

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE MOROCCAN'S PUPILS' ATTITUDES AND PERCEPTIONS
FOR EMPLOYING ARABIC IN ENGLISH CLASSES**

MASTER'S THESIS

YOUNESS HAIRANE

**Department of English Language and Literature
English Language Teaching Program**

AUGUST, 2022

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**Department of English Language and Literature
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Thesis Advisor: Assist. Prof. Dr. TURKAY BULUT

AUGUST, 2022

ONAY FORMU

DECLARATION

I hereby declare that all information in this thesis document, ‘the Moroccan’s pupils’ attitudes and perceptions for employing Moroccan Arabic in English classes’, has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required these rules and conduct, I have fully cited and referenced all material and results, which are not original to this thesis.
(31/08/2022)

Youness Hairane

FOREWORD

Throughout writing our research project, I have been received support and encouragement from diverse sources, comprising of dear wife, my little princess “Isrea”, family “Abdelilah and Malika”, Moroccan English teachers, and friends mainly Dr. Anwar. First, I would like to express profound gratitude towards my supervisor Dr. TURKAY BULUT. The expertise, recommendations, and advices she provided me with valuable and instructive guidance, and for her priceless guidance. This thesis would not have been possible to write without your help.

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Lastly, I would like to dedicate this to my pupils for their genuine motivations. Also, I cannot declare my enough gratitude to the respondents who supplied me with the needed data for the completion of our project.

August, 2022

Youness Hairane

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ABSTRACT

The current study seeks to inspect the subject matter regarding “the students’ attitudes and perceptions in employing Moroccan Arabic in learning English” in the Moroccan context. The study project at hand is viewed to be as the preliminary investigation of its kind in Morocco. There had been significant studies along with other opposite ones regarding employing the pupils’ mother tongue in learning the target language mainly a substantial team supports and recommends the Monolingual educational methodology which views English as the exclusive medium of learning. On the other hand, translanguaging approach claims that learners’ L1 could reliably be intertwined with the target language educational process. Furthermore, a large number of significant pedagogical sources revealed the effectiveness of utilizing L1 in L2 classes by both the pupils and their tutors. In this regards, an online questionnaire was applied to test mainly the learning-teaching approach most applicable in learning English in Morocco. For this purpose, 150 10th grade male and female students partook of our investigation. The survey was analyzed through the statistical package for the social sciences (SPSS). Corresponding outcomes showed that the majority (93+ %) of participants were overpoweringly for using Arabic in learning English for various reasons, chiefly to explain novel vocabulary items and grammatical structures, provide feedback, assert class discipline, boost national and cultural identity of L2 learners, and to save time. Our findings revealed that translanguaging teaching approach has a significant impact on the way English language is learnt. Thus, our endeavor contributes to existing literature, mainly through the evaluation of the translanguaging approach from a novel perspective in the Moroccan context.

Keywords: Translanguaging, Moroccan Arabic, ESL/EFL, Effectiveness, Teaching-learning.

FASLI ÖĞRENCİLERİN İNGİLİZCE DERSLERİNDE ARAPÇA İŞLETMEYE İLİŞKİN TUTUM VE ALGILARI

ÖZET

Mevcut çalışma, Fas bağlamında “Faslıların öğrencilerinin İngilizce L2 dilini öğrenirken Fas Arapçası L1'i kullanma konusundaki tutumları ve algıları” ile ilgili konuyu incelemeyi amaçlamaktadır. Eldeki çalışma projesi, Fas'ta türünün ön araştırması olarak görülüyor. Hedef dilin öğrenilmesinde öğrencilerin ana dillerinin kullanılmasına ilişkin diğer karşıt çalışmalarla birlikte önemli çalışmalar olmuştur, esas olarak önemli bir ekip, İngilizce'yi özel öğrenme ortamı olarak gören Tek Dilli eğitim metodolojisini desteklemekte ve tavsiye etmektedir. Öte yandan, translanguaging yaklaşımı, öğrencilerin L1'inin hedef dil eğitim süreci ile güvenilir bir şekilde iç içe geçebileceğini iddia eder. Ayrıca, çok sayıda önemli pedagojik kaynak, hem öğrenciler hem de öğretmenler tarafından L2 sınıflarında L1'in kullanılmasının etkililiğini ortaya koydu. Bu bağlamda, Fas'ta İngilizce öğreniminde en geçerli olan öğrenme-öğretme yaklaşımını test etmek için çevrimiçi bir anket uygulanmıştır. Bu amaçla araştırmamıza yüz elli (N = 150) 10. sınıf kız ve erkek öğrenci katılmıştır. Anket, sosyal bilimler için istatistik paketi (SPSS) aracılığıyla analiz edildi. Karşılık gelen sonuçlar, katılımcıların çoğunluğunun (%93+), özellikle yeni kelime öbeklerini ve dilbilgisi yapılarını açıklamak, geri bildirim sağlamak, sınıf disiplini sağlamak, ikinci dil öğrencilerinin ulusal ve kültürel kimliklerini güçlendirmek gibi çeşitli nedenlerle İngilizce öğrenirken Arapça kullanmak için aşırı güçlü olduklarını gösterdi. , ve zamandan tasarruf etmek için. Bulgularımız, dil ötesi öğretim yaklaşımının İngilizce dilinin öğrenilme şekli üzerinde önemli bir etkisi olduğunu ortaya koydu. Bu nedenle, çabamız, esas olarak Fas bağlamında yeni bir bakış açısıyla translanguaging yaklaşımının değerlendirilmesi yoluyla mevcut literatüre katkıda bulunmaktadır.

Anahtar Kelimeler: Translanguaging, Fas Arapçası, ESL/EFL, Etkililik, Öğretme-öğrenme.

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ABBREVIATIONS

ESL	: English as a second language
EFL	: English as a foreign language
L1	: First language
L2	: Second language
MES	: The Moroccan Education System
SLLs	: Second language learners
TESOL/TEFL	: Teaching English as a second/foreigner language

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I. INTRODUCTION

Currently, learning the English language contributes and equips to its learners with a vital communication key which controls most of international domains and help its speakers with faculty to communicate and build relationships from all world corners. Under the huge influence of modern technology, where English language manipulates more than 80% of the world data, English has become a must to be mastered to find a footstep in the present and the future business, cultural, and technological fields. Therefore, to a considerable extent, being equipped with English has moved its holders to a greater level and an operative participant in the world.

A. Background of the study

The process of studying the English language as a Lingua franca follows certain teaching principles and methodologies. Thus, in this regard, instructing English pursues two main opposing teaching approaches: the monolingual education and the new translanguaging approach; the latter has stemmed from bilingual and multilingual methodology in instructing ESL. The matter of utilizing pupils' parent language L1 into instructing the target language or L2 is regarded as a debatable topic that has been addressed by linguists and other experts in the education field.

Yet, before submerging into the opposing main learning approaches' perception and attitude of employing the students' mother tongue L1 in learning the target language L2 primarily, next, in detail, from the Moroccan students' perception of employing L1, The Moroccan Arabic or Tamazight, first nation language, in learning L2. This lingua franca has gained remarkable status in the education linguistic environment especially among youths not uniquely in Morocco, but elsewhere all over the world (Abu-Talib, 1985).

As a result, the education system of Morocco has emphasized on giving the upper hand to the English language in the education system due to its global

status quo, as well as the promising outcomes on the Moroccan students in the future among developed countries (Errihani, 2016). This strategy of the Moroccan education system or (MES) has paved the way to regard the English language as a carrier of education in the country; that is why it utilized the communicative approach as a roadmap to ameliorate the linguistic repertoire of the Moroccan pupils (Littlewood, 2013). In the same sense, 'MES' set tough recommendations through which the Moroccan English tutors must use English as the primary medium of instructing the target language L2, and give no regard to the mother tongue of the Moroccan students by considering that the L1 would ruin the learning process and that meets the monolingual approach, yet still a remarkable representation of the English teachers have been using the students' mother tongue as a medium of instruction in L2 classes. According to Hairane (2022), the survey indicated that most of the English teachers in Morocco support the concept of using the parents' tongue, the Arabic language, in instructing the English language, and which meets the translanguaging approach in facilitating the target language via the students' L1. At the present time, globally speaking, the issue of increasing or decreasing the amount of L1 in instructing L2 has become a controversial issue among English language teachers during the last two decades. Thus, voices have preached and advocated the concept of translanguaging new approach which backs up the mother tongue local languages over the monolingual colonizer approach (Garcia & Li, 2014); this devalued the identity and the culture via its uniqueness not interaction teaching method (Medgyes, 1994). In the same regard, Jaekel et al. (2009) emphasizes on the importance of mastering two or three languages is a promising occasion for one to construct and ameliorate simultaneously both L1 and L2.

Currently, Translanguaging approach has gained recognition all over the world such as, Taiwan, Canada, USA, France, and in the last decade in Morocco, mainly in rural regions, even the opposition of the monolingual approach. Many countries have set and used the new approach of education that has built and enriched the students both academically and culturally (Rodriguez et al., 2014). In the same vein, Speakers of more than two languages have the ability to shift conveying oral messages using different languages at the same time of speaking in a flexible way, this leads to rest the ground of employing varied learning and

teaching methodologies in education process. Translanguaging as a new teaching approach stemmed from bilingual/multilingual education approach and which addressed by well-known scholars and linguistic experts such as Vogel Garcia and many others. Translanguaging gives assurance to improve weaker L2 speakers and ensures a deep cultural content attitude (Garcia & Wei, 2014). In the same sense, Weschler (1997) explicates the productivity behind using the parents' tongue or L1 in the classroom context so as to contrast, explore, and translate via innovative classrooms' activities; accordingly, the tutor grabs the occasion to invest in the mother tongue of his/her students to widen their understanding experience in learning the target language L2. Thus, Translanguaging endeavors shifting off from Monolingual narrow-vision approach toward more open ground bilingual and multilingual methodologies in learning and understanding L2.

In research conducted by Garcia (2014) in a multilingual pupils' environment, in which students utilized the translanguaging strategy in writing assignment; accordingly, the results showed that most students in this study defeated the main linguistic obstacles and constructed their own proper text in the target language L2. Furthermore, from sociocultural perspective, translanguaging help students to maintain and develop their linguistic identity; without forgetting Duarte (2019) who argued the powerful faculty of students' linguistic repertoire in extending and developing classrooms' public speaking activities, where L2 learners showed unexpected outcomes through using their own personal ideas and experiences in forging novel linguistic understanding.

B. Problem Statement

the issue of learning L2 has raised certain controversial questions by linguists along with other ESL/EFL tutors regarding L2 learners' weak linguistics outputs; accordingly, there have been various attempts to revise and figure out the right and genuine methodology which ameliorates L2 learning system. Thus, two distinct major groups have addressed this issue, one utilizes the monolingual approach in teaching L2, whereas the second group embarrasses the translanguaging approach which supports using L1 in learning L2.

As stated by Garcia (2014), in a multilingual investigation environment where the concept of translanguaging is utilized in learning session, the results of the investigation designated that the L1 of the students an influential part in learning system, and which defeat not only linguistic obstacles but also build and fortify students' cultural identity. In this regard, a large number of English teachers all over the world have figured out that, mainly here in Morocco, moving to translanguaging approach is an effective and promising process to meet the objectives of learning and teaching operation. However, through the four-skills, Moroccan students would benefit from using their L1 (The Moroccan Arabic) in learning the target language ESL/FL. Therefore, the current research suggests that employing the translanguaging approach might improve learning English language among Moroccan pupils. The effectiveness of utilizing such approach will be conducted from the Moroccan students' perspective. Actually, listening to the target language without any sort of translation is regarded extremely hard for Moroccan pupils due to the lack of interaction and interrelation of their mother tongue in the education process.

C. Purpose of the Study

The effectiveness of employing the translanguaging approach over the monolingual one so as to improve the target language (ESL/FL) for the Moroccan students will be investigated. Moreover, this research will figure out to what extent the Moroccan students' mother tongue is effective in permitting students to understand, interact, communicate, and express their point of view correctly in the learning process.

D. Significance of the Study

The significance of the current research rests in investigating the advantages of employing the Moroccan Arabic (L1) in learning L2 (ESL/FL) as a translanguaging methodology for ameliorating the 10th grade English students' faculty to understand and interact using their mother tongue as a medium of communication in the classroom environment. This research aims to figure out the Moroccan students' perceptions and attitudes in employing their mother tongue

(L1) in learning ESL/FL (L2). Moreover, this study aims to identify the direct impact of utilizing this approach on Moroccan students in the learning process. Therefore, the researcher is attempting to find out the most effective techniques which pave the way to successful outcomes. Also, this investigation might provide promising and beneficial techniques for English syllabus designers through which they could approve integrating the Moroccan students' mother tongue in English future books. Additionally, teachers as well as linguists might have great benefits from using the translanguaging approach such an alternative methodology over the monolingual one in boosting students' English comprehension and communication level.

E. Contributions of this Study

The current study is expected to grant and provide the Moroccan English teachers to excel

- Understand the Moroccan students' needs in learning L2 through their L1
- Adopt the suitable effective tasks which help in achieving the Translanguaging objectives
- Diagnosis the obstacles which restrain students from integrating their parents' tongue into the learning L2 (ESL/FL) process
- Set better strategies for better outcomes
- Engage the Arab learners of English to ameliorate their writing and communication skills
- Design lessons' plan which offers positive learning environment
- And demonstrate the usefulness of adopting translanguaging approach over the monolingual one

F. Terms Definition

- Monolingual approach: this approach proposes that the target language must be employed as the only medium of learning and teaching in the education process; thus, there is no room for the mother tongue in this process.

- Translanguaging approach: this new approach which stemmed from the bilingual and multilingual approach suggests that employing the first, second or even the fourth languages as part of instruction process by keeping away from the monolingual separation approach.
- ESL/EFL: the term stands for pupils who are learning English in an English-speaking country such as USA, South Africa, UK etc. EFL, on the other hand, learning the English language as a foreign language within their own native country.
- Bilingual: be able speaking two languages fluently, where students could speak two languages in the education process.
- MES: this term stands for the Moroccan Education System which is a national body in charge of education system.
- Multilingual: if a student speak more than two languages fluently is deemed multilingual, for example, in the north of Italy, they speak French, Italian, and German as in many parts in the world like Morocco.
- L1/L2: L1 stands for the first language or the mother tongue of the student; on the other hand, L2 is known as the target language like the English language in the current research.
- SLLs: Second language learners.
- TESOL/TESFL: Teaching English as a second/foreigner language.

G. Research Questions

The current research raises the following questions which revolved around:

- What are the perceptions and attitudes of the Moroccan pupils in using L1, the Moroccan Arabic, in L2 (ESL/EFL) learning environment?
- To what extent is the Moroccan students' mother tongue utilized in L2 Moroccan classes?
- What are the reasons beyond the employment of the Moroccan students' L1 in L2 Moroccan classes?

