1. *Intentionality*: Consciously attempting to influence the child's actions. This involves making efforts to keep the interaction going, engage the child's attention, inhibit impulsive behavior, and maintain goal orientation.
2. *Meaning*: Promoting understanding by highlighting for the child what is important to notice, marking relevant differences, elaborating detail, and providing related information.
3. *Transcendence*: Helping the child make associations to related past experiences and project himself or herself into the future.
4. *Joint regard*: Trying to see the activity through the child's eyes; looking at an object that has been brought into focus by the child; using "we" to talk about the experience.
5. *Sharing of experiences*: Telling the child about an experience or thought that the mediator had and of which the child is not aware.
6. *Task regulation*: Manipulating the task to facilitate problem solving; stating a principle of solution or inducing strategic thinking in the child.
7. *Praise/Encouragement*: Communicating to the child, verbally or nonverbally, that he or she has done something good; keeping high the child's self-esteem.
8. *Challenge*: Maintaining the activity within the limits of the child's ZPD. This implies challenging the child to reach beyond his or her current level of functioning, but not so much that the child will feel overwhelmed and get discouraged.
9. *Psychological differentiation*: Keeping in mind that the task is the child's and not the mediator's; that the goal is for the child to have a learning experience, not the adult. Avoiding competitiveness with the child.
10. *Contingent responsivity*: The ability to read the child's behavior and to respond appropriately. It can be compared to a well-coordinated dance between two partners who are very much in tune to one another.
11. *Affective involvement*: Expressing warmth to the child; giving the child a sense of caring and enjoyment in the task.
12. *Change*: Communicating to the child that he or she has made some change or improved in some way.

Note. This table represents a synthesis of information from *Practitioner's Guide to Dynamic Assessment*, by Carol S. Lidz, 1991, New York: Guilford Press. Copyright 1991 by The Guilford Press. Adapted with permission.

Lidz's (1991) Twelve components of Adult Mediating Instruction, Cited in De Guerrero & Villamil (2000, p.53)

Appendix B Students' Multilingual Profile

Multilingual Student Identification and Profile   Level:

Name:	الإسم:
1- Languages other than Arabic (LOTA*) spoken or heard consistently at home: ……………………………………	١-اللغات غير العربية التي تتحدثينها أو تسمعينها بالبيت باستمرار: …………………………………
2-What dialects of Arabic do you speak? ……………………………………	٢- ماهي اللهجات العربية التي تتحدثينها؟ …………………………………
3-Country (ies) where you have lived since birth: …………………………………… …….	٣-الدول التي سكنت فيها منذ الولادة: …………………………………
4-Country (ies) where you have gone to school since birth? …………………………………… …..	٤-الدول التي درست فيها منذ الولادة: ……………………………………
5-Multilingual use at home Do you/or your family speak: Arabic exclusively Arabic and LOTA .What languages?................ Only LOTA	**٥-اللغات المستخدمة في البيت** هل تتحدثين/ أو أحد أفراد عائلتك : اللغة العربية فقط؟ اللغة العربية ولغات أخرى، اذكريها:................. لغات أخرى فقط
6-Multilingual friends Do your friends speak: Arabic exclusively LOTA exclusively	**٦-لغات الأصدقاء** هل يتحدث أصدقائك أو صديقاتك: اللغة العربية فقط لغات أخرى فقط

Arabic and other languages	اللغة العربية ولغات أخرى
7-Multilingual exposure in the life of the student I use LOTA in places outside the English classroom: No, only inside the English Classroom Yes If yes, where?.................................	٧-التعرض للغات الأخرى في حياتك هل تتحدثين بلغات أخرى غير العربية في أماكن خارج فصل اللغة الإنجليزية: لا، داخل فصل اللغة الانجليزية فقط نعم اذا كانت اجابتك نعم، أين؟.................................
8-Education in LOTA Have you been taught in LOTA Yes, In my home country only Yes, In other countries: (where?.................) No	٨-الدراسة بلغات أخرى غير العربية هل درست بلغات أخرى غير اللغة العربية ؟ نعم، في وطني نعم، في دول أخرى. أين؟....................... لا
9-Literacy in LOTA I can read and write in LOTA: Yes, well Yes, but not well No	٩-الكتابة والقراءة باللغات الأخرى أستطيع أن أكتب وأقرأ بلغات أخرى غير العربية: نعم بمستوى جيد نعم ولكن بمستوى غير جيد لا
10-English Education Have you been taught English: In home country only In home country and other countries (where?... ....)	١٠-تعلم اللغة الإنجليزية هل تعلمت اللغة الإنجليزية في: في وطنك فقط في وطنك وفي دول .... أخرى، أين؟

Adapted from García, O., Johnson, S.I., Seltzer, K. and Valdés, G., (2017, pp.170-171). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon.

*LOTA: Languages other than Arabic اللغات غيراللغة العربية

Appendix C Ethical Approval

Application for Ethics Approval

Name of applicant	Nada Bin Ghali
Email address	n.bin-ghali2@newcastle.ac.uk
Category [please delete as appropriate]	PGR student
If "Other" please specify	
Programme (if applicable)	PhD in Applied Linguistics
If "Other" please specify	School of Education, Communication and Language Sciences
Name of supervisor [students only]	Dr.Heather Smith and Dr.Elaine Lopez
Title of research project	Enabling Translanguaging in the EFL Classroom in Saudi Arabia: The Case of Collaborative Reading Tasks
Date of start of research [must be a future date]	Pilot study in March 2019 and full study in September 2019
Is the research funded?	Yes
Name of funder	Saudi Arabian Cultural Bureau
Name of Co-Is if applicable [staff only]	
Is this application subject to external ethical review?	No
If "yes" please specify who	

FOR OFFICE USE ONLY

REVIEWER RESPONSE

Approve? Yes/no

Reviewer Comments This review is approved.

Reviewer signature Professor Caroline Walker-Gleaves

Date March 19th, 2019.

Appendix D KSU Approval to Conduct the Study

الباحثة/ ندى بنت ناصر بن عبدالله غالي

يحفظها الله

السلام عليكم ورحمة الله وبركاته

إشــارة إلى طلبكم المقـدم لسـعادة رئيـس قسـم مهـارات اللغـة الإنجليزيـة بتاريخ ١٤ رجــب ١٤٤٠ هــ الموافـق ٢١ مــارس ٢٠١٩ م، بشــأن تطبيــق أداة بحـثكم الموســوم بــ "Enabling Translanguaging in the EFL Classroom in Saudi Arabia"، والــذي يهــدف إلى دراسـة الازدواجيــة اللغويــة وأنمــاط اللغـة المسـتعملة مـن قِبـل طالبـات السـنة الأولى المشـتركة ضـمن المجموعـة في الفصـل حـين تمكيـنهن مـن اسـتعمال اللغـة العربيــة في فهـم النـص، وذلـك مـن خـلال توظيـف أداة الملاحظة الصـفية والمقـابلات شـبة المنظمة لجمع البيانات.

نفيـدكم بـأن لجنـة تطبيـق الدراسـات البحثيـة في عمـادة السـنة الأولى المشـتركة للعـام الجـامعي ١٤٣٩/١٤٤٠ هــ قـد طرحـت طلبـكم في اجتماعهـا السـادس المنعقـد يـوم الخمـيس ١٣ شـعبان ١٤٤٠ هــ الموافـق ١٨ إبريـل ٢٠١٩ م، وأوصـت بالموافقـة علـى تطبيـق أداة الدراسـة أعـلاه علـى مجموعـة مـن طالبـات السـنة الأولى المشـتركة بجامعـة الملـك سعود للعـام الجـامعي القـادم ٢٠١٩/٢٠٢٠ م، علـى أن يـتم تزويـد وكالـة الشـؤون الأكاديميـة بعمـادة السـنة الأولى المشـتركة بمـا تتوصـل إليـه الدراسـة من نتائج وتوصيات.

