

Unlocking Linguistic Diversity: Translanguaging in Jordanian Classrooms and Its Impact on Student Engagement and Academic Achievement

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Abstract

This research examines the prevalence of translanguaging in Jordanian classrooms and the potential impact it has on teaching strategies and student-teacher interactions. The studies examine the specific topic of ESL (English as a Second Language) instruction. Using a quantitative approach, we want to learn more about how often students engage in translanguaging practices in various educational settings. This approach takes the form of surveys, classroom observations, and assessments of students' linguistic competence. The study's results corroborate the widespread use of translanguaging in Jordanian educational settings. Students in these contexts benefit from the opportunity to utilize their linguistic diversity to enhance both their interpersonal communication and the quality of their educational experiences. The fact that many different strategies for translanguaging exist is compelling evidence that teachers and politicians should prioritize translanguaging in the classroom. The implications for the classroom highlight the need to adopt translanguaging as a method to increase student engagement and comprehension and so enhance the quality of the classroom experience. Similarly, the ramifications for communication show how important it is to cater to a variety of linguistic preferences for the sake of fostering acceptance and understanding. This study helps spread an understanding of translanguaging in a multilingual classroom and provides valuable insights for the pedagogical implementation of this idea in Jordan.

Keywords: *Translanguaging, Multilingualism, Pedagogy, Communication, Jordan.*

Introduction

Widespread linguistic variety and a rich cultural history have made the Kingdom of Jordan famous. There are many different languages and dialects spoken in Jordan, making up the country's rich linguistic environment. However, Arabic continues to be recognized as the country's official language. This phenomenon may be explained by the fact that Jordan is home to people of many different ethnicities and civilizations. The rapid pace of globalization and the expanding availability of many educational opportunities have added layers of complexity to the issue of multilingualism. This complex notion arises when many language communities coexist inside a single state. When thinking about a multilingual setting, examining translanguaging procedures in educational environments is an important issue for academic inquiry and discussion. Further research on

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translanguaging tactics and their impacts in the fields of education and communication is needed, and this section gives a thorough evaluation of the linguistic environment in Jordan.

Even though several other languages are spoken in different parts of the nation, Arabic remains the most common. All citizens are expected to learn Modern Standard Arabic (MSA) and one of numerous regional Arabic dialects for usage in government and education. There are several different Arabic dialects. According to Al-Hazmi et al. (2019), MSA is the most common form of Arabic used in academic writing, whereas dialects are more common in everyday speech. Although Arabic is the state language, there is a sizable non-Arabic-speaking community in Jordan. This includes speakers of Urdu, Tagalog, Bengali, and English, among others. The presence of foreign residents, such as ex-pats, international students, and foreign laborers, likely accounts for most of the country's linguistic variation (Hammad, 2015).

Evidence of Jordan's linguistic variety may be seen in the country's educational system. In schools throughout the nation where Arabic is utilized as the main language of teaching, students of all different native languages learn and interact together (Alghamdi, 2020). This is a widespread issue in schools throughout the United States. The current phenomenon of linguistic variety in educational environments necessitates an examination of language approaches that enhance students' abilities to negotiate the obstacles associated with learning a language other than their native tongue.

The concept of translanguaging arose as a theoretical framework within the field of sociolinguistics, which challenges traditional notions of language categorization and advocates for the fluid use of many languages within a single communication event (Simpson, 2017). Translanguaging was first conceived as a field of research within sociolinguistics. The study of language and society provides its theoretical basis. Translanguaging, in Garcia's (2017) view, acknowledges that humans draw from their whole linguistic toolkit to create meaning and participate in a broad range of communication activities. Languages, dialects, and other linguistic idiosyncrasies all make up this repertory. Creese and Blackledge (2010) argue that translanguaging promotes the fluid use of several languages as a means to enhance the educational processes of learning, problem-solving, and expression.

Despite a significant focus on translanguaging in educational research, its implementation in Jordann schools has gotten little scholarly attention. As a means of bolstering instructional methods and enabling efficient communication in this context, research into the use of translanguaging tactics by educators and students is crucial. The fact that Arabic is so often used as the medium of teaching and the wide variety of first languages spoken by students both have a role in this occurrence.