II. LITERATURE REVIEW

This chapter institutes in-detailed investigation the fundamental part related to Translanguaging as a pedagogical teaching and learning practice which is employed within English schooling environment and its value, effect, and impact on students. Moreover, this section argues the Monolingual theory verses the bilingual/Multilingual one in prioritizing one named language over another.

A. Historical Overview of Translanguaging

The concept Translanguaging comes from a research done in a learning environment in United Kingdom in which there is immigrant minorities' kids' mother tongue (L1) beside other diverse languages utilized to assist learners' learning and also to advance positive bi-cultural and halt mono-cultural identity (Creese & Blackledge, 2010). Translanguaging first entrance in Welsh *trawsieithu*: "In its original use it referred to a pedagogical practice where students are asked to alternate languages for the purpose of receptive or productive use" (Garcia & Li, 2014, p.20). Through employing "ing" to indicate constant actions and determining the term "language" like a verb rather than a noun, the word "languaging" points to emphasize various perceptions regarding language as changeable routines contrary to static entities. Moreover, "trans" highlights the usages of language which surpass not just the boundaries between designated state languages, but moreover differentiate among other languages or any else expressive media outlet that convey messages (Canagarajah, 2011).

The birth of Translanguaging correlates with postmodern and poststructuralist point of view that conceives language such as a symbolic tools to be suitable by users in many areas. The limits among local or national languages have been confused with internationalization wave (Otheguy et al., 2015). Although many countries remain powerful actors around the world, and native languages continue to gain the main position in people's lives, the relationships among nations keep growing, and its zones are expanding through the constant social media interactions in which

languages' nature become dynamic, flexible, and fluid. In addition to the strong status of English language around the world, the current linguistic situation is highly varied from the used structural linguistics theory during the late century. The current state of language utilization is no more static within a restricted society or an ethnic group.

The multilingual and bilingual shift into second language learning copies the demand for a switch from unilingualism or single-mode to multilingualism. In the field of TESOL/TEFL, monolingual norms were regarded as self-evident as code-mixing approach that became not appreciated in traditional second language settings (Park, 2013). Monolingual mother tongue speakers of the L2 became the modal for SLLs in many countries around the world. The difference between distinct languages was clear, and kept language philosophy (for example, anyone has to speak merely the language taught, such as English as a second language, in the learning process) was enclosed indirectly into the language discourse. On the other hand, the multilingual and bilingual turn encourage language tutors to acknowledge the multilingual reality through highlighting the need for multi-competence in the learning and teaching process (V. Cook, 1999), which viewed by him as the learner's entire linguistic knowledge of knowing and employing two or more languages. Bilingual or multilingual learners are progressively substitute Monolingual or single-language native speakers as the language model and standard for language learners (Kramsch, 2009).

Moreover, the term Translanguaging is regarded as a controversial issue which occupied the imagination of persons from all walks of life. It has been employed not only in education but also in arts, social media, communication, musical field, and linguistic landscape. The rising body of work offers the feelings that whatever practice seems to be non-conventional would be viewed in terms of Translanguaging. There exists large confusion concerning either Translanguaging would be an embracing term regarding varied bilingual and multimodal practices, substituting terms namely code switching as well as the term code meshing. Not just that, it appeared to be into competition with other similar novel terms such as, polylinguaging, plurilingualism, hybrid communication training, and translingual practices concerning academic discussion discourse setting. This term grows mainly in the area of multilingualism and multiculturalism all over the world which has

obliged people to shift how they conceive systems as well as institutions, encompassing educational systems. In every area of schooling systems, the old and colonial teaching methodology inherits many questions which turn out to be increasingly that students do not learn likewise, on the same degree, nor they carry with them similar backgrounds and objectives. This concept has appeared with the critical shift within humanities, natural sciences, yet in education investigation is Translanguaging, that aims to back entirely the linguistic repertoires of kids across educational setting.

In a broad sense, Translanguaging attempts to tackle language learning, instruction, and evaluation from a point of view as close as possible to how language has been employed naturally in bilingual/multilingual daily life circumstances. The concept was evolved by the linguist Cen Williams (1997) into the framework of language schooling and learning in Wales (part of United Kingdom) to clarify a pedagogical process which sought to balance between English language and Welsh (a local language spoken by Wales' local people), to simultaneously form clear meaning and competence throughout languages. Since that time, Translanguaging has extended outside the pedagogical into a teaching language theory and also an analytical linguistic method to learning language. Noticeably, Canagarajah (2013) has developed Translanguaging to turn into an essential theory regarding language employment in general, working to highlight the social constructed status of autonomous languages and to promote concentration on the value of using learners' entire linguistic repertoires in place. Through this, Garcia and Wei (2014) have aimed as well to employ critically along with the utilization and choice of language policies, requesting tutors and searchers to ask what linguistic variety is approved and given more space in language teaching and learning process.

With the growth of Translanguaging popularity and status which has raised many questions among linguists, teachers, and searchers regarding its linguistics nature. The most usual one is: "how to differentiate between bilingual, multilingual, code-switching and etc.?" this is a good question which, primarily, has paved the way to clarify Translanguaging from a macro perspective via that language employment could be regarded that most of learners' linguistic repertoire as interconnected and similarly logical. In this sense, at a significant level, one could relate to the mentioned linguistic theories such as bi/multilingualism practices as

“translingual process” when adjusting it to this point of view. Through Translanguaging lenses, it seems very possible to employ ‘micro-units’ of research similar to ‘code-switching’, etc. Accordingly, Translanguaging lenses do not hinder the existence or usage of code-switching. Nevertheless, designating translanguaging is identifying an activist status (Cenoz & Gorter, 2017).

Pedagogically, the concept could be identified as an approach to language employment, multilingualism and the education of multilinguals which regards the language practices process of multilinguals not as more than two independent language procedures, however as a single linguistic repertoire along with its characteristics which have been socially shaped and formed as if it is affiliated to more than two autonomous languages (Garcia & Wei, 2014). Translanguaging theory is fundamental from or a critical educational standpoint since it revolves around maximizing all learners’ possibilities of success in learning process, especially language learners coming from various multilingual environments, lots of cases are already underprivileged by learning system. In education, Translanguaging welcomes the fluid and flexible usage of a learners’ linguistic repertoire so as to raise their multilingual skills. A great deal of linguists and pedagogical researchers have claimed the value of Translanguaging recently; moreover, they have given recommendations of how the concept could be utilized in the classroom (Seals et al. 2019).

Notably, through various publications there is a repeated notion highlighting multilingualism as normal in education process, it not just motivates further advancement to multilingualism approach among learners, but it too supports multilingual learners from all walks of life to believe in belonging sense and hence invest in the progress of the classroom setting rather than getting the feeling as foreigners or others.

The previous clarifications pave the way to dive deeply into the traditional schooling systems so as to fully understand this novel and controversial theory, by having further investigations comparing the concept of Translanguaging verses other pedagogical traditional theories in TESOL such as, the Monolingual approach, Code-mixing, Code-switching, etc.

B. The Background of Translanguaging/Bilingualism in TESOL

Since the major multilingual shift (May, 2014) which developed throughout the Bi/Multilingual education area, SLA, and linguistic field, where monolingual approach came into investigation, various terms have appeared to describe and differentiate varied points of view and orientations Canagarajah, A. S. (2013). As a novel theory, translanguaging (Garcia & Li, 2014) differentiates itself from the mentioned approaches through its clear consideration to various linguistics social inequality, and its defense towards repression and exclusion of national subjects and colonizer hegemony over earlier mother tongues (Poza, 2017). Accordingly, this fundamental shift (multilingual turn) regarding the field of teaching English to speakers of other languages (TESOL) has not yet pushed itself outside the Monolingual practices regardless fleeting awareness about multilingualism/plurilingualism concepts (Taylor & Snoddon, 2013) as well as translanguaging educational methodology (Canagarajah, 2013).

In the same vein, a great deal of scholars, linguists, and professors who work under the umbrella of TESOL have been criticizing the Monolingual teaching approach and its impact on learning process, they urge TESOL organization to put into consideration the multilingual facts entirely in its teaching vision and mission (Taylor, 2009). Recognizing this as a substantial subject matter, authors working in education field suggested TESOL's requirements to: (A) recognize the varied languages spoken by pupils learning English language (Taylor, 2009), (B) voice a position motivating the employment of multilingual educational methods while hindering the rejection of learners mother tongue in the learning process (Cummins, 2009), (C) identify learners' mother tongues by labeling learners as rising bi/multilinguals instead of English tongue students (Gracia, 2009), (D) preserve the recommendations which designed fulfill the national and the international needs of a bi/multilingual world (Silver, 2009), (E) secure sustained English schooling that defends and secures home tongues (Phillipson, 2009a), and (F) boost bi/multilingualism by backing native-tongue as an essential medium of teaching and learning in international settings (Skutnabbkangas, 2009).

In 2013, under the pressure of teachers and the mentioned authors' recommendations which challenged TESOL organization to strongly acknowledge

and integrate students' multilingualism at least at a specific degree (Council of Europe, 2001). Contributors discussed: (A) awareness and value of tutors' multilingualism as an educational support (Ellis, 2013), (B) motivating English language learners to use their multilingual competencies so as to promote their outputs in learning English language textbook (Willans, 2013), (C) approving a critical point of view about multilingual approaches that secures against neoliberal stress (Flores, 2013a), and (D) leaving contemporary TESOL organization teaching approaches which were based on monolingual theory (Lin, 2013). Similarly, lacking contextualization about the socio-political substantial part of the English language as a lingua franca and its hegemonic ability over mother tongues, especially attention around English education process in international settings remains risky, and is regarded as a true crime against human being (Skutnabb-Kangas, 2009). That is to say, against all previous mentioned suggestions, English maintains its plain hegemony via linguistic hierarchy, using TESOL's teachers, the organization continued concentration in publications via praising the English domination over other languages in education process: (A) discredits languages diversity, (B) praises English language as superior (i.e., better, advantageous, practical), and (C) justifies and dominates inter-linguistic relationships so as to benefit from cultural events related to English language (Phillipson & Skutnabb-Kangas, 2013). In short, a continued concentration on English language within the publications of TESOL journals invalidates the issues as well as critiques of former defenders of bi/multilingualism which are introduced through TESOL's history. Consequently, after continual calls and suggestions made by linguistic experts about TESOL linguistic policy in connection with mother tongue use in classroom settings, this urges us to the following question: does TESOL persistence of not acknowledging and enabling the function of emergent bilingual learners and teachers to employ their mother tongue in learning process?

C. The Reason for Translanguaging

As mentioned earlier, an array of bilingualisms has arisen after a short time of the bi/multilingual turn which captivate and contradict various understandings and patterns of multilingualism (May, 2014). What distinguishes this novel concept from distinct post-structural terms (such as: code-switching, code-mixing, bilingualism,

multilingualism, etc) into its humanistic and confirmative standpoint, breaking fixed views of language as a confirmed unit or a pattern of prescriptive rules. Translanguaging approach is additionally recognized via its social equity strategy, and also its intention to set the flexible language practices and activities of minorities' pupils' language as a political movement (Garcia & Li, 2014). Unlike the flexible and changeable languaging concepts as bi/multilingualism (Canagarajah, 2011), the Translanguaging concept is oriented to be transformative, eradicating hierarchies as well as preconception to languaging practices and activities as it has been studied and employed (Garcia, 2014). That is to say, for instance, contrary to the historical and original background of multilingualism/plurilingualism, translanguaging came into existence to protect and fortify language minoritized pupils, to secure learners' rights, and also to ensure students' compound discursive practices and exercises (Garcia & Kleifgen, 2010). Therefore, translanguaging lenses grant a review regarding pupils' flexible language practices tackling their objectives, identities, and meaning production (Otheguy, Garcia, & Reid, 2015).

Suchlike promises are critically required in TESOL/TEFL to stand out in intense opposition concerning top-to-bottom, modernist agents, or else neo-liberal forces and to defy the monolingual pedagogical approach of teaching English which dominate and control the TESOL/TEFL field (Valdès, 2020). Furthermore, Translanguaging's capacity to TEFL is acknowledged keenly by the theorist, Garcia for instance, when she declares "Translanguaging could be a mechanism for social justice, debunking misconstructions about English, its speakers, learning, learning English, bilingualism, and teaching English in a way that we as TESOL educators have long held dear"(2014, p. 4). The next section discusses and offers further illustration regard Translanguaging's potential in TESOL/TEFL.

1. Translanguaging

Translanguaging came to existence in reaction to the post-structural radical change in linguistic as the multilingual turn, in which rooted ideologies and principles which formulate monolingualism such as the norm which have been discarded and "language has begun to be conceptualized as a series of social practices and actions by speakers that are embedded in a web of social and cognitive

relations” (Garcia & Li, 2014, p. 9). Within these discussions, the Translanguaging concept has been hypothesized as a practice and a procedure: (A) a practice to illustrate in what way bilinguals and multilinguals primarily involve in everyday life language practices to figure out and understand their bilingual areas (Garcia, 2009b), and (B) a procedure of bi/multilingual authors/speakers forming meaning through their unique semio-linguistic repertoire, through which learners dynamically, tactically, and operationally choose and hinder language semiotic characteristics to fit the sociolinguistic objectives of the main context (Garcia, 2009b). The Translanguaging lenses identify bi/multilingual tongue practices as well as language processes on their proper conditions – multilingual and bilingual users carry out complicated, flexible discursive practices which surpass the social and political protocols of any constructed language system and surround multi-sensory and multi-mode communication structures (Li Wei, 2017b). Similar theories break up language concept as isolated units within a hierarchical bond and support the languages minorities (Vogel & Garcia, 2017) through ensuring their creativity and criticism (Li, 2011) so as to involve in varied social and educative practices in different connection zones.

Along with the critical theory building Translanguaging, it becomes defended as a pedagogy through backing bilingual and multilingual pupils’ text and content, develops language skills, and socio-political viewpoints (Creese & Blackledge, 2015). Translanguaging asks both tutors and pupils to use purposefully most of their linguistic repertoires instructional learning by acknowledging bi/multilingualism as a source and adopting hybrid language activities in monolingual and in the English dominated settings (Garcia, 2009b); instead of placing bilingual pupils as nonnative on the basis of their mother tongue(s) and limited English knowledge, instructors in a translanguaging setting treat their students like legitimate users of flexible language nature which reflects the energetic status of their origins (Flores, 2013b) and offers meaningful instructional contexts which boosts most of language practices they interpret at school (Flores & Schissel, 2014). Thus, according to Garcia and Kleifgeen (2018) debate that Translanguaging methodology is not a set of teaching strategies and stages, but furthermore as an instructional language theory which is focused upon bi/multilingual minoritized society. It eventually targets to free pupils’ agency

to an extreme degree and to reform teaching and learning into manners that ameliorate social justice plan (Tian & Link, 2019).