مع تمنياتنا لك بالنجاح والتوفيق

وكيل العمادة للشؤون الأكاديمية

د. حسام بن محمد العوض

صورة مع التحية لسعادة عميد السنة الأولى المشتركة

٤/٤/٢٤٧١٨٨
١٢/٨/١٤٤٠هـ

Newcastle University : School of Education, Communication & Language Sciences

1. You are invited to take part in a research study entitled "Enabling Translanguaging in the EFL Classroom in Saudi Arabia: The Case of Collaborative Reading Tasks"

2. Please read this document carefully and ask any questions you may have before agreeing to take part in the study.

3. The study is conducted by Nada Bin Ghali as part of their PhD studies at Newcastle University.

4. This research project is supervised by Dr. Heather Smith and Dr. Elaine Lopez from the School of Education, Communication & Language Sciences at Newcastle University.

5. The purpose of this study is to research how translanguaging promotes learning in collaborative reading tasks inside the EFL classroom.

6. You have been invited to take part in this study because you are studying English at the Common First Year.

7. If you agree to take part in this study, you will be asked to take part in the collaborative reading task that will be voice recorded during your class time where you will reflect your learning every week. You will also take part in individual/ group interviews after the final reflection.

8. Your participation in this study will take approximately (1 hour during class time) once a week over a period of 7 weeks. In addition to (5 minutes weekly reflection and 20 minutes final reflection) and (15 min interview) if you agree to take part in it.

9. Personal data will be kept anonymous, and all names will be replaced with numbers and pseudonyms.

10. You are free to decide whether or not to participate. If you decide to participate, you are free to withdraw at any time without any negative consequences for you.

11. All responses you give, or other data collected will be kept anonymous and confidential. The records of this study will be kept secure and private on a

password protected computer on the university server. In any research report that may be published, no information will be included that will make it possible to identify you individually. There will be no way to connect your name to your responses at any time during or after the study. The data will be kept for one year after the end of the study for publication plans.

12. If you have any questions, requests, or concerns regarding this research, please contact me via email at n.bin-ghali2@newcastle.ac.uk or by telephone at 00966555089003 or 00447365883733.

This study has been reviewed and approved by the School of Education, Communication & Language Sciences Ethics Committee at Newcastle University (date of approval: 19th March 2019)

Faithfully yours

Nada Bin Ghali

طالبة اللغة الإنجليزية الموقرة

السلام عليكم ورحمة الله وبركاته

أكتب لكم هذا الخطاب لأسألكم عن إمكانية مشاركتكم في بحثي العلمي، أنا المحاضر بقسم اللغة الإنجليزية في عمادة السنة الأولى المشتركة بجامعة الملك سعود حيث أني حاليا أحضر لدرجة الدكتوراه في اللغويات في جامعة نيوكاسل، المملكة المتحدة. هذه الدراسة تشكل جزء من متطلبات الدكتوراه وهي تحت اشراف كلا من : د.هيثر سميث و د.إلين لوبيز.

أدعوك للمشاركة في بحثي بعنوان" تمكين الازدواجية اللغوية في فصول تعليم اللغة الإنجليزية، دراسة حالة أنشطة القراءة التشاركية" حيث تهدف إلى دراسة تأثير تمكين الازدواجية اللغوية على التعليم.

أرجوا منك قراءة ورقة المعلومات بشكل جيد والسؤال عن أي أمر قبل الموافقة بالمشاركة في البحث.

عند موافقتك على الاشتراك في الدراسة سيطلب منك المشاركة في نشاط القراءة التشاركية خلال فصل اللغة الإنجليزية حيث سيتم تسجيل مشاركتك صوتيا. كما سيطلب منك الإجابة عن أسأله انعكاس تعلمك أسبوعيا ومن خلال اجراء مقابلات شخصية/جماعية بعد الإجابة عن آخر انعكاس.

مشاركتك في الدراسة ستستغرق ما يقارب ٦٠ دقيقة خلال فصل القراءة كل أسبوع لمدة 7 أسابيع، بالإضافة الى ٥ دقائق للإجابة عن أسأله انعكاس تعلمك الأسبوعية وما يقارب ٢٠ دقيقة لآخر انعكاس و١٥ دقيقة لإجراء المقابلة .

الدراسة تتبع كامل الأخلاقيات العلمية المحددة من قبل جامعة نيوكاسل حيث أنه لن يتم الكشف عن هوية المشاركات وسيتم استبدال جميع الأسماء بأرقام وأسماء وهمية. جميع البيانات ستكون سرية ومخزنة في حاسوب الجامعة ومحمية برمز سري وسيتم الاحتفاظ بها لمدة سنة بعد انتهاء الدراسة لغرض البحث العلمي.

لك الحق بالموافقة أو الرفض في الاشتراك في الدراسة، كما أنه لك الحق في الانسحاب من الدراسة في أي وقت.

إذا كان لديك أي سؤال أو استفسار فيمكنك التواصل معي عن طريق البريد الالكتروني:

n.bin-ghali2@newcastle.ac.uk

أو الجوال .00447365883733 /00966555089003

تمت مراجعة والموافقة على هذه الدراسة من قبل لجنة البحث العلمي في كلية التعليم و التواصل والعلوم اللغوية في جامعة نيوكاسل بتاريخ ٢٠١٩/٣/١٩

تقبلوا تحياتي، الباحثة: ندى ناصر بن غالي

Newcastle University : School of Education, Communication & Language Sciences

Declaration of Informed Consent

- I agree to participate in this study, the purpose of which is to research how translanguaging (using language varieties) promotes learning in collaborative reading tasks inside the EFL classroom.

- I have read the participant information sheet and understand the information provided.

- I have been informed that I may decline to participate or withdraw from the study at any point without penalty of any kind.

- I have been informed that data collection will involve the use of recording devices.

- I have been informed that all classroom recordings will be kept confidential and secure, and that I will not be identified in any report or other publication resulting from this research.

- I have been informed that the investigator will answer any questions regarding the study and its procedures. The investigator's email is n.bin-ghali2@newcastle.ac.uk and they can be contacted via email or by telephone on 00966555089003 or 00447365883733

- I will be provided with a copy of this form for my records.

خطاب موافقة مشاركة في الدراسة

- أنا الموقع أدناه أبدي موافقتي على المشاركة في الدراسة العلمية التي تجريها **الباحثة: ندى ناصر بن غالي** والتي تهدف إلى تمكين الازدواجية اللغوية ودراسة تأثيرها بالتعليم خلال القراءة التشاركية في فصول اللغة الإنجليزية.

- أقر بقراءة ورقة معلومات البحث وأؤكد فهمي لغرض الدراسة والإجراءات المتبعة فيها.

- أقر بعلمي أنه لدي الحق في رفض المشاركة أو الانسحاب من الدراسة في أي وقت.

- أقر بعلمي أن البحث سيتضمن تسجيل صوتي لغرض الدراسة وأن جميع المعلومات ستكون سرية ولن يتم تعريفي بالاسم في أي مرحلة من مراحل البحث.

Any concerns about this study should be addressed to the School of Education, Communication & Language Sciences Ethics Committee, Newcastle University via email to ecls.researchteam@newcastle.ac.uk

Date التاريخ   Participant Name (please print)   الإسم   Participant Signature التوقيع

I certify that I have presented the above information to the participant and secured his or her consent._____

_____

Date   Signature of Investigator

Appendix G Outline of Pilot Tlang Exercise and Reading Preview Materials

Outline of the Pilot Study

The main idea of the research is to look closer at the patterns and practices of students when they are enabled to use their first language through a method named translanguaging.