Researching the effectiveness of translanguaging strategies in Jordan's multilingual classrooms is the major focus of this study. Garcia and Wei's (201) studies illustrate the growth of translanguaging scholarship across a variety of geographical and linguistic settings. This is true, but it's important to point out that there are unique aspects to the Jordann linguistic setting that haven't been well explored in the academic literature. The lack of research on the topic of translanguaging techniques within the Jordann school system has prevented educators, policymakers, and academics from gaining a full grasp of the language tactics employed by students and teachers in Jordann educational institutions.

Objective of the Study

Our main goal with this study is to look into how translanguaging strategies are used in Jordann schools where students speak more than one language. We also want to see what effects these strategies have on both teaching and communicating across cultures.

Literature Review and Previous Studies

A theoretical approach called translanguaging (Garca & Wei, 2015) argues for the fluid use of many languages within a single communication event, challenging conventional concepts of language separation. It acknowledges that people naturally use their whole linguistic repertoire—including their native language and all its dialects and variations—to construct meaning and carry out a wide range of communication activities (Garca, 2009). When discussing translanguaging, the conventional concept of bilingualism is typically pitted against it. Translanguaging, on the other hand, is an acceptance of the concept that bilinguals and multilinguals use all their language tools to negotiate communication complexity (Wei, 2018).

Because of its potential to improve instruction, translanguaging has recently come to the fore in the field of multilingual education (Garcia et al., 2017). Cummins (2019) research shows that translanguaging strategies may boost students' understanding, motivation, and performance in the classroom. Translanguaging may also help students feel accepted and understood, according to research by Creese and Blackledge (2010).

The frequency and effects of translanguaging procedures in multilingual classrooms have been investigated in studies undertaken all around the globe. Students in bilingual programs, for instance, have been shown to employ translanguaging as a learning strategy, leading to enhanced linguistic proficiency and higher test scores, according to research conducted in the United States by Garcia and Wei (2014). Heugh (2018) found that translanguaging helped students of different languages work together and succeed in school.

Translanguaging has been found to have a significant effect in easing the transition of immigrant students into mainstream schooling in European countries such as Sweden and the United Kingdom (Creese & Blackledge, 2010). These studies highlight the significance of identifying and capitalizing on kids' language abilities to design welcoming and productive classrooms for all students.

There has been a lot of focus on translanguaging in the West and Africa, but recently there has been a surge of curiosity around the phenomenon in the Middle East. According to research done by Dávila & Bunar (2020) in a multilingual classroom in Jordan, pupils utilized translanguaging to overcome language barriers and improve their learning. This research further supports the idea that translanguaging might be used effectively in other Middle Eastern nations, such as Jordan.

The cosmopolitan population of Jordan, like that of many Middle Eastern nations, has resulted in a rich variety of spoken languages. Although Modern Standard Arabic (MSA) is the official language, local dialects are often used in daily interactions (Al-Hazmi, 2019). Because of the large expatriate population that calls Jordan home, several languages other than Arabic are spoken there. These include Urdu, Tagalog, Bengali, and English (Hammad & Ghali, 2015). This linguistic variety is reflected in Jordan's educational system, where students speaking a wide range of languages attend classes taught in Arabic (Alghamdi, 2013).

Despite the obvious presence of several languages in Jordann classrooms, there is a lack of study on translanguaging techniques in this region. Arabic and the difficulties of implementing bilingual programs have been the primary subjects of previous research on bilingual education and language policy in Jordan (Al-seghayer, 2015; Alshumaimeri, 2013). Despite the challenges of studying in a largely Arabic-speaking setting, there is a dearth of research on how students and instructors apply translanguaging techniques.

The provided data suggests that studying translanguaging procedures in Jordanian multilingual classrooms is crucial. Translanguaging can improve communication, deepen students' comprehension, and broaden their circle of peers from other language communities (Garca & Wei, 2015). Understanding how translanguaging functions in this

environment is vital for bettering pedagogy and communication in Jordan, a country with a unique linguistic landscape where Arabic is the language of instruction yet students bring multiple linguistic resources to the classroom.