2. Translanguaging and English

The English language has been historically theorized under the umbrella of a structuralist concept as a true fact owned and managed by native speakers (Holliday, 2006). Suchlike fixed concept gives priority to native speakers (American citizens or British ones) as the norm, in the meantime instituting a division, hierarchy, discrimination, and racialization between natives and nonnative speakers regarding English language and match it to whiteness, in which they uniquely speak one of the white-associated standard American/British English that are regarded as legitimate and valid for users/tutors of English language. Though, Translanguaging lenses present a radical turn in repositioning “English language” and target to release linguistic area out of linguistic structured hierarchies and discrimination. Translanguaging orientation sets that linguistic sources are formed, utilized, mixed, and constructed according to the users ‘daily life needs and conditions (Canagarajah, 2014). That is to say, languages are changeable, mobile, flexible, hybrid, and are mostly in a fluid position of being within what is social, artistic, educational, and cultural contexts (Blommaert, 2010). In this emergent station, there exist no pure being named standard English supported with a pre-constructed linguistic system; on the contrary, English language is a social practice became (re)formulated and negotiated by bilingual speakers over the years as stated by their linguistic repertoires, standards, and interests in distinct communicative situations. Translanguaging lenses accordingly praises the active, fluid, heterogeneous quality of English, and it validities all English versions rising from creative, imaginative, and analytical language users/speakers under distinct circumstances and cultural contexts (Canagarajah, 2014). Furthermore, with its analytical conceptual support upon freeing minoritized languages, the theory distinguishes, puts the blame on, and criticizes the monopoly of standardized English. The mythological state of “standard English” is socially, geographically, and politically romanticized and which instituted ground focuses on white native Monolingual speakers, maintaining English teaching monopoly under the control of a few; thus, Translanguaging concept aims to undermine and disrupt hegemonic discourses regarding minoritized languages and

their distinct varieties (Tian, 2019), and he adds that translanguaging approach attempts to prevent monolingual bias which sustain and preserve ideologies of linguistic segregation, purity, and English superiority over other languages in education system.

3. Translanguaging and the Monolingual Hegemonic Teaching Approach

On the basis of what have been argued by linguistics, teachers, and theorists in the previous section regarding the monolingual hegemonic teaching approach, Translanguaging have been taken another concept of teaching English by any named terms (e.g., TESOL/TEFL, ESL/ELLs, and EFL), however the traditional monolingual principles (which regard learning L2 or the target language only and uniquely taught in L2 and there is no room for L1 in the educational process) reflect deep-rooted ideologies which falsely make up dichotomies or segregation policies such as, “native vs. non-native or non-standard vs. standard” so as to standardize English as a monolithic body and regard multilingual or bilingual speakers as deficient or requiring linguistic remedy for not learning native-like competency (Bonfiglio, 2010). The previous frames disregard the complexity learners’ linguistic background; the linguistic variety students have ameliorated and make for distinct goals in various fields of their lives, and solely concentrate on what they miss, instead of what have been attained in boosting their proper linguistic repertoires (Garcia & Kleifgen, 2018). Translanguaging lenses dismiss “Linguistic Othering” as well as the perfect, idealized, and imagined native speakers as the primary model (Flore, 2013b). Inside a Translanguaged TESOL/TEFL/ESL/EFL classroom, English language students are motivated to use their distinct resources of knowledge and their cultural repertoires as planned sources (Moll, Amanti, Neff & Gonzalez, 1992); learners are empowered to advance and excel their criticality, originality, and agency in educational assignments (Li, 2011). Thus, to discharge language learners from otherization concept of teaching English as a second or foreign language and to defend the rights of the speakers of minorities’ languages (Garcia & Kleifgen, 2018). The terminological shift focuses on pupils ‘potential in advancing their multilingual continua, regarding their mother tongue and multilingual practices knowledge fund in providing their English language or L2 development. More significantly, emergent Bi/multilinguals are regarded as possessing a benefit over those who use only

English and for monolingual becoming bi/multilingual is truly hard (Garcia, 2009a, p. 322). L2 learners are placed as “knowers, thinkers, and imaginative meaning-makers” (Garcia, 2014, p. 8) along with bilingual repertoires and competencies to achieve flourishing communication (Pennycook, 2012) instead of “ever-learning, underperforming individuals who seek to meet a standard that is external to their experience” (Prada & Turnbull, 2018, p. 12). The concept emergent bi/multilinguals, for us, deconcentrates the monopoly of English language as Lingua Franca and regain the bilingual and multilingual objectives of TESOL/TEFL/ESL/EFL: learning English or the target language (L2) is to ameliorate learners’ linguistic repertoire to embrace new extra knowledge to boost bi/multilingual skills as well as competencies.

4. Translanguaging and Recognition Shortage in TESOL/TEFL

Recently, Translanguaging has received inconsiderable traction and recognition in TESOL/TEFL/ESL or any other named term. Although the body has produced many articles and publications promoting Translanguaging, it also limited Translanguaging related theories, articles, and concepts from being discussed in detail during English teachers’ platforms and TESOL’s conferences. In a detailed review of ESL/FL and TESOL’s historical teaching theories, pedagogies, and studies done by Canagarajah’s (2016), he stated the growing awareness of the fact that English language could not be detached from other tongues. Plurilingual/bilingual/multilingual educational concepts remain a secondary interesting section in English as second / foreign language teachers’ annual meetings and conferences instead of foreground supports for most of the pedagogical activities. In this section, this research argues TESOL’s present time and the possible forces that hinder its ability or readiness to encompass a more bi/multilingual view. Simply, TESOL is seen as a NGO (non-governmental organization), and as the largest body for English language teachers, it has an enormous strength, presence, and authority (TESOL, 2016).

Since English is Lingua Franca, TESOL has accumulated power and authority from its international coalition bodies, professional unions, and educational bodies such as, USA, UN, Oxford University Press, and National Geographic Learning, British council, American Language Center. Notably, multiple supports came from

the mentioned above well-known bodies and organizations are entirely concentrate on boosting English learning not only in English speaking countries but also around the world mainly in China (Cutler, 2019). The present picture indicates the very condition that many linguists, teachers, and researchers stated and alerted of the risk of neo-liberalism, have warned against. At a broad level, neo-liberalism emerges when institutional forces motivate the growth of free-market which profits multinational firms and economically privileged communities (Klein, 2007); in the era of neo-capitalism, the field of education has progressively become occupied by economy (Flores, 2013a), along with the growing central role of English language in social media, entertainments, and education (Fairclough, 2002). This privileged status of English language as a capital, in which people from all walks of life faith in the monopoly and legitimacy of English translation in work and market place, which maintains sustainable boosting English and the firms or organization where it is used (Bourdieu, 1992). Accordingly, this has led to a “global explosion of commercial English language teaching” (Gray, 2010a, p. 714), the commercialization of English language and of international institutions supply English as a service or a product (Gray, 2010b), beside the emergence of an economically beneficial publishing business (Gray, 2010a). Stimulating this tendency is the concern of publishing companies to sustain publishing their works in monolingual English so as to receive huge international markets. In any circumstances, if the previous activities are carried on without a crucial lens regarding the hegemony threat, the competency of linguistic neo-imperialism escalates, converting the English language into a colonizing model in linguistic international markets (Block, 2008). These links within neo-liberalism and TESOL are not recent, means that TESOL has formerly been criticized severely as being like an export material or a product for the United Kingdom and United States of America which attains the colonial monopoly on other tongues and cultures, labeling lives and language of the west as liberal, advance, superior, and irreplaceable (Motha, 2006; Lin & Luke, 2006).

Switching back to this section main question, Translanguaging and recognition shortage in TESOL which has been come cross since its emergence, which indicates the present linguistic position and identity, as well as the neo-liberal drives that complies with; as a result, it reinforces its constant and hegemonic status towards English. On the contrary, hybridity (combined linguistic methods) in language

practices for example, the significant book “The Need for Translanguaging” which has been regarded as a landmark in the area of learning and teaching L2 (ESL/FL); accordingly, linguists, teachers, and researchers in L2 have commenced to identify the strength of Translanguaging and the significance stands point of bi/multilingual if instructors and linguists are “to effectively prepare FL learners to engage in the multiple discursive practices of bilinguals outside the classroom in the real world” (Turnbull, 2016, p.6). Even though Turnbull’s notions have received uneasy criticism made up by Garcia (2019b) because it had not sufficiently confronting liberal/modernist linguistic ideologies, the long debates and dialogues which Turnbull and other researchers’ works have circulated around the concept ‘entertaining Translanguaging’ as a novel tendency concerning L2, advancing future investigation into this linguistic field. Studies in ESL/FL have enlightened in what way Translanguaging offers creative resources of scaffolding, meaning shaping, and discussions in EFL/SL educational settings which have formerly been halted by the hegemonic monolingual teaching and learning approaches (Stathopoulou, 2016).

Scholars and linguists in the area of second language learning/acquisition have also started to reject Monolingual concept and nativeness for the sake of bilingual, multilingual, and Plurilingual approaches, theories and standpoints (Ortega, 2013). Also, they are breaking down the core of SLA theories of language, age of L1/L2 learning, and cross-linguistic impacts via bi/multilingual lenses and the philosophies of Translanguaging (Bulter, 2012; Canagarajah, 2011). Coming from notions of dynamic and flexible bi/multilingualism (Garcia, 2009a, 2009b) within bilingual schooling, Translanguaging appeared, shortly engaged, and widespread into the bi/multilingual instruction field (Blackledge & Creese, 2010). Since 2009, linguists and theorists in bi/multilingual education have deep thought, conceptualized, and utilized Translanguaging concept as well as exercise with emergent bi/multilingual pupils and tutors in a set of dual tongue and English medium settings (Martinez, Hikida, & Duran, 2014). As shown in these previous samples, bilingual/multilingual notions and standpoints have been levered into other language instruction areas and formerly leveled with monolingual orientations and objectives. Not just does this intake show the relevance and authenticity of bi/multilingual concepts towards education, apart from the attainability of such major turn regarding TESOL as well as its core organization.

The multiple major shifts in the educational field has instituted a productive setting for debating and criticizing translanguaging concepts as linguists and professionals examine and employ the theories and practices into their distinct language areas. Many investigations of Translanguaging's meanings and effects have evoked recommendations for growth, dispute over perceptions, and concerns for better thoughts. In suggesting fresh approaches for Translanguaging study, Posa (2017) proposes more ties to critical teaching method whereas Turner & Lin (2017) propose recognizing named languages to improve the theory's potential. In expressing their worries, MacSwan (2017) discusses the need to identify distinct tongues and their linguistic indications such as, Code-switching and Code-mixing, while Jaspers (2018) alters of Translanguaging's impractical allegations as a societal transformative and essential drive. While a considerable number of scholars and linguists have already viewed certain practices regarding Translanguaging in teaching English as a Second/Foreign language (TESOL) (Canagarajah, 2014), there are various areas for productive debates accessible to TESOL affiliated instructors and practitioners who could engrave a new, balanced approaches in favor of the signification and usage of Translanguaging in TESOL.

In the same respect, bi/multilingual theories are not well-protected from neo-liberal worries, with affiliation between liberalism and the growth of bi/multilingualism have been surveyed by a lot of linguists. Meanwhile some termed Translanguaging clearly (Kubota, 2014; Block, 2018), others argued bi/multilingualism and alternative plurilingualism concepts generally (Flores, 2013a), forewarning against the advancement of bi/multilingualism as the most recent advisable qualities of the standard, enterprising neo-liberal case who adjust themselves to address the needs and hopes of wider economic factors (Foucault, 2008). Scholars and instructors who suspect this tendency recommend multiple resources concerning coming review: (A) identify that fluid and flexible language practices absolutely not westerner evolution, but have been long established and continue growing in many countries all over the world (Flores, 2013a), (B) consider crucially whose concerns and profits are aided by popularity of various bi/multilingualism to secure commercialization of bilingualism in similar manners to English language one (Kubota, 2014), (C) defy and decode the boundaries of linguistic, societal, and cultural norms in order to deconstruct the present capitalistic

order (Kubota, 2014), (D) broaden bi/multilingual concepts to include and attend essentially so as to rearrangement matters within a political economy world (Block, 2018), (E) think critically upon Monolingual restricts in academic editing and publishing (Kubota, 2014), the advantaged English language in the world economy, the bi/multilingual states of scholars and linguists inside academic institutes who “occur cultural, economic, and symbolic capital from presenting and publishing (in this system) while moving further away from real-world problems” (Kubota, 2014, 7. 17). These mentioned worries, concerns, and critiques addressing Translanguaging are ready to be exanimate by TESOL associates who could constitute responses and implications in a manner that are precise to the interest of most of TESOL Teachers and scholars at large.

D. Translanguaging as a Concept for Instructional Justice

Translanguaging is suggested as a reformative pedagogy and a constitutional act since it offers a standpoint to language minorities’ pupils (Flores & Garcia, 2017) and generates a third space where learners could debate and oppose linguistic injustice (Palmer, 2008), leveling the position of languages in educational settings by challenging the monopoly of English (Creese et al., 2008; Showstack, 2012), recognitions upon bi/multilingual learners’ educational and cultural contribution of knowledge (Martin-Beltran, 2014), and permits bilingual students to demonstrate their proper identities in ESL classes (Sayer, 2013).

In agreement with Flores & Garcia (2013), the concept of Translanguaging could be employed by most of tutors (irrespective of being bi/Plurilingual or monolingual teachers) within any teaching program to effectively instruct minoritized pupils who belong to distinct levels of bi/multilingualism in learning and teaching settings. Any tutor eager to balance power connections inside the classroom and to serve as an equal party into educational firms could utilize Translanguaging as a teaching methodology by powering emergent multi-lingual’s cultural and linguistic repertoires. Basing on De Jong’s (2011) instructional justice framework, this section argues the employment of Translanguaging as teaching and learning approaches in ESL/FL for three balanced objectives: (A) translanguaging to boost

bi/plurilingualism, (B) translanguaging to confirm learners' identity, and (C) translanguaging to resist structural inequities.

E. Translanguaging to Boost Bi/Plurilingualism

The mother tongue of learners' minority continues to decline in favor to their classmates' native speakers of English at school as a result of uneven access to resources, for instance: restricted educational materials, ineffectual educational syllabus, and incompetent qualified instructors (Lopez, 2009; Fry, 2007). This rising success is also known as 'the opportunity gap' which could be cut off by ameliorating bi/plurilingualism (Gorski, 2013). As stated by Ruiz (1984, instructors aiming to improve bi/multilingualism regard the mother tongue's practices of students' minority as fundamental funds for learning process as a replacement for deficiencies or obstacles to learning methodology. By generating such chances to employ, expand, demonstrate and involve along with learners' mother tongue practices and also school language activities, instructors unable to defy the powerful status of a standard language, apart from employing pupils' mother tongue activities as resources and support tools to endorse content learning.