For pilot study purposes only two groups will be voice recorded. The remaining of the class can work on the text in their books.

I will mention a few points to ease the process:

- Two groups (5 students each)
- Information and consent forms to be given to these two groups only.
- Both groups will not be using their books. They will be given the extracted documents instead to be returned to the researcher for analysis.
- The task will be to collaboratively preview, read, discuss, and solve vocabulary and main idea questions (expected time to finish the task is 1hour)
- It is recommended that groups are seated as far as possible to gain good quality voice recordings. (Please make sure that the voice recorded is positioned well for clear recording)
- Details of documents to be given out are explained below.

1-The normal group:

This group will be following the norm of the ELSD classroom (they are not allowed to discuss or write in Arabic but can use their phones to check the meaning of the words in English). Please give out the following documents to be completed in this order and start the recording:

1. "Q5 U2 Preview"
2. "Q5 U2 Reading"
3. "Q5 U2 R2 Main Idea"
4. "Q5 U2 Vocab"

2- The translanguaging group:

This group is encouraged to use both Arabic and English interchangeably in their group discussion and writing notes or translations. They are also allowed to use their phones to search for Arabic translation or English synonyms. Please give out the following documents to be completed in this order and start the recording:

1. "Arabic Preview"
2. "Q5 U2 Reading"
3. "Arabic Main Idea"
4. "Q5 U2 Vocab"

Thank you

1- The non-tlang group reading preview

READING 2 | Tae Kwon Do for Health

UNIT OBJECTIVE ▶▶ ▶▶

You are going to read an article from *Black Belt Magazine* about tae kwon do. Tae kwon do is a martial art (a fighting activity like karate or judo) that originated in Korea and is now included in the summer Olympic Games. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. PREVIEW Do you think martial arts like tae kwon do are sports or leisure activities? Why? Write three reasons.

_____

_____

_____

B. QUICK WRITE What characteristics does a sport need to be included in the Olympic Games? Write for 5–10 minutes in response. Remember to use this section for your Unit Assignment.

C. VOCABULARY Check (✓) the words or phrases you know. Then work with a partner to locate each word or phrase in the reading. Use clues to help define the words and phrases you don't know. Check your definitions in the dictionary.

boost (v.)	it dawned on me (phr.)
devotion (n.)	pass your prime (phr.)
emerge (v.) 🔑	regard as (phr. v.) 🔑
estimate (v.) 🔑	rhythm (n.) 🔑
evolve (v.)	sophisticated (adj.)
execute (v.)	strategy (n.) 🔑

🔑 Oxford 3000™ words

2- The tlang group reading preview

<div dir="rtl">

التايكواندو لصحة أفضل

سوف نقرأين مقالة من مجلة بلاك بيلت عن التايكواندو وهي فن من فنون الدفاع عن النفس (وهي مهارة قتالية مثل الكاراتيه أو الجودو) تأسست في كوريا وهي الآن تندرج ضمن الألعاب الأولمبية بالصيف.

ناقشي مع زميلاتك

- هل تعتقدين أن الفنون القتالية مثل التايكواندو رياضة أم نشاط ترفيهي ؟ لماذا؟ وضحي ثلاثة أسباب١

(يمكنك الإجابة باللغة العربية أو الإنجليزية)

-برأيك ماهي الصفات الواجب توفرها في الرياضة لتندرج في الألعاب الأولمبية؟ ناقشي زميلاتك واكتبي ملاحظاتك؟

المفردات

ضعي خط تحت الكلمات والعبارات التي تعلمينها، ثم أوجدي الكلمات بالنص وناقشي مرادفها مع زميلاتك. يمكنك الاستعانة بالمعجم لترجمة الكلمات الى اللغة العربية

</div>

Boost (v)	it dawned on me (phr.)
Devotion (n)	pass your prime (phr.)
Emerge (v)	regard as (phr.v)
Estimate (v)	rhythm (n.)
Evolve(v)	sophisticated (adj.)
Execute (v)	strategy (n.)

Multilingual Teacher's Background

- Name:
- Nationality:
- Last Degree:

- Do you know Arabic? If your answer is no, could you understand what the students are saying inside the classroom?

- What languages do you speak?

- What dialects or versions of languages do you know?

- Years of teaching experience:

- Have you taught English in countries other than Saudi Arabia? Where?

- Do you agree or disagree with the regulation of using English only? Why?

Appendix I Weekly Group Learning Reflection

Week:_____الأسبوع

الفصل_____:Group

الإسم _____:Name

Answer the following questions in any form that would make sense to you, it can be in: (any language, drawings, and diagrams. Etc)

عبري عما تعلمتيه في مجموعتك هذا الأسبوع. يمكنك الإجابة بأي لغة و بأي صيغة أخرى مثل الرسم والرسوم البيانية وغيرها

1-Think about what you have learned this week in the reading lesson. Was it useful to use your language variety? How?

فكري فيما تعلمت هذا الأسبوع في نشاط القراءة. هل استفدت من اعتمادك على ذخيرتك اللغوية؟ كيف؟

2-How did your classmates in the group help you learn? Give some examples?

كيف ساعدتك زميلاتك في المجموعة في التعلم؟ اذكري بعض الأمثلة

3-In what ways did you succeed or do well in the reading lesson? How do you think you could improve this next week?

في أي من النواحي نجحت أو تفوقت في نشاط القراءة؟ كيف يمكنك تطوير ذلك للأسبوع القادم ؟

Appendix J DEAL Reflection Questions

Name: _____ :الإسم

A. **Description**   وصف التجربة

(Describe the following questions objectively and in some detail. Reflect on key experiences noting significant or reflection-worthy experiences

أجيبي على الأسئلة التالية بتفصيل وموضوعية مع ذكر بعض الأمثلة من تجربتك)

1. What was different about what you did during the English reading lessons in the last 6 weeks?

ما الذي اختلف في فصل القراءة خلال الأسابيع الستة الماضية؟

2. What was your role in the reading activities? ماذا كان دورك في أنشطة القراءة

3. What is the most important thing that happened during the reading activity?

اذكري أهم ماحصل في نشاط القراءة من وجهة نظرك؟

B. **Examination** تقييم التجربة

(Examine the experience based on what you learned during the last 6 weeks: قيمي التجربة بناء على ما تعلمتيه خلال الأسابيع الماضية)

1. How did using your language variety make you feel (positively and/or negatively)?

ماذا شعرت إيجابا أو سلبا حين اعتمدت على تنوعك اللغوي خلال التجربة ؟

2. Did you change your idea about using only one language in the reading class? How was it changed after the reading task?

هل غيرت رأيك نحو الاعتماد على لغة واحدة في فصل القراءة؟ كيف تغير رأيك في ضوء هذه التجربة؟

3. What personal strengths/ weaknesses did the reading activity reveal, and how did it affect the situation positively/negatively?

مانقاط القوة أو الضعف التي ساهمت التجربة بكشفها؟ وكيف أثرت على التجربة إيجابا أو سلبا؟

4. How would you evaluate your group's performance in using their language varieties during the reading activity? كيف تقيمين أداء مجموعتك في اعتمادهم على تنوعهم اللغوي خلال نشاط القراءة؟

5. How did you all collaborate to understand the text and answer the questions? What could you have done differently? كيف كان تعاونكم في المجموعة في فهم النص والإجابة عن الأسئلة؟ هل رغبت بفعل شيء بطريقة مختلفة؟

C. **Articulation** التعبير

What have you learned from the reading activities as a whole: اذكري ماتعلمتيه من التجربة بشكل عام

1. I learned that لقد تعلمت أن

……

....