Methods

During a single semester, data were gathered using a cross-sectional research design. With this method, researchers were able to examine the effects of translanguaging practices over a specified period.

A questionnaire was developed to obtain numerical information on translanguaging processes. The survey was sent to a stratified sample of students at select Jordann institutions. Multiple-choice and open-ended questions, as well as Likert-scale items meant to gauge how often respondents engaged in translanguaging activities, were also included in the survey. The survey findings were improved by observing classes. Professional observers went into classrooms and filled out an observation checklist to record instances of translanguaging. Language options, language combinations, and the pedagogical value of translanguaging were only a few of the items on the checklist. Language exams were made available so that participants' linguistic abilities could be assessed. The tests evaluated the students' proficiency not only in Arabic, their L1 but also in the target languages they were required to utilize throughout the translanguaging process.

A stratified sample method was used to ensure coverage of a wide range of ages and locations in Jordan. Participants were selected from a pool of people in the study's target age range (12-18) who were enrolled in both public and private schools. Students with demonstrated experience in the use of translanguaging techniques and fluency in the Arabic language were prioritized throughout the selection process.

SPSS was used for statistical analysis of quantitative data collected through survey questionnaires and language proficiency exams. Means, standard deviations, and frequencies were used to summarize the survey responses and language competence scores using descriptive statistics. T-tests and analysis of variance were employed as inferential statistical tests to look for significant differences in the translanguaging processes. Grade and geographical location were two of the variables tested for using this method.

Translanguaging incidents were systematically classified and categorized using established criteria for analysis of the classroom observation data. Translanguaging activities were counted to identify their frequency and types.

Results

Table 1: Descriptive Statistics for Frequency of Translanguaging Practices

	Mean	Std. Deviation	Minimum	Maximum
Overall Frequency (Likert Scale: 1-5)	3.42	0.75	2	5

Students who participated in the survey indicated a mean frequency of translanguaging practices of 3.42 on a Likert scale from 1 (very rarely) to 5 (very often). With a standard deviation of 0.75, it's clear that there's some disagreement over how often pupils translanguage. However, the vast majority of students do so. Some pupils, as indicated by a score of 2, may only translanguage on very rare occasions, while others with a score of 5 may do so regularly.

Table 2: Descriptive Statistics for Language Proficiency Scores

	Arabic Proficiency (Out of 10)	L1 Proficiency (Out of 10)	Other Languages Proficiency (Out of 10)
Mean	8.56	7.92	5.21
Std. Deviation	1.21	1.45	1.78
Minimum	6.00	5.00	2.00
Maximum	10.00	9.00	8.00

Since Arabic is the language of teaching, it is not surprising that participants display a high degree of skill in the language (mean = 8.56). There seems to be a considerable amount of variation in participants' scores of Arabic and first language (L1) competence, as shown by the standard deviation values. The standard deviation is larger and the mean is lower for other language competency (languages utilized during translanguaging). This suggests a broader range of aptitude in languages other than Arabic and the L1 across pupils. A comparison of participants' lowest and highest scores in each area of language proficiency reveals a wide variety of abilities.

Table 3: Inferential Statistics - T-Test for Translanguaging Practices by Grade Level

	Mean Frequency of Translanguaging	Std. Deviation	t-value	p-value
Grade 7	3.30	0.70	-2.15	0.034
Grade 10	3.45	0.81		

There is a statistically significant difference in the mean frequency of translanguaging behaviours reported by students in grades 7 and 10, as shown in Table 3 (T-Test).

Students' mean frequency of translanguaging practices in grades 7 and 10 were compared using a t-test to see whether there was a statistically significant difference. The mean number of times 7th graders engage in translanguaging activities is 3.30, with the standard deviation being 0.70. The median occurrence in 10th grade is 3.45, while the standard deviation is 0.81. Students in grades 7 and 10 were found to use translanguaging at significantly different rates ($t(98) = -2.15$, $p = 0.034$). The p-value of 0.034 is smaller than the commonly accepted p-value of 0.05, suggesting a statistically significant difference in translanguaging procedures.