Translanguaging goals to boost bi/plurilingualism so as to institute fairness for the mother tongue of learners' minority. Translanguaging as an excellent learning and teaching plan could incorporate the input content and language instructing, defy pupils with great anticipations by eliminating most of the language' obstacles (Gorski, 2013). It appreciates the usage of various and multi-mode educational sources in what is regarded two languages, and also the employment of relevant evaluation instruments that abide by pupils' learning strategies. Moreover, it targets to augment learners' innovative ideas and crucial awareness, which are double essential abilities regarding present time students, by integrating them in critical debates (Haneda& Wells, 2012). Furthermore, translanguaging as an educational teaching methodology aims to not only boost the mother tongue of learners' minority but also enhance academic achievements. In this section, the research argues how tutors could implement the principles of backing bi/multilingualism for instructional justice by practicing translanguaging concept into three sub-titles: (A) translanguaging for meaning-creation, (B) translanguaging for appropriate access to

language/culture sources and (C) translanguaging to enhance creativeness and critical skills.

1. Translanguaging for Meaning-Creation

At the present time, it is generally acknowledged that language is inevitably linked to the general context where it resides (Bakhtin quoted in Garcia & Wei, 2014). Whenever language is detached from its main context wherein it gets its meaning, language could miss its theoretical and communicative matter. Accordingly, the inter-connection between L2/L1 language education and academic advancement which is assumed as the structural ground in the pattern of multilingual instructional programs such as the content of the inputs/outputs and language incorporated teaching in numerous establishments in the west. Such educational programs seek to ameliorate learners' multilingualism, where distinct linguistic repertoires that lot of persons employs in many parts of the world, and also through pluriliteracies which utilizes learners' entire linguistic knowledge to boost content learning (Garcia & Kleifgen, 2011, 2018). That is to say, Creese & Blackledge (2010) studied tutors' teaching syllabus in many bright and well-known schools, and figured out that by utilizing learners' entire linguistic repertoire, instructors attempted to boost learners' plurilingualism not just in various named tongues but also in distinct variations of any called language. Translanguaging is recommended to embrace the same objectives regarding emergent bilinguals, again in the U.S. integrating learners' educational knowledge like a scaffolding item to build up content learning, translanguaging seeks to intensify pupils' understanding, excel their meta-linguistic perception, advance pluriliteracies and deepen their linguistic backgrounds (Daniel & Pacheco, 2015; Mazak & Herbas, 2015). Also, it could establish numerous possibilities for language learning which present authentic situations that consider the Plurilingual minorities out of teaching and learning environment (Pacheco & Miller, 2016).

Instructors and scholars who employ Monolingual approach might view students' mother tongue practices as an obstacle to be experienced at challenging assignments because of their preconceived thoughts and the very low expectations regarding language minoritized learners. Despite that, Hornberger (2005) stated that

”bi/multi-linguals learning is maximized when bilinguals are allowed and enabled to draw from across all their existing language skills, rather than being constrained and inhibited from doing so by monolingual instructional assumptions and practices” (p. 607). His proposal backs Cummins’ interconnection hypothesis which indicates that utilizing a certain named language reinforce the progress of other tongues because languages are related to each other via linguistic capabilities (Cummins, 1979). In the same respect, language-minoritized pupils might escape assignments employing their poor language L2, and rely on their advanced L1 (Baker, 2006). By equipping learners with another space, in which pupils are able to access materials in their entire linguistic competencies, translanguaging could boost achievements in complex assignments (Martin-Beltran, 2014). Thus, translanguaging could wipe out the language barrier and inspire instructors to maintain high anticipation regarding language minoritized pupils similar to their native English speakers’ classmates (Celic& Seltzer, 2011). Accordingly, translanguaging could enhance not just learners’ understanding, but also their engagement and achievement in educational settings.

Despite firm language breakup strategies in bi/multilingual education syllabuses and old-fashioned language schools besides its monolingual teaching policies, tutors frequently translate to speed learning, augment teaching, and facilitate lessons so as to be accomplished. Gort & Pontier (2013) scrutinized the educational plans that four kindergarten dual languages instructors, who speak both Spanish and English, utilized interactive activities in their teaching and learning process: read out loud comprehension text and ‘show and tell’ exercises. Employing translanguaging activities as interpreting and rephrasing, bi/multilingual illustrations of instructional assignments, the instructors ease and promote communication skills, relocated key words and notions, set accurate match between pupils’ backgrounds and content, disclosed and explain errors, and directed pupils to learning and teaching targets.

Moreover, instructors all over the world could employ translanguaging concept just in one language to raise bilingual learners’ meta-linguistic awareness and set a relaxed teaching setting which create pupils’ linguistic and cultural awareness. Pacheco & Miller (2016) noted three primary school tutors into linguistically and culturally distinct classes and disclosed that through utilizing their entire linguistic funds and motivating them to employ their linguistic repertoire to

finish tasks, the instructors intended to ameliorate learners' multi-literacy competencies, clear up errors in comprehension texts, expand across-linguistic awareness, discover their basic knowledge, and strengthen their understandings. Furthermore, Showstack (2015) examined Translanguaging activities of a Spanish instructor who shift between standard and vernacular Spanish (a dialect language) in an intermediate Spanish teaching classroom, in which he revealed that tutors translanguaged to guarantee pupils' educational successfulness and to validate their mother tongue practices.

Therefore, using translanguaging, instructors could raise pupils' comprehension and participation through making rich areas of advancement where most of pupils study through jointly participating in practices. Thanks to these practices, instructors can motivate pupils to share their linguistic funds, subculture background, and cognitive practices with their peers, set high expectation, and provide high quality teaching guidelines (Garcia, 2009b; Gorski, 2013).

2. Translanguaging for Appropriate Access to Language/Cultural Practices

Access to satisfactory educational resources is recognized as a significant element which affects pupils' instructional success. Gorski (2013) proposes that appropriate and satisfactory access to teaching and learning materials could play a diminishing role and reduce a small part of "opportunity gap" tackling minoritized pupils vs. mainstream pupils. Translanguaging is able to expand the educational practices repertoire which tutors and pupils could employ for academic objectives (Cenoz & Gorter, 2013). Employing translanguaging, learners are able to carry out investigation both in English language and in students' mother tongues and raise the figure of media sources which they could exploit to obtain novel information. Multiple studies have noted the multiple-mode utilization of teaching resources in distinct languages within bi/multilingual environment. In a study conducted by Makalela's (2015), in which a high school pupil was asked by a science instructor to make a study and gather various data in 'Cluster tongue' in the Republic of South Africa but record his thesis project in English language. Another study conducted by Mazak & Herbas (2015), the tutor repeatedly utilizes English terms in Spanish debates hence pupils would interpret academic resources written whether in English

or Spanish. Also, According to an investigation conducted by Pacheco & Miller's (2016), the instructor utilized newspapers written in varied languages to boost learning knowledge of diverse learners at primary levels. Thus, translanguaging would ameliorate multiplicity of learning resources and impact certainly academic achievement (Garcia, 2009b).

Since language minoritized learners are not capable to pass standardized exams in connection with mainstream learners (National Assessment of Educational Progress, 2017), they have the tendency to learn more about reformed instructions, low diploma rates, increased illiterate rates, and unequal references to special education settings (Garcia & Kleifgen, 2011). As standardized academic exams complicate academic language and content competency as well as many failures to introduce topics excluding cultural and speech bias, specific language minority learners could not act at their genuine competencies within the exams. Translanguaging discourages the employment of authentic evaluations developed via a Monolingual standpoint which surely appoints natives of any named language (mainly English) as the norm contrary to constructive evaluations as a substitute to assess emergent bi/multi-lingual's learning and teaching in genuine manners. It supports and values learners' education successfully in dynamic evaluation practices which ought to be in accordance to the pupils' classroom activities and distinction founded on specific demands of learners (Garcia et al., 2012). Canagarajah (2011b) stimulated bilingual pupils to write down articles by enabling them to utilize didactic materials during their demonstrations to evaluate students' writing competencies, and they also disclosed strategic advantage of didactic materials that revealed their complicated thinking skills and which produced creative works. In these previous situations, translanguaging offered these tutors an effective occasion to assess the entire learners' competencies regarding writing and communication skills which made the present type of evaluation more reasonable.

3. Translanguaging to Enhance Creativeness and Critical Skills

Creativity and objective analysis competencies are essential in the present time, and translanguaging is regarded as an accurate communication tactic to ameliorate and display originality in addition to criticality concerning the mother

tongue of students' minorities (Cenoz & Gorter, 2011b; Wei, 2011). In the same respect, Garcia & Wei (2014) affirmed that creativity as well as criticality is strongly related since individual cannot demolish linguistic boundaries lacking critical thinking. In the following paragraph, this research argues how professors constructed the evolution of the mother tongue of minorities' students' originality and criticality by integrating students' mother tongue practices to instructing deliberately – specifically, employing translanguaging.

By accepting translanguaging concept as a teaching pedagogy, instructors could involve learners into limit thinking, the knowledge making by translanguaging what is called the “exterior borders of the modern/colonial world system” (Mignolo, 2000, p. 11), defying the learning and teaching ‘model wall’ (Freire, 1973) and taking into account that all pupils as genuine and creative intellects in reference to passive pupils (Hooks, 1994). In the same vein, Garcia & Leiva (2014) noted a middle school tutor in Queens and how she employed translanguaging to stimulate border or limit thinking. The professor commenced his class with a bilingual song tackling deportation of not documented foreigners and devastating consequences on children of their illegal immigrant family members. After listening to the song, the tutor and the pupils were engaged in a critical and complex debate in the Spanish language in which they argued about the rights of illegal immigrants’ kids in America through incorporating English terms, utilizing expressions as discrimination into her Spanish critical thinking repertoire which forged translanguaging activities of bilinguals in the present day. Therefore, in her class, the tutor not just released the voices of the mother tongue of minorities’ pupils, who would alternatively keep quiet by English only lessons’ practices and activities, but also integrated all learners in a genuine critical debates which needed by learners to surpass the limits of colonial philosophy (Garcia & Kleifgen, 2011).

Professors put into practice translanguaging as a teaching activity are also able to employ language minority pupils in fundamental investigation to ameliorate their critical reflection (Freire, 1973) concerning discrimination speech. In accordance with raciolinguistic philosophies, the L1 of minority students has been marginalized as a result of their terminological boundaries apart from racial divisions (Flores & Rosa, 2015). On the same line, pupils transfer their knowledge recourses to the center of attention, consume their language production, cultural and background

with their peers, address issues, and provide feedback through languaging activities which demonstrate pupils' manner of being and reacting. Various research noted tutors and pupils in the course of critical discussions and recognized translanguaging activities. Garcia et al. (2012) found out a progressive middle-school professor's transformative acts (Hook, 1994; Valenzuela, 2016) during a newcomer broadcast, and figured out how learners replied employing their fluid bilingualism/multilingualism. The professor handed over pupils as an English comprehension text on interracial marriage and urged them to discover and discuss the English comprehension text in Spanish. During the discussion, English learners collaboratively viewed their genuine observations and opinions by speaking of their proper backgrounds and raised points utilizing the Spanish language. In these fundamental discussions, the L2 learners had a chance to figure out how to profit from the wisdom and backgrounds of their peers (Wei, 2011). Then, the professor asked them to note down positionality papers employing their entire linguistic repertoire. The investigators disclosed that pupils not only exploit their terminological recourses flexibility and cleverly to reveal and develop their ideas, but also stating a considerable degree of critical consciousness that questioned the social structure, race-related division, and the inferiority of nonwhite people. In short, these observations provide proofs to the concept that translanguaging approach could be a practical pedagogy to stimulate and ameliorate bi/multilingual learners' creativity and criticality.

F. Translanguaging and Identity

Languages are commonly intrinsically related to ethnic, internal, cultural and terminological identities (Balam, 2016; byeon, 2015; Showstack, 2012) and might be employed as an instrument to set otherness and constitute cultural racism as marginalization and downgrading minorities due to their mal-functional cultural and family practices and principles, (Bonilla-silva, 2014) in cross-cultural communities; as an example, Valenzuela (1999) disclosed in her publication that numerous immigrant Mexican pupils refused US-born pupils', Chicanas, Mexican identity due to the fact of Chicanas' deficiency concerning proficiency in Spanish (the Standard language). Additionally, in Helmer'(2013) research carried out in a junior high school, pupils using Spanish in a strange inflected stress had been mocked and

humiliated for speaking white. Finally, the survey conducted by Showstack's (2012), undergraduate pupils studying Spanish stationed themselves in concentrated classification founded upon their standard Spanish competence and otherized persons who belonged to lower categories as 'half Hispanic community'. These researches manifested the authority of raciolinguistic philosophies as a device to lower such sophisticated linguistic and racial identity.

As reported by de Jong (2011), justice in schooling of the mother tongue of minority pupils demands tutors to confirm learners' bilingual identities in affirming their diversified cultural and terminological backgrounds and instituting a space in which novel learners could speak out their experiences. The professor recommends that approving learners' identities could boost learners' academic performance in order to feel appreciation. Translanguaging pedagogy plans to guarantee the language of minoritized pupils' identities in instituting an extra space in which language minority learners are able to express their realities, fulfilling their goals of being, manifest their experiences and produce novel facts (Sayer, 2013; Lee, Hill-Bonnet, & Raley, 2011). Moreover, this theory grant tutors an opportunity to find out their pupils (Gort & Sembiente, 2015).

Multiple language minoritized learners deny the identity classifications assigned by others and determine students' identities as a set of 'two + languages and cultures' (Otcu, 2010; Leeman, 2015). The talks of several emergent bilinguals point out that there exist no visible limits between bi/multi-linguals' identities. In the same vein, sixth grader Tonic reported his flexible identity: 'Even though Spanish runs through my heart, English rules my veins' (Garcia, 2014). Again, another bilingual stressed upon flexibility and changeability of his identity (Leeman, 2015). These learners' regulations suggest that tutors ought to glorify (Reyes & Vallone, 2007) and construct a toolbox of methods to back their identity developments (Palmer, 2008).

Translanguaging concept has advanced such as a combination process about languaging and trans-culturation, an approach in which a novel fact emerges, incorporated and sophisticated, a fact which does not exist as an automated collection of qualities, not at all a cracked and divided picture, but a novel fact, genuine and unconnected (Ortiz, 2002). Instructors applying translanguaging as a learning pedagogy uses singularities of pupils related to specific linguistic and cultural

recourses of awareness and daily languaging experiences (Garcia & Sylvan, 2011). In this respect, translanguaging meets with transformative pedagogies, just as culturally receptive pedagogy (Gay, 2010) and also Plurilingual method (Cenoz & Gorter, 2013) which suggests that tutors ought to ensure learners' cultures and linguistic practices of understanding into teaching procedure and reshape students' fixed cultural and terminological representations and identities in novel incorporated learners (Garcia et al, 2012).