....

....

....

(Express an important learning and your understanding of it)

(عبري عن ما تعلمتيه وفهمك له)

2. I learned this when لقد تعلمت

ذلك عندما

....

....

....

....……

(Connect the learning to specific activities that helped you learn)

(اربطي بين ماتعلمتيه خلال التجربة مع ذكر الأنشطة التي ساعدتك على التعلم)

3. This learning matters ماتعلمته مهم

لأن

because…………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………..

(consider how the learning has value both in terms of the lesson and more
broader terms such as the community, and other courses)

(ماهي أهمية ما تعلمتيه في الفصل على الصعيد الشخصي والمجتمعي خارج الفصل).

4. In what ways will you use this activity to improve yourself and the quality of your learning in the future? كيف ستستفيدين من هذه التجربة لتطوير نفسك وتطوير مستوى تعليمك في المستقبل؟

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………………………...

Level: _____

Name:_____ :الاسم

Themes of Interview questions:

A. Identity labelling تصنيف الهوية

1-Do you identify yourself as bilingual? (Speaking two languages) or multilingual (more than two languages)?

هل تصنفين نفسك ثنائية اللغة (تتحدثين لغتين) أو متعددة اللغات (تتحدثين أكثر من لغتين)؟

2-How do you feel about speaking two (or more) languages? What are the advantages or disadvantages?

ما هو شعورك حيال حديثك بلغتين أو أكثر؟ ماهي المزايا أو العيوب برأيك؟

B. Language use spaces أماكن استخدام اللغة

3-Do you mix languages in other subject classrooms?

هل تخلطين اللغات التي تتحدثينها في موضوعات الفصول الأخرى؟

4-Do you have the opportunity to use all your language variety outside university? Where?

هل لديك فرصة استخدام ذخيرتك اللغوية خارج الجامعة؟ أين؟

5-Do you usually mix between your languages when you speak or write? Give some examples.

هل من عادتك الخلط بين اللغات عند الحديث أو الكتابة؟ اذكري بعض الأمثلة.

C. Reflection of the translanguaging task *(can draw to their answers in the reflection sheets to further elaborate)*

6-How did you find the reading activity? Did it help you understand and learn more?

كيف كانت تجربة نشاط القراءة؟ هل ساعدتك في الفهم والتعلم ؟

7-How did you use your language variety to answer the questions with the group?

كيف اعتمدت على ذخيرتك اللغوية في الإجابة عن أسئلة النص مع المجموعة؟

8-When you read the text, did you think in all your language variety or one particular language?

عندما قرأت النص، هل فكرت بلغة واحدة أم بذخيرتك اللغوية المتنوعة ؟

9-Can you talk more about your collaborative reading activity throughout the last weeks?

هل بإمكانك التحدث عن تجربة القراءة التشاركية في الأسابيع الماضية؟

10-What strategies did you use to understand the text and answer the questions? And how did you use them?

ماهي الاستراتيجيات التي استعملتها لفهم النص و الإجابة عن الأسئلة ؟

11-Do you think allowing the use of language variety in the reading lesson helped you understand the text? If yes. How has it helped you?

هل تعتقدين بأن تمكين الاعتماد على الذخيرة اللغوية في فصل القراءة ساعدك في فهم النص؟ وإذا كانت الإجابة بالموافقة فكيف كانت المساعدة؟

12-How do you feel about not being allowed to use all your language variety in the English language classroom?

ما رأيك حيال الإصرار على فرض استعمال لغة واحدة دون سواها وعدم الاعتماد على الذخيرة اللغوية في فصل اللغة الانجليزية؟

13-Do you think that allowing the use of language variety helps you learn and maintain English?

هل تعتقدين بأن الاعتماد على الذخيرة اللغوية يساعدك في تعلم اللغة الإنجليزية والحفاظ عليها؟

D. Further information

14-Is there anything you would like to add?

هل هناك شيء آخر تودين اضافته؟

Appendix L List of Transcription Conventions

S	Identified student, using numbers (e.g., S1, S2, S3)
SS	Several students at once or the whole class
T	Teacher
(3.0)	Numbers in parentheses to measure pauses in seconds
xxx	inaudible
e:r the:::	indicates lengthening of the preceding sound
Hhh	Audible laughter
(.)	very short untimed pause
(..)	Longer pause
<u>word</u>	Underlined word indicates speaker emphasis
?	rising intonation, to ask a question
<code-meshing>	Words between angle brackets indicate further explanation
<u>...</u>	Uncompleted talk
<u>//</u>	if inserted at the end of one speaker's turn or at the beginning of the next speaker's adjacent turn, it indicates that there is no gap at all between the two turns
CAPITALS	loud sounds relative to surrounding talk
<u>Underlined</u>	Underlined words or part of words to reflect emphasis

Appendix M Classroom Observation Notes as a Non-participant Observer

9:50 – 10:05   non-participant observer

Descriptive group observation/evaluative comments
Date: 6/10/2019   Classroom/group: A   Week: 2
Chapter/Topic: Unit 5 / R1

(all six girls are here)

— class started at 9:50 / now unit 5   R1

— The teacher introduced sports by having discussion about sports.

- at 10 am discussing the vocab in groups.

- Ameer was looking at the book & preferred to do the English version not the translated one.

- 7 minutes for answering the preview questions. P.87

        C/ 1.
            2.
            4.

- This group is still very shy & quiet / I tried to ask them
25 min to raise their voices.
0:15 2nd activity is writing a list of things that fans do
        to show their support ? (group discussion)

30 min: reading the article / they divided it so each one reads
        a different section.

at 38 min: teacher shouted out (English please) becuz ss were discussing
        in Arabic in other groups

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Appendix N Original Sample of the Reading Preview

READING

READING 1 | Money and Sports

UNIT OBJECTIVE ▶▶▶ You are going to read an article about money and professional soccer teams. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. **VOCABULARY** Here are some words from Reading 1. Read the sentences. Then write each underlined word next to the correct definition.

1. Sultan is tall for his age, so he has an advantage when he plays basketball.

2. Our baseball team was very strong. We won the state championship.

3. When I compete against my brother in tennis, I usually lose.

4. Ahmad's new bike had an immediate effect on his results. He won his next three races.

5. The team's financial situation is very bad. They don't have enough money to buy new uniforms.

6. My favorite sports include volleyball and soccer.

7. The limit for the number of people allowed in the club's swimming pool is 45. It is unsafe with more than 45 people.

8. Our soccer coach had a solution to our problem. He had us change positions.

a. [   ] (verb) to try to win or achieve something

b. [   ] (verb) to have someone or something as a part of the whole

c. [   ] (noun) a series of competitions to find the best player or team

d. [   ] (noun) a change that is caused by something; a result

e. [   ] (noun) something that helps you or that is useful

f. [   ] (noun) the greatest amount of something that is possible or allowed

g. [   ] (noun) the answer to a question or problem

h. [   ] (adjective) connected with money

Appendix O Tlang Version of the Reading Preview

READING

READING 1 | الفلوس والرياضة

ستقرأين مقالة عن المال ومنتخبات الكورة.
استعيني بالمقال في جمع الأفكار والمعلومات لـ unit assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1.
اقرأي الجمل ومن ثم ضعي الكلمات التي تحتها خط مقابل معناها الصحيح

1. advantage when he plays basketball سلطان أطول من الذين في عمره، لذلك لديه

2. state championship فريقنا البيسبول قوي جدا فقد فزنا بـ

3. When I compete ضد أخي في التنس، عادة أخسر

4. سيكل أحمد له immediate effect على نتائجه فقد فاز في سباقاته الثلاثة بعدها

5. new uniforms وضع الفريق الـ financial سيء، فليس لديهم المال الكافي لشراء

6. رياضاتي المفضلة include كرة القدم وكرة الطائرة

7. the limit لعدد الأشخاص المسموح لهم في مسبح النادي هو ٤٥. أكثر من ٤٥ شخص يعد خطير