Similarly, translanguaging as a teaching and learning methodology generates the third extra spaces in which bilinguals are able to implement their means of being and build up their special identities collectively (Lee et al., 2011; Pacheco & Miller, 2016). Palmer (2008) noted linguistically varied learning settings and the different activities of two professors, 'Mr. Melanie and an occasional tutor' teaching in a half hybrid program. She figure out that Ms. Melanie established a third space through prizing learners' alternative discourse norms in Spanish/ English and through stimulating most of learners to voice out their bilingual identities during while-reading and after-reading discussions activities; at the same time, the substitute professor employed just the English language with pupils, hence enforcing the supremacy of English in educational environment, and repeatedly failed to provide clear and effective feedbacks answering the queries of students speaking Spanish, and which led a genuine decline of pupils from class discussions. In the present study, although pupils dissociated mainstream discourse prospects to seek a substitute discourse norms and to build up their identities in unplanned, approving and more impartial manners within Ms. Melanie's workplace settings, students reformed their speech into more traditional and discriminatory norms and left as soon as they failed to achieve the traditional anticipations in the substitute tutor's class.

Teachers are able to apply translanguaging as an educational method, not only to crack transglossic spaces in which learners would represent their exceptional multidimensional bilingual identities, however to improve understanding pupils' identities (Palmer et al., 2014). By stimulating pupils in critical dialogues in which they would think upon their very identities, speeches, and surroundings (Lytra, 2015; Showstack, 2012) and inspiring them to generate identity texts and projects (Reynolds & Orellana, 2014) and to create heteroglossic terminology (Creese & Blackledge, 2010), well-mannered professors can disclose spaces in which

bi/multilinguals would transmit their identities employing terminological signs at their presentations as well as ameliorate bilingual identity evolution among pupils in reaction to the monolingual actualities and linguistic power structure predominant in cross-cultural societies (Flores & Garcia, 2013). Accordingly, the professors may enlarge the pupils' investment and fabrication of trans-cultural identities and supply them a secure room inside their scopes of power (Garcia & Leiva, 2014; Sayer, 2013).

In brief, translanguaging asserts learners' identities by constructing spaces where the integration of terminological repertoire is regarded as a natural procedure. Also, it pushes pupils to generate novel realities which define their own realities within certain spheres and appreciate these facts as genuine components of learners' way of being. Lastly, it equips teachers with possibilities to find out their pupils better.

G. Translanguaging and Structural Injustice

Translanguaging as an educational method pursues opposing structural injustice principles by denying the hegemonic and linguistic nature of standard language, enabling the role of L1 or the mother tongue of minority pupils. In educational settings or through group discussions, and persuade language minority pupils' parents and relatives to be included in their children's schooling (Garcia, 2014; Hebblethwaite, 2006). Based on this tenet, translanguaging as schooling methodology offers genuine voices to ethnic minority children who are usually quieted by language policies planned in accordance with Monolingual ideology through justifying their fluid employment of complete linguistic repertoire.

A monolingual linguistic ideology could be prioritized once nation-states notice linguistic variety as a menace to linguistic and cultural unity (Ayers, Quinn, & Stovall, 2009; Shohamy, 2006; Leeman, Rabin, & Roman-Mendoza, 2011). This kind of ideology has been echoed through devices like rigid linguistic policies and linguistic exams which maybe change into practices (Shohamy, 2006). In other words, the mechanisms have been formed by those in power precisely which validates the predominant cultural groups' manners of employing language. Also naming the standard, legitimized and conventional language or one speech variety

which is determined as the model, whereas other speeches or language varieties has been positioned at lower-ranking in social structures. This supremacy of the standard language over other tongues and this language' diversities have been related to as linguistic colonialism (Phillipson, 1997).

Numerous studies argued that using only English as a medium of instruction and policies defending language division usually break down to institute the concept of people participation in social justice (Ayers et al., 2009) regarding language minority pupils/learners, since they suppress pupils' standpoints by not enabling them to employ their entire linguistic repertoire within their learning process (Beres, 2015; Brooks, Adams, & Morita-Mullancy, 2010). The system usually quieted these pupils' voices by restricting their ability and subjecting them by screening their terminological and cultural capabilities as an insufficiency and a challenge to be settled (Pontier & Gort, 2016; Ruiz, 1984). Under the strain of Monolingual philosophies, language minority pupils have been adopted this domination (Sensory & Di Angelo, 2012), and get to regard their speech and cultural funds as deficient, since it occurred to middle-school pupils originated from Mexico according to Helmer's survey (2013). Furthermore, Translanguaging as a transformation teaching and learning strategy aims to criticize assimilative activities and regards bilingualism such as an advantage, strength and fund to maximize learners' knowledge and capital (Martin Beltran, 2014). Using translanguaging, professors permit learners to serve as speech experts inside the classroom and enjoy being bi/multilingual and bi/multicultural identities (Garcia & Kleyn, 2016). Though the lenses of translanguaging, pupils will feel appreciated and esteemed and act to the best of their abilities by raising more accurate issues and voicing out standpoints with dignity concerning their sophisticated terminological funds (Leeman et al., 2011).

Translanguaging concept offers learners a chance to defy the monopoly of standard language by leveling environment and shifting power relationships so as to construct principles of social equity regarding marginalized pupils. In other words, in a study conducted by Palmer et al (2014) & Sayer (2013), they noted the teaching and learning activities concerning Spanish/English bilingual tutors within couple binary program courses. They disclosed that instructors employed both standard and informal Spanish in their teaching procedure so as to validate the utilization of both

varieties in the class; they resisted the inferior position of the informal and hegemonic standard in the workplace.

Parents and community participation hold a positive influence upon language minority pupils' accomplishment. Through, it might be a genuine confronts to set up rapport with students' parents and communities at large when educational institutions and the professors attain monoglossic ideologies. Numerous researches demonstrated that professors comprehended the parents' speech of minority pupils, mainly English language pupils, like not sympathetic about their children and youngsters' education, although students' parents held opposing standpoints in comparison with professors. Across translanguaging concept, professors could demonstrate their dual language fluently and bicultural backgrounds, and behave as 'founder member' of any named community. Also, Creese & Blackledge (2010) scrutinized the speech practices of tutors in Chinese and Gujarati secondary schools in the United Kingdom to figure out how professors illustrate their adjustable bilingualism to demolish the limits between languages in carrying out habitual activities in the teaching and learning environments. They studied the principal's language activities in an educational meeting and discovered the principal employed dual speeches, Gujarati and English, all at once to deliver the entire messages to children's parents and to work with them. The scholars argued the message signification from the principal could just be fully accepted by children's parents when most of their linguistic funds were utilized in processing the meaning (Lee et al., 2011). Additionally, through expressing their bilingual personality, the tutor intended to couple with children's parents as a life/founder member of the society and motivate them to involve in educational activities and practices.

H. Overall Remarks

This part investigates the literature tackling the two principal teaching and learning theories as time follows. In other words, the utilization of L1 in learning and teaching L2 has come to be a controversial subject matter in language acquisition in the field of education (mainly in ESL/EFL). In this context, the traditional monolingual educational methodology regards learning procedure only achieved through the employment of the L2 as an exclusive medium in learning, and hinder

altogether the mother tongue role, at the same time prioritizing the role of native-speaker tutors over non-native speaker ones in instructing L2; on the other hand, translanguaging offers a revolutionary educational concept which guarantees the genuine usages of the learners' mother tongue in learning the language taught. Most of the aforementioned studies which have been done by distinguished linguists, theorists, and instructors though which translanguaging methodology aims: to employ pupils' mother tongue in the inputs/outputs procedure, to ameliorate the four linguistic skills, to paraphrase classrooms' tasks and assignments, to strengthen the cultural and the sense of belonging among students, and to set a solid connection between pupils and tutors in learning environment. Accordingly, these previous investigations set the stage to institute a convenient and educative environment in which pupils learn L2 greater and in a motivating manner in preference to the monolingual approach.

The aforementioned studies and investigations which have approached pupils' attitudes in utilizing L1 in learning L2 in accordance with the monolingual learning philosophies to translanguaging principles, and which pointed out distinct outcomes highlighting either to increase or decrease the amount of the mother tongue's potentials in learning the L2 in academic programs. Due to fact that deficiency in literature for the present case, further inquiry is needed putting into regard that all of the aforementioned studies have been held in many parts around the world, outside the Moroccan academic environment. For this reason, filling the gap in this area, the current investigation attempts to scrutinize the Moroccans' pupils' attitudes and perceptions in employing the Moroccan Arabic in learning the English language.

This chapter has examined with care the literature casing this present study's subject matter. It has offered precise description of employing the parents' tongue (L1) in learning the target language (L2) through two opposing teaching and learning concepts, comprising the monolingual and translanguaging in pedagogical practices. Also, the research tackled the main pedagogical characteristics of translanguaging to monolingual approach. Moreover, it emphasized upon the effectiveness of such concept and its genuine reflection regarding the learners' inputs/outputs. Last but foremost, into the chapter the investigator attempts to couple the literature to the research problem hypothesis.

III. RESEARCH METHOD

A. Introduction

The present chapter implies the survey methodology, survey study, survey context and background, participants, survey sampling, characteristics and features of the sample, the instruments of data collection, data interpretations and limitations of the investigation.

Based on review of literature, translanguaging is frequently used as a pedagogical practice which is seen as a prominent element of academic learning for pupils respecting the target language L2. Translanguaging is viewed to receive positive effects on pupils' instructional and non-instructional activities such as enlarging effective learning time, facilitating and consolidating their linguistic skills through the employment of their mother tongue, augmenting their learning achievements, developing their self-management, and growing their tendency to learn through exploiting their genuine understandings. Furthermore, boosting productivity, competitiveness, time, and instituting discipline in the L2 learning environment.

For students' beliefs, Translanguaging is crucial for understanding and ameliorating the education processes. Their perceptions are closely associated with how they learn the target language, understand its linguistic features, shape and share new taught concepts through their L1, save time, and how they inspire and motivate one another during the learning process. Therefore, analyzing the Moroccans' students' attitudes for employing their L1 in learning the target language is a useful process to figure out whether or not Translanguaging as a learning approach is employed in the Moroccan educational context rather than the monolingual one in the 10th grade.

Bearing in mind what has been stated, the aim of this study is to identify the Moroccans' students' attitudes for employing their mother tongue (the Moroccan Arabic) in learning the target language L2 (ESL/EFL) in a high-public-school in

Rabat, Morocco. This investigation will offer an attempt to define the employed approach in learning the target language. Moreover, access students' reactions and perceptions in using their mother tongue as a medium of instructions in learning L2.

B. Nature of the study

Descriptive investigation offers details regarding the existing pedagogical nature status of the Translanguaging approach in Moroccan settings, pupils' reactions and perceptions or other linguistic features of the target language. Descriptive surveys are also carried out to clarify associations between things. Also, they could engage a one-time teamwork with group/groups of students and they allow the investigator to interact with the survey or the interview participants so as to collect the required data. Descriptive researches are generally the best method for gathering data which indicate associations and detail the conducted survey.

The current descriptive survey aims to supply an insight addressing the employment of Translanguaging pedagogy in a high-public-school in Rabat, Morocco from students' point of view. In this survey, the investigator attempts to figure out the effectiveness of employing the pupils' mother tongue L1 (Moroccan Arabic) in learning the target language L2 (ESL/FL). This survey seems not to be a longitudinal inquiry since it does not shadow students overtime; yet, it is a crosswise survey for it engages a one-time interrelation with the Moroccans' pupils learning L2 through their L1. Moreover, the investigator seeks the participants' responds through an online survey questionnaire to gather data. The aforementioned methodology sort was employed as a result that it appears to be the most appropriate one to term the Moroccans' pupils' attitudes and perceptions in employing the Moroccan Arabic L1 in learning the English language L2 without changing the settings.

This online survey questionnaire applied quantitative approach for information collection. The investigator exerted an online survey forwarded as 'Google forms'. The formerly introduced procedure is relevant for such survey study since it could maintain it typical and practicable. Also, it licenses a reasonable comparison and relationship regarding the compiled data outcomes of the numerical database addressing the subject matter 'Translanguaging' along with the provided data in the previous studies.

C. Quantitative data

Quantitative research is a study plan which revolves around the quantification and analysis of compiled data and which is developed via a deductive methodology wherein attention is established on the theory examination, which is designed by empiricist strategies. The investigation is attained through a set of objective empirical methods and procedures, mirroring its global usage as an investigation vision across various theoretical approaches. The aim of quantitative survey is to ameliorate and utilize theories as well as hypotheses about the phenomena. The procedure of evaluation is essential to this kind of researches since it offers the underlying mathematical approach in the assessment outcomes of the online survey investigation. Quantitative information is any type of information processed in digital form as figures, percentages and statistics, etc. The investigator interprets the data along with the support of statistics that paves the way through the numbers which will produce neutral outcomes which could be widespread to major participants.

D. A survey study

Survey is the approach of carrying out an investigation employing surveys that investigators forward to test participants. The compiled data from any named survey is therefore numerically reviewed to lay substantial research findings. Any named body, institution and organization's desire to figure out what their students, employees or customers assume regarding their services or tasks and reach greater results. Researchers could carry out investigation in various manners, yet a survey is found to be a member of the most practical and valid research strategies. On the same respect, the online survey is a process for gaining significant data whether one group or groups of participants' point of view. It comprises of constructed online questionnaire that stimulate the survey participants to reply.

E. Research methodology and plan

1. Participants

The current study is investigational research which endeavored to find out the Moroccan students' perceptions and attitudes in employing L1, the Moroccan Arabic, in L2 (ESL/EFL) in Moroccan classrooms. The study is assessed through online survey questionnaire (OSQ) in Ibn-Battuta high-public-school. The OSQ is distributed to the Moroccan students learning the English language (L2) via students' social media accounts such as, WhatsApp or Gmail. The study spanned over four weeks long, commencing from 23th of March to the 21th of April. The sample embodied 150 students who pursue their education at 10th grade in four classes, under the supervision of a qualified and experienced ELT master English teacher.

2. Instrument

The data were gathered via online survey (see Appendix) given to the Moroccan students in a high public school in Morocco. Utilizing such an approach in collecting data were on-site, due to strict rules forced by COVID-19. The data were analyzed via (Mic-word, Excel, and SPSS 20). Therefore, to investigate the Moroccan students' attitudes of employing their mother tongue (L1) in learning L2, we used the Biodata questionnaire (BQ) that embodies compulsive elements which looks into students' gender, age, mother tongue, and their grade. Next, after we had received the permission of Prodromou (2020) to utilize the instrument he developed, we administered this self-report questionnaire that analyzes the use of L1 in English classes. The online survey is made up of sixteen short questions. The Big-Yive Inventory (BFI) is designed so as to be set on five positions, beginning from Never to Always. At Ibn Battuta, high-public-school students, the participants in the online survey, were asked to display the degree they use of L1 in learning L2 into the Moroccan classes' environment.

3. Data Collection

The Moroccan learners of English language received via their Gmail or WhatsApp a four-part online survey questionnaire regarding the Moroccan students' attitudes and perceptions toward using the mother tongue in learning L2. The first

section included three questions addressing the necessities of L1 which have to answer on a 5-point Likert-scale. The second section contained five statements tackling the use of L1 for explanation which to be responded on the same mentioned scale. The third part was made of five points regarding the time the students use their mother tongue. The last one included three questions concerning the use of L1 in checking comprehension following the same 5-point Likert scale (see the appendix).