8. مدرب كرة القدم كان لديه solution لمشكلتنا. فقد طلب تغيير أماكنا

a. ☐ (verb) to try to win or achieve something

b. ☐ (verb) to have someone or something as a part of the whole

c. ☐ (noun) a series of competitions to find the best player or team

d. ☐ (noun) a change that is caused by something; a result

e. ☐ (noun) something that helps you or that is useful

f. ☐ (noun) the greatest amount of something that is possible or allowed

g. ☐ (noun) the answer to a question or problem

h. ☐ (adjective) connected with money

🔎 Oxford 3000™ words

Appendix P Outline of Data Collection Per Week

Research Week	Term Quarter	Studying Week/Date	Level A Group	Level B Group	
Arrival		**4** (22 Sep-26)	**22-23** National day official vacation **24-26** meeting with vice-chair/ teachers and visiting classrooms to introduce topic and prepare materials according to curriculum		
1 Trial	Q1	**5** (29 Sep-3)	**Task 1 Qskills1** Unit 4 Physiology: What makes you laugh? *R2 Laugh more and stress less.*	**Task 1 Qskills 2** Unit 4 Sociology: What makes a competition unfair? *R1 Money and sport*	Note on level A: the teacher was changed for Q2 and was given the consent form
2 Tlang tasks	Q1	**6** (6 Oct-10)	**Task 2 Qskills1** Unit 5 Psychology: How do sports make you feel *R1 A super soccer fan.*	**Task 2 Qskills2** Unit 5 Business: What makes a family business successful? *R1 A successful family business*	

		7 (13 Oct-17) continuation of Ch5 and Revision	**Midterm Exam** **(7th Nov)**		
		8 (20 Oct-24) Revision			
3 Tlang tasks	Q2	**9** (27 Oct-31)	**Task 3 Qskills2** Unit 1 Marketing: Why does something become popular? *R1 Unusual ideas to make a buzz.*	**Task 3 Qskills3** Unit 1 Sociology: How do you make a good first impression? *R1: Small Talk: A big deal*	Note: in Q2 level A are doing QSkills 2 (meaning that U4 and U5 that was conducted for level B will occur for level A) and Level B are doing Qskills 3
4 non-Tlang	Q2	**10** (3 Nov-7)	**Task 4 Qskills2** Unit 2 Psychology: How do colors affect the way we feel?	**Task 4 Qskills 3** Unit 2 Nutritional Science: What makes food taste good?	Note on level B: the teacher was exchanged for the first PM session 11:35-

			R1 How colors make us think and feel	R1: Knowing your tastes	12:50 pm (Monday is off)
5 Tlang tasks	Q2	**11** (10 Nov-14)	Task 5 Qskills 2 Unit 3 Social Psychology: What does it mean to be polite? R1 Being polite from culture to culture	Task 5 Qskills 3 Unit 3 Information Technology: How has technology affected our lives? R1 Cars that think	Note on level B: The recording was only 25 minutes as the class was reduced due to preparation for another subject exam.
6 non-Tlang	Q2	**12** (17Nov-21)	**Task 6 Qskills 2** Unit 4 Sociology: What makes a competition unfair? *R1 Money and sport*	**Task 6 Qskills 3** Unit4 Marketing: Does advertising help or harm us? *R1 Food advertising tricks you should know about*	Note on level B: Short class (2 absent)

7 Tlang tasks	Q2	13 (24 Nov-28)	Task 7 Qskills2	Task 7 Qskills 3	
			Unit 5 Business: What makes a family business successful?	Unit 5 Psychology: Why do people take risks?	
			R1 A successful family business	*R1 Fear factor: success and risk in extreme sports*	
Interviews and DEAL Reflections **14 (1 Dec-5)**					
15 (8 Dec-12) **Revision Week /Final Exams**					

Tlang.GroupB.WK7

1	[0:00:00] **Trans level B WK 7 Unit 5**
2	R: who can readتبعكم كويسشن اليونت
3	yes please S5
4	S5:؟ لماذا يخاطر الناس
5	R:طيب وش نسوي أول شي قبل نقرأ
6	S5: ahهذا قاعد يقفز من الطائره
7	S3: he jump
8	......
9	R: is it safe ?
10	ss:لاno no
11	R: what is it ?
12	SS:احساhe risksقجمبن البنجي
13	R: risky excellent
14	so risky is the main word today ok
15	Risky is the adjective whats the noun?
16	S: risk

17	R: excellent.بالعربي؟
18	SS:مخاطرة
19	R:هذي قاعدة تسوي شي فيه مخاطره او نسميهwing walking لان هي جالسة على الwingتبعالطيارة
20	S3: wingجناح هو اللي
21	R: its very risky don't do it
22	طيبyou have 123 questionsناقشوها مع بعض
23	[00:02:54] ss discussing the questions
24	S2:ماذا تعنيtake a risk ?
25	S5:تخاطر
26	S1: to do something you never did before
27	S2: yes
28	S4: to do something ايش؟
29	ss: you never did before
30	S5: بس مو طبعا do it before ! فيها risk
31	ss: ايه
32	s5: فيها مخاطرة
33	S5:طبعا مو بسdo it beforeيكون فيهriskفأضيفوا بعد..
34	S6: يعني انتي تحسين ان هذا عادي بس انا عندي اوه لا مااقدر اسويه

35	S2: yes yes (..) it depends on eeeh
36	S3: انتي تسوين شي مثلا عندك فوبيا منه-
37	S2: ايه ايه
38	S3: يختلف من الشخص الثاني للثاني
39	S3: طيب خل نحل السؤال الثاني : هل انتrisk taker اذا كانت اجابتك بنعم فما هي نوع المخاطرة ؟
40	S6: sometimes مو كل الوقت
41	S5: bunji jumpingابغى مره اسويه
42	S6: skydiving
43	R:بنات مو شرط ان المخاطره تكون بالرياضات فقط
44	SS:بالقرارات حتى لا
45	قراراتك بالحياة
46	S3:حتى الriskyيختلف من شي لشي
47	(ss sharing their experiences of things that they did)
48	R: soهل انتيrisk taker ?
49	S3: sometimes but I want to be
50	R:وش الفايدة تتوقعون
51	S3:بالحياة شي كل جربت أكون
52	S:تثقين بنفسك أكثر

53	R:ايش يساعدك لما تسوين هذا النوع من الأشياء ؟

54	S3:تستكشفين نفسك

55	S4: أتعلم

56	S5:يغير من شخصيتك حتى بالحياة

57	....

58	R: ok soايش تتوقعون عنه الريدنق

59	SS:عنtaking risks

60	R:في أي ناحية

61	S6:عن الpsychology

62	S1:ممكن يكون له علاقة في الأشياء اللي فيها سبورتز وكذا

63	R: sports very goodسبورتز قلنا ليش بس

64	SS:من الpicture

65	R: ok soمين ممكن تقرأ لي العنوان

66	S3:تحدي الخوف الفوز والمخاطرة في الرياضات الخطرة ، ستقرأين من مقال مجلة ناشونال جيوقرافك والتي تستعرض لماذا بعض الأشخاص يقومون بالرياضات الخطرة . الرياضات الخطره هي الرياضات التي يعتقد أغلبية الناس بأنهاrisky. استعيني بالمقال لجمع المعلومات والأفكار لليونت اسايمنت

67	R: ok very good , soطيبpreview the readingاول شي نسويه

68	اوك؟ موجودة انها تعتقدين اللي الsentencesجنب تك تحطين أبيك بعدين فقرة لكل الأولى الجملة تقرأين

69	.فقطskimmingفهذا

70	ماابغاكم اوكput a tickالخطيرة الرياضات مثل بأمور يقومون الأشخاص بأن تعتقدين لماذا ايش فالسؤال article just skim , the first sentence of each paragraphال كل تقرون
71	S5:يمدينا عشان بعض على نوزعه تبون بنات طيب(dividing the paragraphs among them)
72	[00:09:52]
73	R: done,خلاصyou dont need al that time , put a tick banatانها تعتقدون اللي الأشياء ايش السؤال هذاعلى تجاوب
74	S1: they love the feeling of excitement, it makes them focus on the moment
75	...
76	S1:يعني بس الثانية والأخيرة اللي مو..
77	S:الأولى والثالثة والرابعه والخامسة
78	R: soبنات الجواب ايش
79	(ss giving the correct answer)
80	R: Ex Cطيب ابغاك تحطين علامة جنب الكلمات اللي تعرفينها واذا ماعرفتيها دوريها بالتكست واستعملي cuesال قلنا ايش ,cuesال تذكرون؟
81	....
82	R:طيب بقرأ لكم الكلمات
83	aspect/challenge/mental/notable/receive/precaution/pursuit / tolerance / trait/ vivid
84	الكلمات اللي تعرفينها حطي عندها تك واللي ماتعرفينها ناقشيها مع زميلاتك وشوفي وين موجودة
85	S3: mental اللي هي في paragraph one (.) اتوقع انها شخصية مطلوبة أو..

86	S1: mental تجي بمعنى حالة أوو-
87	S3: صح؟(.) شخصية معينة
88	xx
89	S5: aspect يعني ايش؟
90	S1: prediction او زي اللي يتوقع
91	S5: expect لا هذيك
92	aspect هذي
93	S1: لحظة لحظة
94	S3: expect بس اني اتوقع aspect غير
95	S2: مو هي تشبه لها
96	S1: okeh
97	S3: الكلمة الثانية اللي بعدها ايش كانت؟
98	S5: pursuit
99	S1: vivid احس اني شفتها بس مدري وين
100	S: ايه صح ماره علي
101	S5: vivid اللي مع تيتشر رحمه قد أخذناها
102	S1: tolerence تجي بمعني الشجاعة أو؟ القدرة؟
103	S2: ايه

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123	S2:شي مضيء
124	S5:ايييه زي كذا
125	S1:ممكن صح
126	S3: (exclaiming as she just remembered) notableملاحظ
127	SS:ايه طيب ؟
128	S3: مااستوعب بسرعه
129	S5:افصليهاnoteعنable
130	Noteبعدينable
131	R: able؟ يعطي ايش
132	S5: noun
133	R:يعطيadjective
134	ableملاحظ أو واضح يعنيnoteو القدرة يعني
135	.....
136	S6: vividيعني زي اللي..
137	....[00:18:34]
138	S5: banat [precaution]لحظة كل خذوا كذا اتوقع نطقها من كذا اتوقع
139	(reading the sentence) the climbers took every precaution .. لحظة ايه كل.. يعني . انه يجهز نفسه

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140 S2:يعني كل او الاستعدادات او كل الأشياء

141 S5: ايه

142 S6: كم لقينا الحين؟

143 S: 4

144 S6: tolerenceاتوقعهي القدرة

145 طيب وش باقي؟

146 S3: aspectمو قلتي ريزون؟

147 S4:احس ماتجيreason

148 S3: pursuitتراهاactivity

149 pursuitتحت تو براقراف فيmentalعلطول

150 S5: tolerenceاتوقع انها مستوى

151 S2:شي أو قدرة او

152 S2:challenge

153 S5:تحدي

154 S6:ايش

155 Challenge eh

156 S5: for the challenge انا قدها.. يعني التحدي..

157 S5:أنا قدها ههه أنا أستطيع

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158 S2:ههههههه برنامج في جيبوني

159 S6:aspectبس باقي

160 S2: aspectزيreason

161 S5:مفتاح الحل يمكن

162 S6:قبلها اللي نشوف خل

163 partيعني

164 riskياخذون مايقدرون انهم من جزء انه

165 (reading the example: another key aspect .. another key part ..صح الا الا

166 S6:بناتaspectيعنيpart

167 [00:22:42]

168 R:بليز بنات الحينtwo options عندكم الكلمات هذي نفس, excercise B

169 (doing the exercise together)

170 ...

171 SS: teammates

172 S6: teammateوشو او فريق يعني ؟

173 S5:حقي ميت التيم مين (.) بقروب بفريق تكونين لما اممم يعني ؟

174 SS: hhhhh

175 S5:عرفتي أعضاء كلنا يعني ميت التيم كلكم امم اثير حقتي التيم يعني؟

176	أعضاء فريق
177	S1: وش اخترتوا؟ رقم ٤
178	S5: موactivities , teammatesلا
179	S6:انا اقولteammatesلانه يتكلم عن اللي sportsقاعد يسويها
180	.....[00:26:23]
181	[00:29:43] answering with the R and she is explaining the meaning of the words
182	[00:38:48]R:ابغاكم لي تختصرون في جملة مو لازم تكتبونها بس ناقشوها . انتو الريدي قريتواthe first sentence of each paragraphطيب ، عطوني جملة وحدة تلخص اللي قريتوه عربي انجليزيits ok
183	S5: I would like to take risks
184	S6: taking risks is different from ..
185	R: sentenceقلت موphraseعادطولوها
186	S6: taking a risk is different from one to another
187	S3: the feeling
188	S5: you will feel different
189	S1:لا بس أحس يشتركون بشي واحد..اللي هي المشاعر نفسها الfeeling
190	فيه بحس وش بالنهاية فأنا مخاطرة أي من شي أي من اخذت آنا فمهما -بحس بالثقة بحس ؟
191	SS:صح ايه
192	S6: oh ok taking the risks is different from one to another but they have one common which is their feelings

193 S3: يلا اكتبوا . طولوها شوي

194 S1: ok توقلتي وش

195 S3: لحظة لحظة

196 S5: the normal life? نقول كيف تطفش انها

197 S3: حنا نبي نبدأ نقول ان الحياة تطفش بدون...

198 زي الانترودكشن

199 S1: بس هيsummaryللي قريتيه كامل ماله داعي تجيبينintroductionكذا زي

200 S6: نقول يمدينا صح الاtaking risks is //

201 S3: it makes life more exciting

202 S6: كيف يعني توخرك من العالم ال..؟

203 S5: avoid you .. تجردك..

204 S3: توخرك تعزلك

205 S6: لا ابي اكتب يعني تطلعك..

206 S3: طيب عادي اكتبوا عربي انجليزي

207 S3: طيبtaking a risk // اكتبي طيب

208 S6: will get you off your normal routine

209 SS: eh eh

210 S5: and you feel ..

211 S6:will take you away

212 SS: hhhh

213 S6 (writing) taking a risk will take you away from your daily routine //

214 S5: so you will feel different .. lively

215 S3:وشlively

216 S5: lively يعني حيوية

217 S6:دقيقةand thats why ..people like to take risk

218 ...