4. Data Analysis

We used the SPSS software program to analyze the data which had been collected through the online survey questionnaire and which provided the best statistical analyzing items through explaining and performing complex data, it helped in comparing and employing the collected data in tables, charts, and other descriptive statistics, without forgetting the effective utilization of Microsoft Word, and Excel (2007); accordingly, using the mentioned software programs paved the way for the Moroccan English language teachers to figure out the effective translanguaging classroom activities which boost and better the Moroccan students level in employing their L1, the Moroccan Arabic, in learning L2.

IV. RESULTS AND DISCUSSION

A. Results

The current survey is designed to proceed on the roadmap of the target language researchers and linguists attempting to guarantee a further and modern understanding/knowledge with reference to the chief role and faculty of the mother tongue (L1) in educational processes regarding the target language/L2. More accurately, we studied processed and reviewed the compiled data into descriptive statistics employing Excel (2007) and the SPSS (20) tackling the Moroccans' students' attitudes and perceptions in employing the Moroccan Arabic L1 in learning the English language L2. In other terms, applying the concept of Translanguaging into the Moroccan classroom environment was effective. That is to say, the graphs, charts, and tables as explained hereunder reveal the gender, grade, and age brackets of the respondents, in addition to the responses regarding each single point of the 19 online questionnaires in full analysis. The introductory section of the online survey, the bio-data one, comprises of three key components: gender, education grade and age of the Moroccan pupils learning L2 through their mother tongue. Figure 1 denotes that 90 participants (60 %) female Moroccan pupils and 60 (40 %) male students (N = 150) participants in the online survey. Figure 2 shows that all the participants in the survey are carrying on their education at the same level (the 10th grade). Regarding age brackets, nearly (58.7 %) 88 participants were 14 years old, followed by 15 years old making 60 students about (40 %) of the sample, and two students aging 16 years old (1.3 %) of the respondents.

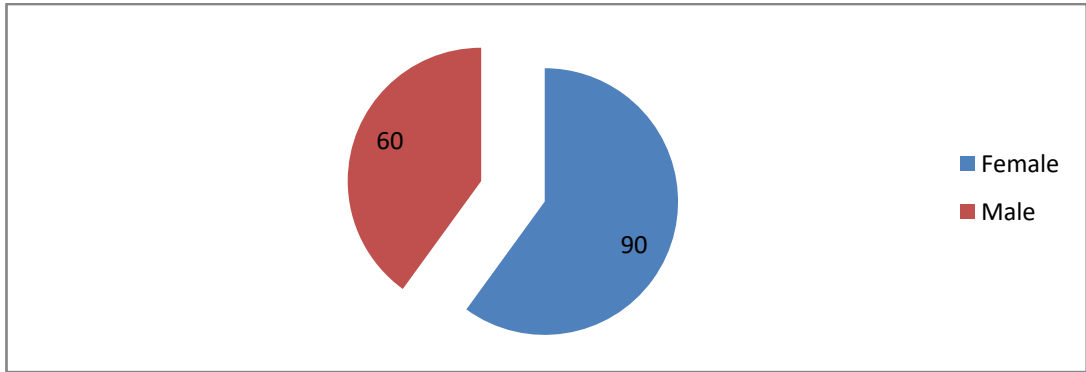


Figure 1 Gender Respondents

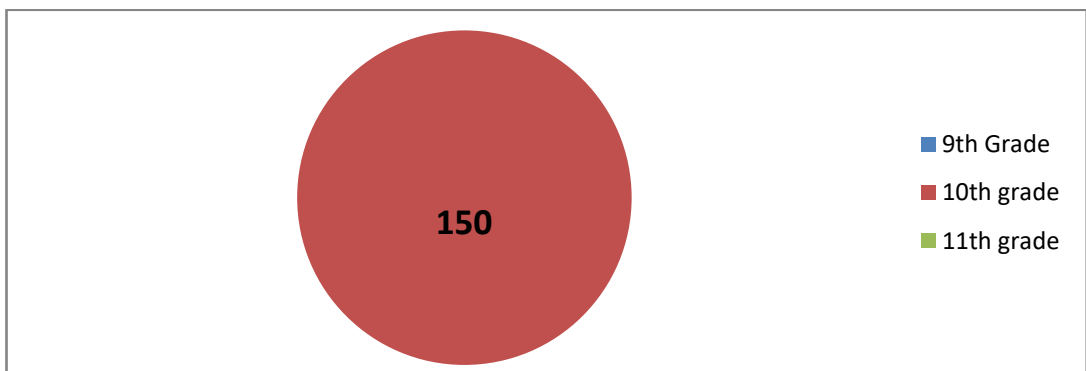


Figure 2 Pupils' Grade

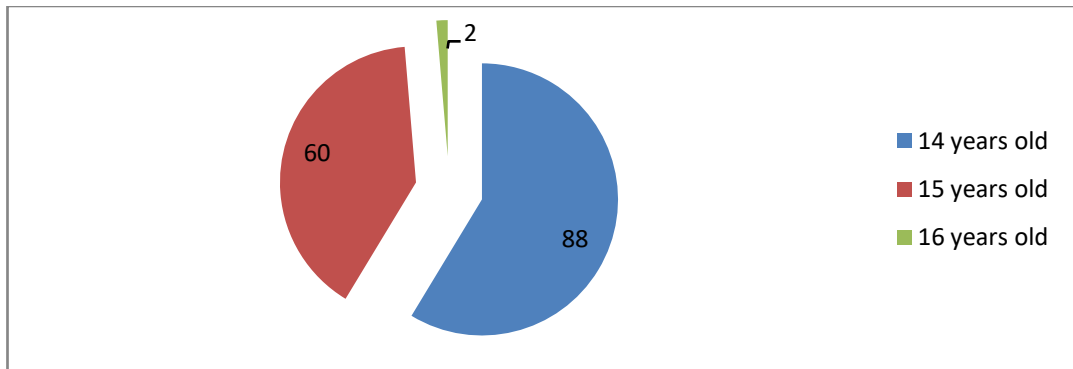


Figure 3 Age Brackets

Regarding the second part of the questionnaire which addressed the Moroccans' students' attitudes and perceptions in employing the Moroccan Arabic L1 in learning the English language L2, the results demonstrated that Moroccans' students learning ESL/EFL through Arabic, learners' L1, chiefly to clarify new terms, understand linguistic rules, receive instructive feedbacks, discuss topics between pupils and their tutor, and save time. It should be noted that the analysis of

collected data which implied the key point of employing pupils' L1 in educational Moroccan settings to encourage, help them, and institute knowledge base settings where they can learn English better. In other words, according to the percentage revealed in the figure 4 the majority of pupils took advantage of employing Arabic in academic environment, more than 140 of the Moroccan L2 learners were in favor of utilizing Arabic in learning ESL/EFL (see Table 1 and Table 2), and the outcomes demonstrate the significant of students' L1 in boosting productivity and competitiveness.

Table 1 the percentage of survey responses to the questionnaire components

The tutors' knowledge regarding pupils' L1:	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1: Should the tutor know the pupils' L1?	1.3	-	4	46	48.7
2: Should the tutor utilize the pupils' first language?	1.3	0.7	2.7	54.7	40.7
3: Should the pupils employ their L1?	2	-	0.7	54.7	42.7
It is advantageous if the tutor utilizes pupils' L1 when:					
4: Clarifying new terms	1.3	-	2.7	50	46
5: Explaining linguistic rules	-	1.3	1.3	56.7	40.7
6: Clarifying variations between L1 and L2 linguistic rules	-	0.7	1.3	64	34
7: Explaining variations regarding L1/L2 rules usage	0.7	-	2	51.3	46
8: Offering instructions Pupils have to be licensed to apply L1 when:	1.3	0.7	0.7	41.3	56
9: Discussing topics in pairs/groups	-	1.3	1.3	40	57.3
10: Questioning how to say new words (...) in English	1.3	-	1.3	53.3	44
11: Interpreting an L2 term to L1 for checking their understanding	1.3	1.3	-	48	49.3
12: Interpreting a text from	0.7	1.3	1.3	50.7	46

L2 to L1 for checking their understanding					
13: Translating during an exam	1.3	0.7	1.3	47.3	49.3
The tutor and pupils can employ L1 to:					
14: Test listening comprehension	-	2.7	2	43.3	52
15: Test reading comprehension	0.7	2	1.3	50.7	45.3
16: Review the methods employed in class	1.3	0.7	1.3	46	50.7

The table above displays the analysis of the five-point Likert scale from strongly disagree, disagree, neutral, agree, to strongly agree which to some extent paved the way to figure out the pupils' responses percentage in detailed description.

- The next table briefs major survey outcomes of the data investigation in favor of/against L1 use

Table 2 The major findings of the survey in favor of or against L1 usage

L1 usage in L2 educational settings	In favor of	Against
The tutors' knowledge regarding pupils' L1:		
1: Should the tutor know the pupils' L1?	94.7	1.3
2: Should the tutor utilize the pupils' first language?	95.4	2
3: Should the pupils employ their L1?	97.4	2
It is advantageous if the tutor utilizes pupils' L1 when:		
4: Clarifying new terms	96	1.3
5: Explaining linguistic rules	97.4	0
6: Clarifying variations between L1 and L2 linguistic rules	98	0
7: Explaining variations regarding L1/L2 rules usage	97.3	0.7
8: Offering instructions	97.3	2
Pupils have to be licensed to apply L1 when:		
9: Discussing topics in pairs/groups	97.3	1.3
10: Questioning how to say new words (...) in English	96.7	2
11: Interpreting an L2 term to L1 for checking their understanding	97.3	2.6
12: Interpreting a text from L2 to L1 for checking their understanding	96.7	2
13: Translating during an exam	96.6	2
The tutor and pupils can employ L1 to:		
14: Test listening comprehension	95.3	2.7
15: Test reading comprehension	90	2.3

The aforementioned table as well as figure 4 condense and facilitate the compiled data into two main components: Moroccan L2 learners who are in favor of or against the employment of Arabic in the educational environment via the SPSS statistical program.

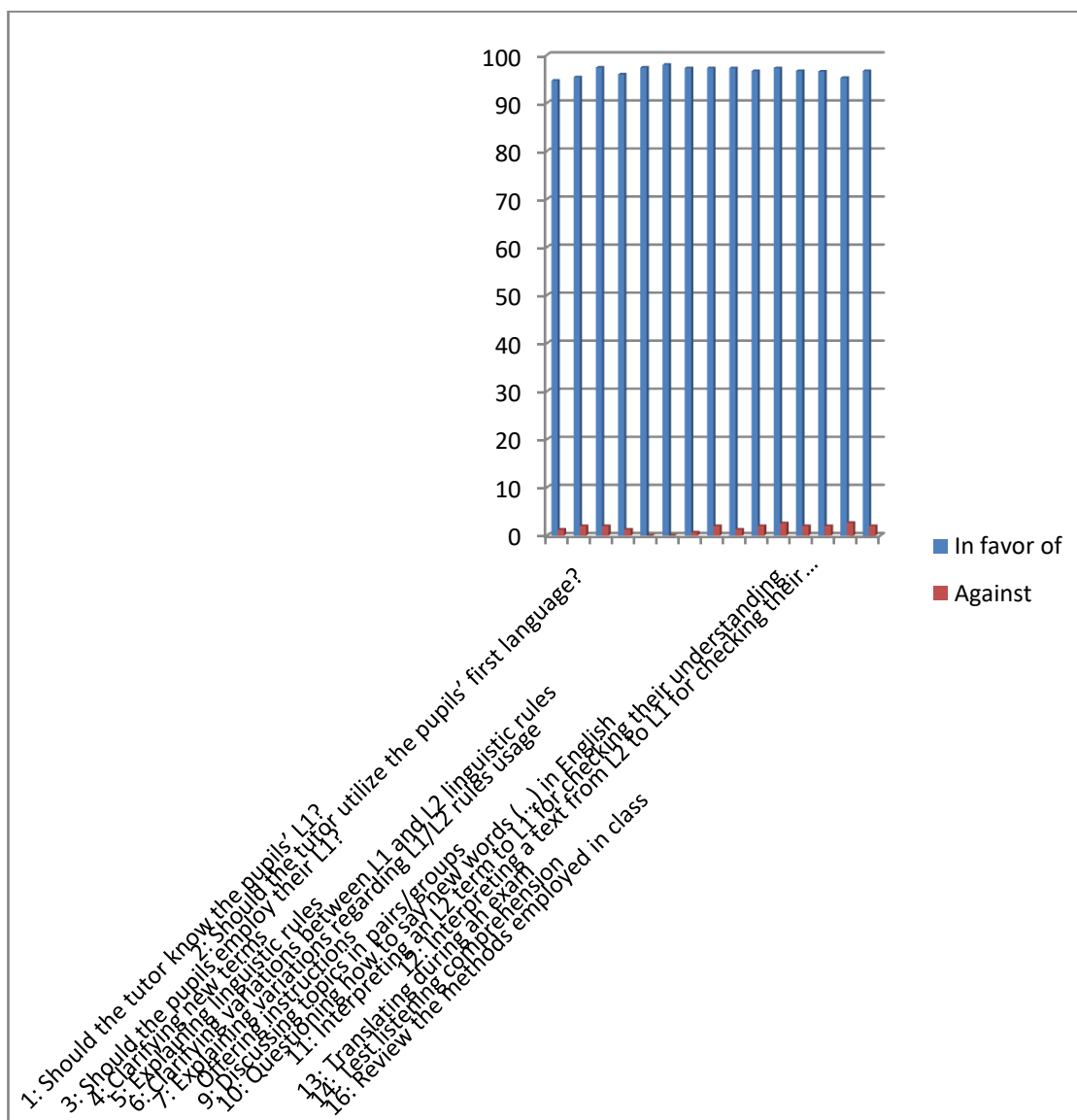


Figure 4 The Major Findings of the Survey in Favor of or Against L1 Usage

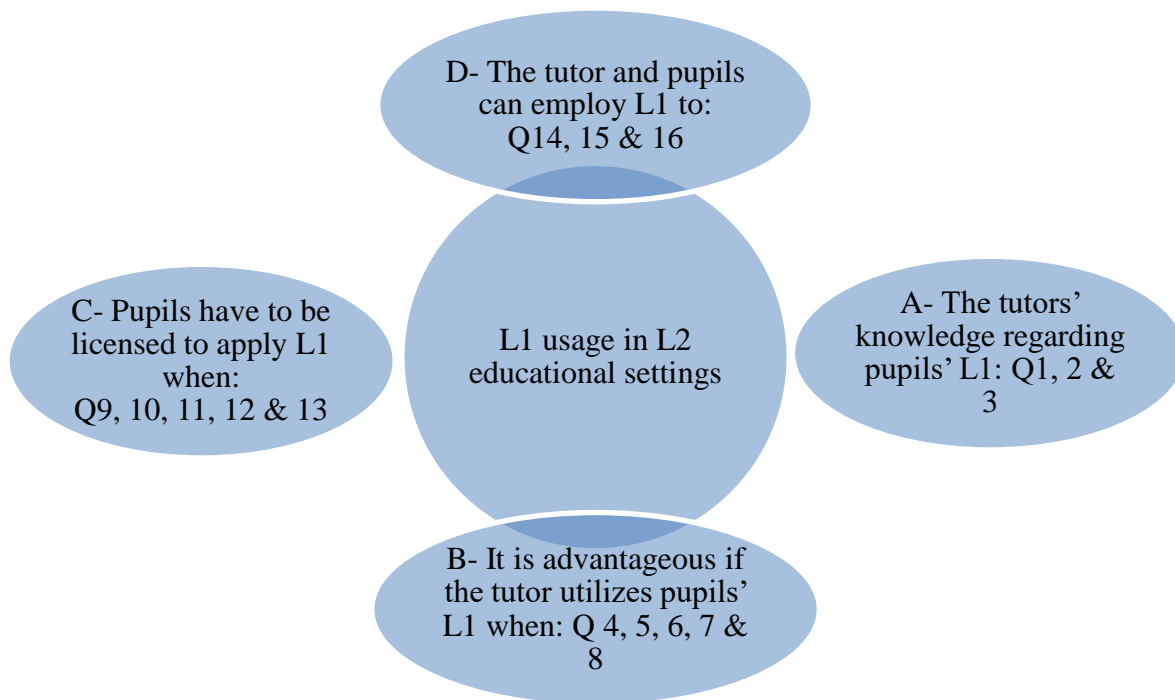


Figure 5 Summarizes the Questionnaire into Four Main Parts

- Figure 5 briefs the survey questionnaire into abbreviations and key words to assist reading, understanding, and interpreting the following tables and charts.