219 [00:43:12] S6: and thats why people .. like itليش نطول الموضوع

220 feelingال عندهم نقول كيف بعدين

221 S3: there is just one relationship between them

222 S2: there is common

223 S3: theres a common..لا نقولbecause ..ليشlike it because // of the feeling they
      got ...

224 [00:45:05] (trying to rephrase their ideas together)

225 S6: because of the feeling they receive from it ..

226 (refer to the scanned copy of the summary)

227 (in filling out the weekly reflection S3 states that she learned new grammatical
      rules through there translanguaging and she gives an example of the

note+able stating that it will help them in the final exam) (Trans level B WK 7 transcription, Pos. 1-210)

(Bold text is the researcher, regular text is the student)

(صمت 24 ثانية) ممكن أعطيك نسخة بس ما يحتاج تكتبين فيها شيء بس تطلعين عليها. مرحبا. هذا ال اللي إنتي سويتيه أمس, آآ بإمكانك إنك تتكلمين عربي reflection عبارة عن أسئلة مكملة لل interview إنجليزي نفس الشيء. يعني ممكن أسألك بالإنجليزي أو بالعربي حسب إنتي ما تبغين. ما فيه جواب صح أو غلط, إذا ما نبدأ اللي هو تصنيف الهوية. تبغين أكلمك بالعربي ولا skip, no pressure. عجبك السؤال ممكن تسوين بالإنجليزي؟

آآ بالعربي (هه)

تصنيف الهوية أو إنتي كيف تصنفين نفسك يعني إنتي تصنفين نفسك ثنائية اللغة أو متعددة اللغة يعني ok. بالعربي؟ تتكلمين أكثر من لغة؟

أنا آآ ثنائية لغة من ناحية إنه متقنة هاللغتين بشكل تام لكن اللغة الثالثة اللي أملكها مجرد تحدث واستماع وفهم. أما القراءة والكتابة لا.

هي إيش؟

كوري.

كوري إي. بس تعتبرين ترى يعني تعتبرين متعددة لإنه طالما إنك تفهمينها وعندك كلمات

معناته خلاص

إيش تحسين ما هو شعورك إذا إنتي تتكلمين English multilingual. معناته إنتي متعددة اللغات. نسميها بال هذي الثلاث لغات؟ هل تحسين فيه عيوب, فيه مزايا؟

أقدر English, المزايا إنه لما أروح أي مكان وشخص غريب حابب يتواصل معايا بلغته مثلا, غالبا يتكلمون بال أتكلم معه بالكوري. English, I can أتواصل معاه. الكوري كمان لو قابلت شخص كوري ما قدر يتكلم معي بال فبس إذا أنا مو قادرة إني أربط بينهم لو ربطت confused, العيوب إن ممكن هذي الثلاث لغات إنه تسببلي تشتت, وبالكوري وحاولت إني أفرق بينهم فبيكون عائق English بين الكلمات مثلا لو قلت الكلمة بالعربي وحطيت معناها بال

بس مثلا بالكوري هل فكرتي أو جد تقدرين مثلا تكتبين جملة مثلا كاملة ولا بس فهم؟

فهم وأتحدث. لكن جد جربت أكتب استصعبت الموضوع. لكن لو عطيت نفسي فرصة ممكن أتعلم

Ok interesting. أتوقع التجربة اللي سويناها تخليكي بالعكس أرى يعني شجعت إنكم ما تفرقون جد ما إنكم طيب إيش الأماكن إلي reflection. تحاولون تستفيدون من لغاتكم هذي. وأتوقع هذا شيء إنتي بينتيه بعد بال تقول لك بس مسموحلك تتكلمين teacher تستعملين فيها هذي اللغة يعني؟ يعني إنتي تخلطين مثلا بالإنجليزي ال إنجليزي. بالمواد الثانية مثلا عندكم

Chemistry, statistics.

هل تتكلمين لغة عربية وإنجليزي ولا بس مثلا عربي أو بس إنجليزي؟

Class اال English بس أتكلم بالإنجليزي لكن بال chemistry وال statistics باللغتين مع بعض.

تسمحلكم؟ teacher عادي ال

إي.

إيش أكثر؟ تستعملون العربي أو الإنجليزي؟

غالبا العربي يعني

صح؟ English غالبا عربي. وكتبكم

English.

طيب آآ هل لديك فرصة استخدام ذخيرتك اللغوية خارج الجامعة ووين؟ English ok

آآ (صممت ثانية واحدة)

في البيت مثلا, إذا طلعتي, سافرتي؟

في البيت آآ ممكن أتكلم مع أختي

Ok

عشان كدة So

إنجليزي ولا كوري؟

English. فأتكلم معاه بال English كوري. أخوي بما إنه معلم

ماشاء الله عندك فرصة يعني تتكلمين كدة وتتكلمين كدة ok آه

إي وعادي يعني كمجتمع صادف وتكلمت مع واحدة كورية

ماشاء الله

بس ما عاد لقيت حسابها وكدة. بس كنت أتواصل معاها يعني.

group أو شيء تلقين أشياء تلقين ناس كثير أتوقع فيه كم twitter إي. أتوقع لو تدخلين ب

interesting. هي كانت تتعلم العربي في جامعتهم وأنا كنت أتابع الكوري ومهتمة بالثقافة

أتوقع ترى اهتيالي كلية اللغات والترجمة هناك بما إنهم راح يفتحون كوري يعني أحسها هناك بوابة تفتحلك هذا المجال كمان. طيب آآ السؤال اللي بعده آآ هل من عادتك إنك تخلطين بين اللغتين سواء في الكتابة أو يعني بالحديث ال ولا تحاولين إنك تفصلين دائما؟ speaking ?

إنه أفضل مثلا إن الكلمة تكون كلها الجملة كلها إنجليزي reflection أحاول إني أفصل دائما حتى إني مثلا قلت في ال أو كلها English فأنا لما أقرأها أساسا بالإنجليزي آآ على طول أتوقع مخي يترجمها للعربي. فأفضل إنها تكون كلها عربي وأنا بنفسي أطور هذا الشيء يعني.

كيف ممكن تلخصينلي تجربتك في القراءة؟ نشاط القراءة تتوقعي reflection so in general طيب. آآ ال Ok إن هذا الشيء إيجابي, سلبي, ساعدك في الفهم ولا لا؟

نأخذ الأفكار paragraph, إنه أمس كان جدا جدا الطريقة مرة عجبتني نقرأ ال reflection آآ ذكرت أنا كمان بال الرئيسية, نكتبها بالعربي بحسب فهمنا بعدين نكتبها بالمصطلحات اللي إحنا نعتبرها easy ونكتبها إحنا بنفسنا.

كيف ساعدك هذا؟ يعني تحسين تذكرتي مثلا كلمات إنجليزي؟

مرة ثانية English ترجمتها بالعربي, بعدين اضطريت أكتبها بال English, إي تذكرت الكلمات لإنه قرأته بال وأكتبها English واستخدمت المصطلحات اللي أنا أعرفها بما إني أنا ترجمتها بالعربي أقدر إني استخدم ال

ولا تحسون ما راح English تتبعكم ال teacher صح. طيب ليش ما تفكرين مثلا تقترحونها هذي الطريقة لل تسمحلكم؟

يتكلمون بالعربي فصعب عليهم. English ال teacher آآآ ما أتوقع لأنه مو كل

تقريبا أتوقع إن إنتي أجبتي على هذا ok. So اللي عندهم لغة ممكن إنهم يتفهمون. طيب آآآ teacher فيه بعض ال السؤال كيف اعتمدتي على ذخيرتك اللغوية في الإجابة عن أسئلة النص مع المجموعة. آآ ما أدري فيه شيء بتضيفينه هنا؟

مادري.

إي (هه) يعني إنتي مثلا إذا قرأتي السؤال ترجعين تفكرين فيه مثلا بالعربي أو تحاولي تترجمينه؟

مخي على طول يترجمها للعربي. وهذا شيء مرة كويس. أحيانا لو كلمة ما English أنا أساسا لما أقرأ الجملة ال على أساس وإذا سألتها أضمها ضمن ذخيرتي اللغوية وأضيفها في المصطلحات. teacher عرفتها أضطر إني أسأل ال

مثلا؟ لإن أكثر شيء أتوقع اشتغلنا عليه هو المفردات. إنتي تفضلين إنك يعني تشوفين الترجمة vocabulary وال مباشرة ولا مثلا تبغين تفسرينها بالإنجليزي قبل بعدين؟

آرجع أترجمها بعدين بناء على على على وجودها في الجملة English ما فهمتها بال English لا أفضل إني أفسرها بال أتوقع إني راح أكون عارفتها

Ok perfect آآ عندما قرأتي النص هل فكرتي بلغة واحدة أم بذخيرتك اللغوية؟ أتوقع إنتي تو جاوبتي على شكرا. السؤال تقرئين

أقرأ بال English بعدين أفكر بالعربي

طيب آآ أنا بسوي skip لبعض الأسئلة لإن فيه بعضها مكررة. آآ ok. هل بإمكانك التحدث عن تجربة القراءة التشاركية في الأسابيع الماضية؟

آآ (صمت 3 ثواني)

number 9 question number 9 فيه شيء بتضيفينه في هذي النقطة؟ اللي هو

آآ مرة فضلتها يعني حبيت الفكرة. فكرة جديدة ما جد مرت علي حتى في سنواتي بالثانوي, بالمتوسط

صح

فكانت فكرة جديدة هدفها يعني واضح إنه كيف إننا نطور هذا الشيء آآ إنه لغتين وكيف نقدر نستخدمهم في تعلم لغة واحدة صراحة. آآ كمان كوني كنت مع مجموعة من البنات فكان مرة حلو مساعدة. تعلمنا من interesting كان شيء يعني بعض, بعض البنات كانوا ياخدون بعض الأفكار ونضيفها لبعضنا فكان شيء مفيد صدق.

يعني إنتي لحالك ولا أفضل مع مجموعة؟ individually تتوقعين إن التجربة راح تكون ناجحة لو كان مثلا الشغل مع مجموعة أفضل.

لإن تفكيركم يعني تفكرون مع بعض

إي.

تمام ok. آآ فيه استراتيجيات معينة إنتي فعلتيها واستعملتيها في النص لما نقرأ ال reading? آآ تحسين فيه معينة مثلا كل أسبوع أنا بسوي نفس الشيء لإني سويته الأسبوع الماضي. ولا تحسين كل مرة قاعدة strategies تسوي شيء غير؟

أنا غالبا يعني لما يقولوا لي القي نظرة على النص أشوف بداية النص ونهايته والكلمات اللي فيها capital letter في بدايتها. فهذي استنبطها

تمام. إنتي بال reflection كتبتي شيء بس ما كان واضح بالنسبة لي إنك تستعملين المفردات العربية في ترجمة المفردات الإنجليزية. كيف تستعملين المفردات العربية في ترجمة الإنجليزي؟

له آآ آآ مثلا مفردات يعني إشلون, يعني العربي مليان بالمرادفات وال English يعني آآ ال الكلمة الواحدة English لها مرادفات لكن آآ مو بلها مرادفات يعني الكلمة هذي واحدة تستخدم بس كم لها كم معنى

كم معنى حسب الجملة يعني

حسب الجملة. فالعربي إنه استخدم وجود هذي الكلمة الإنجليزية. هذي الجملة لها مرادف هذا بالعربي في الجملة الثانية لها المرادف هذا بالعربي فهذا اللي أقصده.

Ok أو هذي الطريقة إنك تعتمدين على ذخيرتك ساعدتك في الفهم؟ strategy جميل. آآ طيب تعتقدين إن هذي ال فهم النص؟

إي ساعدني.

بشكل أسرع ولا أبطء ولا تحسي إنه سوالك تشتت شوية؟

على طول أترجمه بالعربي, هو شيء حلو وفي نفس الوقت أحس إنه فيه English هو عشان قلتلك أنا إنه لما أقرأ ال English.جانب سلبي إنه أحيانا المفروض إني أكون أعرف كيف أقولها بال

صح. هو أتوقع فيه خط مرة رفيع بين الشيءين إنك إنتي ما تعتمدين كثير على العربي

English.ولا أعتمد كثير على ال

teachers إيش رأيك بالإصرار على فرض استعمال لغة واحدة؟ يعني مثلا عندنا في الفصول ال ok.إي. طيب آآ إيش English.أو القانون في المدارس مو بس عندنا في الجامعة إن هم يبغونك تستعملين اللغة الثانية اللي هي ال رأيك في هذا القانون؟

من هذا الجانب أحسه يعني كويس. بس في جوانب English.هم غرضهم من هذا القانون يعني إنه نضطر إننا نتكلم ال إحنا عرفناها طيب. إيش معناها okثانية إحنا كمان نحتاج إنا نربط بين لغتين. بمعنى إنه لما نعرف كلمة إنجليزية بشكل دائما غرضهم منها English ال class بالعربي؟ فيعني هذا الجانب السلبي. لكن إنه نتكلم اللغة الإنجليزية في English.يخلونا نضطر نتكلم ال

تقول لكم مثلا, إنتم أصلا قاعدين تتكلمون عربي. فما أدري هل هو شيء teacher بس أنا لاحظت أصلا حتى لو ال ما تقدرون يعني البنات ما يقدرون يتحكمون فيه أو إنه أسهل؟

هو مو اللي ما نقدر نتحكم فيه. بس لأنه كمان لغتنا الأم اللغة العربية فبنضطر أحيانا إنا نتشتت ونتكلم فجأة بالعربي حتى لو حاولنا.

صح. يعني تتوقعين لو مثلا ما عندكم لغة عربية مثلا كل واحدة من مكان معين تكون لغتكم الأم مختلفة فبضطرون إنكم تتكلمون إنجليزي

English.راح نضطر نتكلم ال

يختلف الوضع

إي.

آخر سؤال تعتقدين إن اعتمادك على الذخيرة اللغوية ساعدك على تعلم الإنجليزي والحفاظ عليها؟ هذا أهم شيء. Ok. هيخليك تطورين الإنجليزي ولا تتوقعين راح يؤثر على تعلمك strategy تتوقعين لو استمريتي على هذي مثلا ال الإنجليزي أو كوري بما إنك تتكلمين كوري؟

آآ هو أنا في البداية كنت من الناس اللي مستصعبة الإنجليزي بشكل جدا كبير. فالاستراتيجية اللي إنتي تكلمتي عنها استخدام الذخيرة اللغوية هي اللي ساعدتني فاضطريت إني أتعلم اللغة الإنجليزية وأربط معها بالعربي وحببت نفسي. أنا من الناس اللي محبين العربي الفصيح. فكنت أربط بين الكلمة العربية والإنجليزية فكنت أكتب بعض الجمل بال English.وبالعربي. جملة كاملة يعني أكتبها بالعربي مثلا وأروح أكتبها بال English

كاملة يعني ما تحطين نص نص

للأمانة. وكمان كان واحدة English لا. أكتبها كاملة فكانت هذي الطريقة اللي خلتني أطور ولا قبل كنت ميح بال كانت تسببلي إحراج بين البنات فأنا من النوع اللي ما أحب هذا English هي اللي خلتني أتعلم teachers من ال وطورت نفسي يعني. challengeالشيء فأخذتها من باب ال

فيه شيء ما ذكرته؟ ما أدري. interview? ماشاء الله عليك. طيب آخر شيء تبغين تضيفين شيء لل

ما أدري بس كان هذي تجربة جدا شدتني للأمانة, حبيتها, أضافتلي, ومرة شكرا يعني إني كنت من ضمن هاذولي البنات.

شكرا جزيلا لك