The Moroccans' students' attitudes and perceptions regarding employing L1 in learning L2. The outcomes from the questionnaires filled out by the pupils concerning their opinions of utilizing Arabic in their English classes are demonstrated into the figures, charts and tables that follow:

A. The Tutors' Knowledge Regarding Pupils' L1:

Table 3 Should the tutor know the pupils' L1?

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	69	46,0	46	46
Neutral	6	4,0	4,0	50
Strongly agree	6	48,7	48,7	98,7
Strongly disagree	2	1,3	1,3	100,0
Total	150	100,0	100,0	

Table 4 Should the tutor utilize the pupils' first language?

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	82	54,7	54,7	54,7
Disagree	1	,7	,7	55,3
Neutral	4	2,7	2,7	58,0
Valid Strongly agree	61	40,7	40,7	98,7
Strongly disagree	2	1,3	1,3	100,0
Total	150	100,0	100,0	

Table 5 Should the pupils employ their L1?

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	82	54,7	54,7	54,7
Neutral	1	,7	,7	55,3
Valid Strongly agree	64	42,7	42,7	98,0
Strongly disagree	3	2,0	2,0	100,0
Total	150	100,0	100,0	

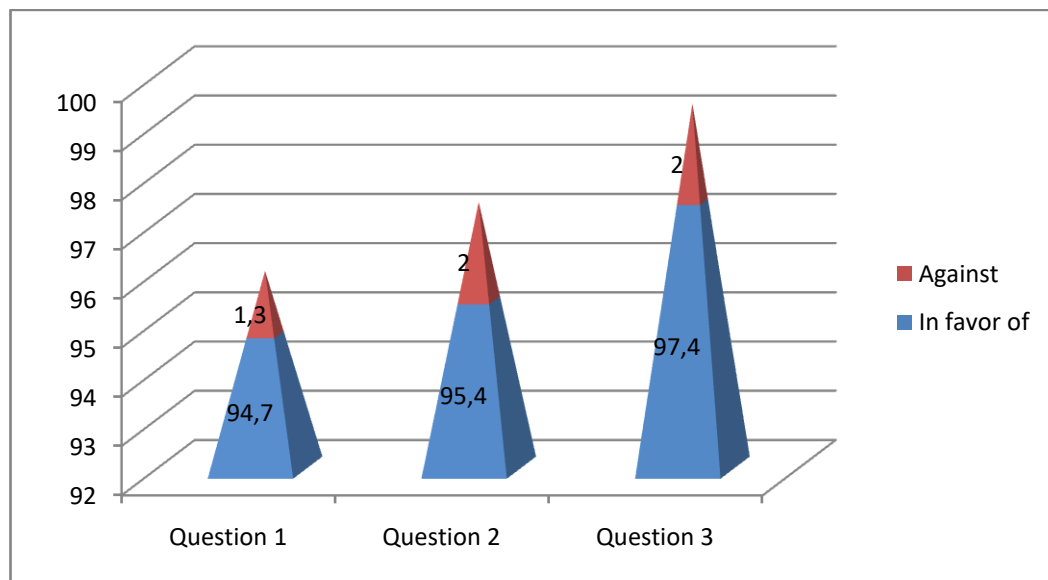


Figure 6 Key Results about the Tutors' Knowledge Regarding Pupils' L1 (see table 1)

Figure 6 indicates the tutors' overall attitudes about the instructors' knowledge towards Arabic. For part A of the questionnaire, Q1 and Q2, the results displayed that more than 140 (94%) of the L2 learners participating in the

investigation stated that they strongly support the concept which urges L2 instructors to have knowledge regarding their pupils' L1 to facilitate learning procedures, around 02 (1.3) of them strongly opposed the usage of Arabic by their ESL/EFL tutor when receiving lessons' feedbacks during English classes. The third question indicated that 146 (97%) of the pupils were for using Arabic in learning English and almost 2% of the participants against the employment of L1 completely in the educational environment (see table 1).

B- It is advantageous if the tutor utilizes pupils' L1 when:

Table 6 Clarifying new terms

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	75	50,0	50,0	50,0
Neutral	4	2,7	2,7	52,7
Valid Strongly agree	69	46,0	46,0	98,7
Strongly disagree	2	1,3	1,3	100,0
Total	150	100,0	100,0	

Table 7 Explaining linguistic rules

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	85	56,0	56,7	56,7
Neutral	2	1,3	1,3	58,0
Valid Strongly agree	2	1,3	1,3	59,3
Strongly disagree	61	40,7	40,7	100,0
Total	150	100,0	100,0	

Table 8 clarifying variations between L1 and L2 linguistic rules

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	96	64,0	64,0	64,0
Disagree	1	,7	,7	64,7
Neutral	2	1,3	1,3	66,0
Valid Strongly agree	51	34,0	34,0	100,0
Total	150	100,0	100,0	

Table 9 explaining variations regarding L1/L2 rules usage

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	77	51,3	51,3	51,3
Neutral	3	2,0	2,0	53,3
Strongly agree	69	46,0	46,0	99,3
Valid Strongly disagree	1	,7	,7	100,0
Total	150	100,0	100,0	

Table 10 Offering instructions

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	62	41,3	41,3	41,3
Disagree	1	,7	,7	42,0
Neutral	1	,7	,7	42,7
Valid Strongly agree	84	56,0	56,0	98,7
Strongly disagree	2	1,3	1,3	100,0
Total	150	100,0	100,0	

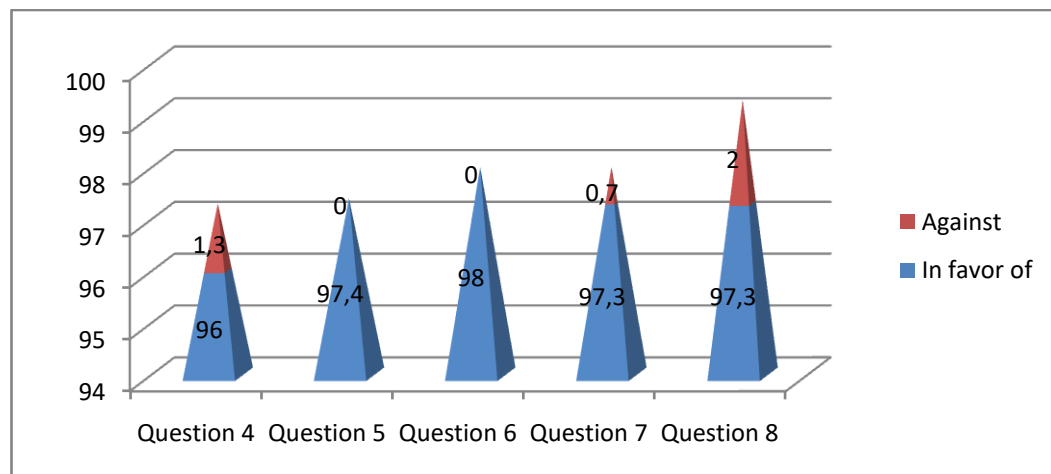


Figure 7 Main Conclusions if the Tutor Utilizes Pupils' L1 (see table 1)

For session 'B' of the questionnaire (Q4, Q5, Q6, Q7, and Q8), in which figure 7 demonstrates the benefits from employing pupils' L1 by their tutors in the learning and instructing process, more than 144 (96%) of the pupils are in favor of utilizing Arabic for clarifying new terms, explaining unclear linguistic rules, demonstrating the similarities and differences between L1 and L2, and offering instructions; on the other hand, less than 2% of the L2 learners refuse the idea of using their mother tongue completely (see part B's tables above).

C- Pupils have to be licensed to apply L1 when

Table 11 Discussing topics in pairs/groups

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	60	40,0	40,3	40,3
Neutral	2	1,3	1,3	41,3
Strongly agree	2	1,3	1,3,0	42,7
Strongly disagree	86	57,3	57,3	100,0
Total	150	100,0	100,0	

Table 12 Questioning how to say new words (...) in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	80	53,3	53,3	53,3
Neutral	2	1,3	1,3	54,7
Strongly agree	66	44,0	44,0	98,7
Strongly disagree	2	1,3	1,3	100,0
Total	150	100,0	100,0	

Table 13 Interpreting an L2 term to L1 for checking their understanding

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	72	48,0	48,0	48,0
Disagree	2	1,3	1,3	49,3
Neutral	0	0	0	0
Strongly agree	74	49,3	49,3	98,7
Strongly disagree	2	1,3	1,3	100,0
Total	150	100,0	100,0	

Table 14 Interpreting a text from L2 to L1 for checking their understanding

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	76	50,7	50,7	50,7
Disagree	2	1,3	1,3	52,0
Neutral	2	1,3	1,3	53,3
Strongly agree	69	46,0	46,0	99,3
Strongly disagree	1	,7	,7	100,0
Total	150	100,0	100,0	

Table 15 Translating during an exam

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	71	47,3	47,3	47,3
Disagree	1	,7	,7	48,0
Neutral	2	1,3	1,3	49,3
Valid Strongly agree	74	49,3	49,3	98,7
Strongly disagree	2	1,3	1,3	100,0
Total	150	100,0	100,0	

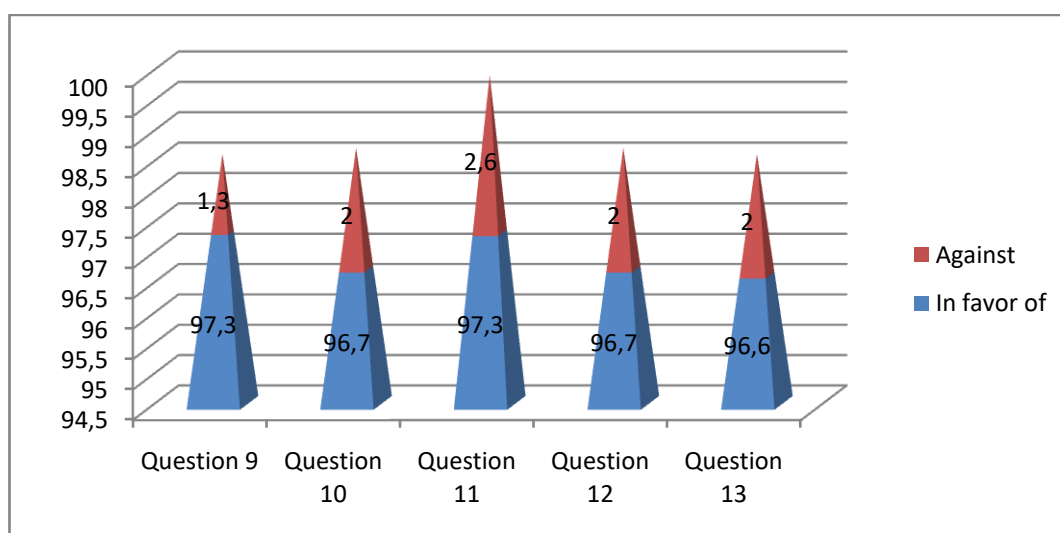


Figure 8 Main Findings of Permitting Pupils to Apply L1 (see table 1)

Figure 8 demonstrates the learners' overall perceptions regarding L1 application in L2 classes. In the section (c) of the questionnaire (Q9, Q10, Q11, Q12, and Q13), the outcomes showed that around 146 (97%) of the participants in the survey strongly agree to the possibility of employing Arabic for discussing lessons' topics in pairs or in groups, for asking questions of how to say new words in L2, for checking understanding, and for translating during the exam; on the other side, less than 2% are against the benefits of having the permission for using Arabic in the learning process (see part C's tables above).

D- The tutor and pupils can employ L1 to:

Table 16 Test listening comprehension

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	65	43,3	43,3	43,3
Disagree	4	2,7	2,7	46,0
Valid Neutral	3	2,0	2,0	48,0
Strongly agree	78	52,0	52,0	100,0
Total	150	100,0	100,0	

Table 17 Test reading comprehension

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	76	50,7	50,7	50,7
Disagree	3	2,0	2,0	52,7
Neutral	2	1,3	1,3	54,0
Valid Strongly agree	68	45,3	45,3	99,3
Strongly disagree	1	,7	,7	100,0
Total	150	100,0	100,0	

Table 18 Review the methods employed in class

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	69	46,0	46,0	46,0
Disagree	1	,7	,7	46,7
Neutral	2	1,3	1,3	48,0
Valid Strongly agree	76	50,7	50,7	98,7
Strongly disagree	2	1,3	1,3	100,0
Total	150	100,0	100,0	

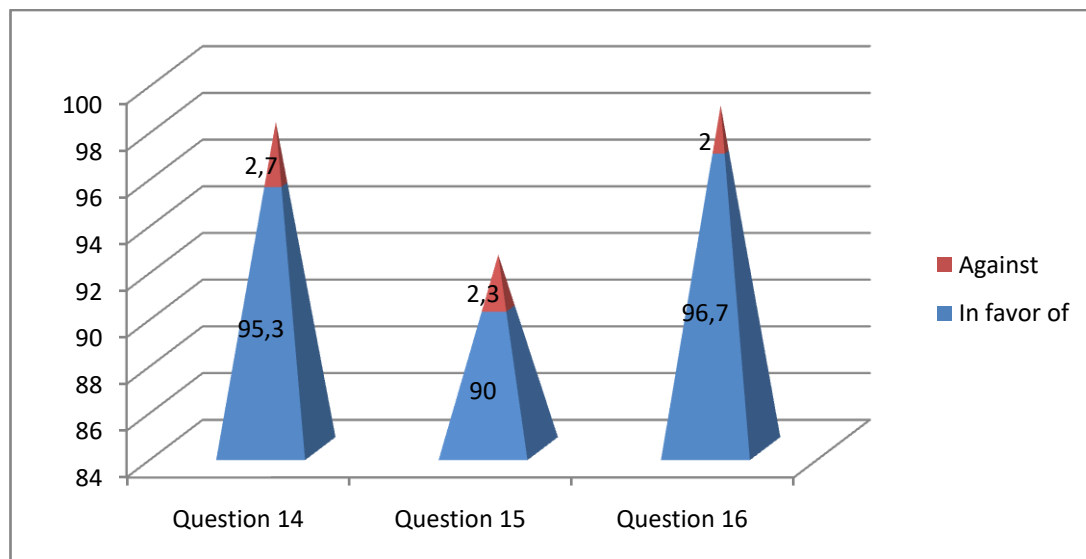


Figure 9. Main Findings about the Usage of L1 by Both the Tutor and his Pupils (see table 1)

Figure 9 reveals the percentage of the mutual usage of Arabic by both the Moroccan pupils and their tutor during learning and teaching process. This last part (d) of the questionnaire (Q14, Q15, and Q16), the results indicated that majority (90+%) strongly agree with the point of having mutual background on the subject of L1 for testing listening comprehension, testing reading comprehension, and reviewing the methodologies utilized in teaching and learning process (see part D's tables above).

Testing the Validity of a questionnaire Utilizing Pearson's Correlation Coefficient:

- **Reliability to each question**

Table 19 Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Exclude ^a	0	.0
	Total	150	100.0

Table 20 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.896	.894	16

Table 21 Additional statistical items

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
A 1	66.12	37.918	.558	.889
A 2	66.20	37.517	.615	.887
A 3	66.17	37.549	.603	.888
B 1	66.13	38.331	.527	.890
B 2	66.16	39.437	.465	.892
B 3	66.21	39.860	.453	.893
B 4	66.11	39.223	.475	.892
B 5	66.03	37.758	.592	.888
C 1	65.99	39.389	.459	.893
C 2	66.14	38.390	.540	.890
C 3	66.10	36.923	.681	.885
C 4	66.13	38.313	.548	.890
C 5	66.10	37.594	.606	.887
D 1	66.08	38.329	.531	.890
D 2	66.15	37.764	.592	.888
D 3	66.09	37.301	.642	.886

Table 22 Scale Statistics

Mean	Variance	Std. Deviation	N of Items
70.53	43.191	6.572	16

- Reliability to each construct

Table 23 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.871	4

Table 24 Case Processing View

		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0

According to Cronbach Alpha value, the item statistics tables shown above indicate higher results which are above 0.65 which means that the items regarding part A, B, C, and D are correlated; in another words, the items regarding the questionnaire are valid.

Note: If the results of Cronbach Alpha value, the inter-item correlation values range between 0.15 to 0.50 draws average and regarded result, below 0.15 indicates that items seem not to be correlated well, and values greater than 0.5 demonstrate that items are correlated.

B. Discussion

To sum up the main outcomes of this research relating to the study questions put at the current research outset, the investigation premises discussed that Moroccan students' L1 took off educational difficulties for boosting achievements on the outcomes in L2. The study questionnaire answered four key points: (1) the tutors' knowledge regarding pupils' L1, (2) the tutors' benefits for utilizing pupils' L1 in clarifying new terms, explaining linguistic rules, clarifying variations between L1 and L2 regarding grammar rules, and offering instructions, (3) the students' permissiveness of using L1 in L2 context, and (4) the tutor and pupils' employment of L1 in terms of testing listening and reading comprehension. The questionnaire was

wholly answered. The procedure in which L1 appeared to ease the performance in L2 is to put off learning issues that frequently emerges when pupils attempt to produce L2 oral or written outputs. Through making the L1 lessons' content and context more familiar, the L2 learners then have greater trust in their linguistics skills to understand and produce output in L2.

The research outcomes were unexpected due to the Moroccan strict education system which applied the monolingual educational approach in teaching and learning procedure, MES set firm education programs for utilizing L2 as the key medium of teaching and learning L2, arguing that L1 employment would demolish learning procedure fluidity (Benmansour, 1996). The fact of the matter is that, it has been emerged the necessity that MES and the English language tutors are urged to confirm the benefits and effectiveness of utilizing Arabic in learning English, chiefly in learning novel terms and understanding linguistic basis. Also, learners' L1 could be employed once it is demanded mainly during class supervision, maintaining discipline, saving time, and which led to better outputs. In the same vein, According to Hairane (2021), the majority of the Moroccan English teachers' participating in the study approved the advantages of utilizing L1 in teaching and learning L2.

In few words, it is been claimed that pupils' L1 has the potential to encourage L2 teaching and learning procedure, its utilization ought to be backed and put into regard. On the other hand, it does not denote that L1 usage ought to be wholly exploited. It seems to be alleged that L1 pupils, to a significant extent, has to be employed effectively along with good prospective and knowledge in educational settings. In the same manner of translanguaging concept, through which pupils' L1 performs a key role in educational procedure. L2 tutors need to equalize the usage of L1 and L2 in learning modes. Also, logical and grounded L1 utilization might be function as a psychological and linguistic drive which paves the way to diminish cognitive obstacles and L2 learners' worries (Bruen & Kelly, in press).

In the same manner, based on Velasco & Garcia (2014) investigation viewing bi/multilingual pupils wherein translanguaging concept utilized into educational setting, the investigation results suggested that pupils' L1 played a significant role within academic procedure and which resulted in overcoming learning obstacles, boosting their communication skills' abilities, and profiting from their genuine life

backgrounds and principles to institute unprecedented L2' linguistic faculties. Moreover, Inbar-Lourie (2010) indicated that in his earlier investigations that L2 tutors who exploited tutors' L1 profit from the following aspects: (a) to facilitate reading and listening comprehension skills, (b) to boost the four linguistic skills, (c) to illustrate vague classroom rules and principles, (d) to translate and paraphrase new terms, tasks or assignments, (e) to fortify the pupils' cultural aspects and identity feelings among pupils, (f) to handle and save time, and (f) to build a grounded and solid interconnection between tutors and their pupils in teaching and learning settings; therefore, that set the stage to create a relaxed instructional environment wherein pupils study L2 faster and through useful ways. Furthermore, in the same respect, applying translation concept in L2 teaching and learning setting has been received major occasion such as beneficial educational mythology in increasing understanding while learning L2 (Bruen & Kelly, in press).

The findings led to several key implications for using Arabic in learning English. Indeed, it demonstrated positive findings which, to a considerable degree, matched to Manara's investigation (2007) in the context of employing L1 as an assisting vehicle to pupils to understand L2 better. The research outcomes in her study claimed that if instructors urged themselves to just employ English, which could prove to be ineffective and unproductive in teaching L2 since tutors may misconceive and get the wrong feedbacks from their tutors. Moreover, our survey demonstrated similar results collected from Brook-Lewis' study (2009), in which he gave further interpretation regarding the pupils' points of view towards the utilization of L1 like "overwhelmingly positive" along with validating the combination of both languages L1 and L2 instead of eliminating the usage of pupils' L1.

The Moroccans' students' attitudes and perceptions findings demonstrated that the majority of the participants, over 90%, were in favor of using Arabic to facilitate learning English procedure. Indeed, the results indicated considerable degree of L1 usage in learning activities and practices in Ibn-Battuta High-school English classrooms (in Morocco) and he constituted that L1's practicality and efficiency is unavoidable fact during L2 educational practices, mainly when (a) explaining new hard concepts, (b) avoiding misconceptions chiefly addressing cultural and identity matters, (c) translating from Arabic to English and vice-versa, (d) having fun, (e) building mutual trust between pupils and their tutors, (f)

discussing topics between each others, (g) editing and correcting mistakes, and (h) granting instructions and feedback. By employing Arabic during the explanation of the lessons, the pupils understood fully the meaning due to the utilization of Arabic; moreover, they easily recognized and found out solutions in case if there were mistakes.

Concerning the key role of Arabic in the ESL/EFL classroom discovered at Ibn-Battuta High-school. Morocco which was, to some extent, identical to the outcomes from the study carried out by Al-Buraiki (2008) in which she studied the tutors' perceptions regarding the utilization of L1 in ESL/EFL educational settings, she stated that the pupils' L1 primarily employed to offer guidance, clarify novel vocabularies, and provide feedback. Over 90% of pupils participating in this study displayed benefits from exploiting Arabic to facilitate the learning process and boosting their linguistics skills.

According to Ahorsu et al (2020) study, in which the Cronbach Alpha value was above 0.71 which signifies that items are correlated and his work is valid, and this matched to a considerable degree to the findings results above 0.65 which confirmed the validity of the current work and appoints it as a reliable for further investigation.

V. Conclusion

Lastly, as Levine (2014) beautifully claims that the target language pupils' first one seems to be an invaluable resource similar to "the L2 grammar, the textbooks, the teacher, and the cultural production of the learners' new language" (p. 346); thus, debatably, instituting one single employment of L2 in learning and teaching context as the main objective, without putting into consideration the essential role of pupils' L1, seems impractical.

Our research seeks to contribute to numberless debates over utilizing L1 in learning L2 (ESL/EFL) by testing "the Moroccans' pupils' attitudes and perceptions in employing the Moroccan Arabic L1 in learning the English language L2". The results showed that the majority (95%) of the Moroccan L2 learners are in favor of employing Arabic to learn ESL/EFL. Also, they utilize their L1 to learn better and faster the L2. Interestingly enough, our study has indicated, to greater extent, that the Moroccan ESL/EFL learners do not support the monolingual teaching approach which disallows the utilization Arabic in learning settings, by regarding the target language as a sole medium of instruction; furthermore, they boost the translanguaging teaching approach which considers classrooms such as a bi/multilingual atmosphere where the Moroccan L2 learners learn and advance their linguistic repertoire in a relaxed, flexible, cultural, and educational environment. To conclude, according to Baker (2011), the translanguaging teaching methodology offers four benefits: (a) presents a clear and profound understanding of the conveyed message, (b) assists weak learners to excel their L2' linguistic knowledge, and (c) could ameliorate the target language pupils' faculty regarding the content along with the context (p. 281-282).

A. Recommendations

There are significant numbers, at the present time, of instructors, grammarians, researchers, and translators who state that it doesn't look applicable

and logical to disregard the employment of L1 in learning L2. Thus, the current research designed to demonstrate the potentials and effectiveness of applying Arabic in learning ESL/EFL in educational Moroccan settings by investigating “the Moroccans’ pupils’ attitudes and perceptions in employing the Moroccan Arabic L1 in learning the English language L2”.

B. Limitations of the Research

The present study, still, had few limitations and hindrances which to certain extent ought to be put into regards and serve future studies in teaching-learning ESL/EFL. The outcomes of the current study have to interpreted and clarified its major obstacles and constraints, for instance regarding the electronic survey issues, the samplings, how the compiled data should be tested and interpreted, the investigation was limited to one public high-school and just in one city, apart from the fact of the devastating and direct impact of COVID-19 on such investigations. Conducting further investigations in future require deep and firm preparations:

- By putting into consideration the aforementioned research issues.
- By not limiting the research to a certain number of students, one school, and to one city.
- and by leading face-to-face interviews along with schoolroom observation regarding the pupils’ opinions towards using Arabic during ESL/EFL learning environment throughout Morocco.

C. Suggestions for Further Research

Regardless the aforementioned limitations, the investigation demonstrates the major instructive recommendations and references for ESL/EFL instructors relating to the coordinating mechanism of L1 usages on L2 educational process. In brief, the Moroccan English tutors should shift their perceptions regarding L2 monolingual depriving teaching methodology to translanguaging educational approach. Accordingly, the English teacher, in the Moroccan context, are required to reassess their Linguistic concept in teaching L2 and pay more attention to pupils’ linguistic repertoire, cultural, and social background, through which both the Moroccan L2 tutors and pupils benefit from the energetic, non-deprived and flexible learning

settings, and comfortable educational atmosphere where ESL/EFL is learnt better through their L1. In short, further research should be done across Morocco and all levels.

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APPENDICES

The questionnaire component part 1:

<u>A</u>		
	Male	Female
Gender	.	.

<u>B</u>			
	9 th G	10 th G	11 th G
Grade	.	.	.

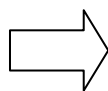
<u>C</u>			
	14 years old	15 years old	16 years old
Age	.	.	.

The questionnaire component part 2:

	Strongly disagree	Disagree	Neutra l	Agre e	Strongly agree
The tutors' knowledge regarding pupils' L1:					
1: Should the tutor know the pupils' L1?
2: Should the tutor utilize the pupils' first language?
3: Should the pupils employ their L1?	.	-	.	.	.
It is advantageous if the tutor utilizes pupils' L1 when:					
4: Clarifying new terms	.	-	.	.	.
5: Explaining linguistic rules	-
6: Clarifying variations between L1 and L2 linguistic rules	-
7: Explaining variations regarding L1/L2 rules usage	.	-	.	.	.

8: Offering instructions Pupils have to be licensed to apply L1 when:	.	.	.	.	.
9: Discussing topics in pairs/groups	-	.	.	.	.
10: Questioning how to say new words (...) in English	.	-	.	.	.
11: Interpreting an L2 term to L1 for checking their understanding	.	.	-	.	.
12: Interpreting a text from L2 to L1 for checking their understanding	.	.	.	.	.
13: Translating during an exam The tutor and pupils can employ L1 to:	.	.	.	.	.
14: Test listening comprehension	-	.	.	.	.
15: Test reading comprehension	.	.	.	.	.
16: Review the methods employed in class	.	.	.	.	.

Finally: The file below includes all the software I employed in the analysis procedure. For further information, you could access it.



dataanalysis.zip

RESUME

Youness Hairane

Education

2019–2022 ELT Master Student at Istanbul Aydin University / Turkey-Istanbul

06-07-2016 Bachelor Degree holder in ‘‘English-Studies’’ Faculty of Art and Humanities, University Mohammed V-Agdal. Rabat, Morocco

01-06 to 27-08-2014: TESOL/TEFL INTERNATIONAL CERTIFICATE holder Issued by ‘‘the LanguageHouse’’Montpellier, France

Professional Experience:

2016-Present Private English language teacher

01-09-2009 to 04-2015: English language teacher at ((LE GRAND ARC EN CIEL, Secondary school)). Rabat, Morocco.

Languages:

Arabic: Native Language

French: Good level

English: Advanced

Turkish: Basics

Skills:

Communication skills, Ability to work with team, Planning and organization, Self-motivation, Social media, Time management, and Creativity.