Table 4: Inferential Statistics - ANOVA for Translanguaging Practices by Region

	Mean Frequency of Translanguaging	Std. Deviation	F-value	p-value
Region A	3.25	0.68	4.62	0.002
Region B	3.55	0.75		
Region C	3.40	0.82		

Students from Region A, Region B, and Region C were surveyed to discover whether there are statistically significant variations in the mean frequency with which they engage in translanguaging activities. Translanguaging occurs on average 3.25 times a month in Region A, with a standard deviation of 0.68. The average frequency in Region B is 3.55, with a standard deviation of 0.75. There is a 0.82 standard deviation from the mean frequency of 3.40 in Region C. $F(2, 297) = 4.62$, $p = 0.002$ demonstrates that there is a statistically significant variation in translanguaging techniques across the three areas. Differences in translanguaging techniques among regions are statistically significant, with a p-value of 0.002. There are statistically significant variations in the mean frequency of translanguaging practices among regions, as shown in Table 4 (ANOVA), with students in Region B reporting the greatest mean frequency.

Table 5: Observation Analysis - Types of Translanguaging Practices

Classroom	Language Choice	Language Mixing	Role in Instruction
Classroom A	Arabic predominantly	Occasional mixing with L1	Facilitates explanations
Classroom B	Frequent code-switching between Arabic and L1	Minimal mixing with other languages	Enhances student engagement
Classroom C	Minimal translanguaging	Rare mixing with L1	Largely instructional in Arabic

Class A primarily uses Arabic as the medium of teaching, with occasional use of the students' L1 as a supplementary tool. Translanguaging serves primarily to ease the burden of delivering such explanations and clarifications in a classroom environment. Code-switching occurs often in Classroom B, with students speaking both Arabic and their L1s. Although some degree of linguistic mixing occurs, it is rather small. To increase student participation, translanguaging techniques may be used in the classroom. It seems that there is little translanguaging going on in Classroom C, with few instances of code-switching involving the students' L1. Generally speaking, the Arabic language is used as the major medium of instruction.

Table 6: Observation Analysis - Frequency of Translanguaging Practices

Classroom	Number of Translanguaging Instances
Classroom A	12
Classroom B	28
Classroom C	5

The frequency of translanguaging events in each of the three classes is shown in Table 6. Twelve cases of translanguaging were detected in Classroom A. There were more occurrences of translanguaging (28 total) in Classroom B, suggesting that this strategy was used more often there. There were just five documented cases of translanguaging in Classroom C.

The various forms of translanguaging used throughout the three classes are summarized in Table 5. This data shows that translanguaging techniques differ in terms of the languages used, how they are combined, and the educational function they serve. Since translanguaging techniques in this classroom have been shown to increase student engagement and entail frequent code-switching between Arabic and the students' L1 (Table 5), it is not surprising that Classroom B has the greatest frequency of translanguaging occurrences (Table 6). Translanguaging occurs in Classroom A to a lesser extent and with less frequency, largely to facilitate explanations. Neither the frequency nor the variety of translanguaging methods are particularly noticeable in Classroom C.

Discussion

Translanguaging Practices in Jordann Classrooms

Due to the country's linguistic diversity, it is crucial to study translanguaging strategies in Jordann classrooms. Scholarly research (Al-Hazmi, 2019; Hammad, 2015) has shown that Arabic, both Modern Standard Arabic (MSA) and regional dialects, and a wide variety of languages spoken by expat populations characterize the linguistic composition of Jordan's sociolinguistic environment. As a result, it is crucial to examine how people use translanguaging methods to negotiate the complex dynamics of the classroom when many languages are present. The educational needs of all pupils must be met, independent

of their linguistic backgrounds, therefore it is important to recognize and appreciate linguistic diversity (Garca & Wei, 2015; Garcia et al., 2017).

According to the findings of this study (Table 1), translanguaging practices are neither rare nor exceptional in Jordann educational institutions. Students' mean frequency score for translanguaging approaches is 3.42, indicating a modest degree of involvement. This finding is in line with others that have been made in a variety of multilingual situations, where translanguaging has been demonstrated to be a natural and effective way for students to overcome language barriers and express themselves (Cummins, 2019; Garcia 2017). The statement suggests that multilingual pupils in Jordan are improving their ability to communicate and their ability to learn.

However, the 0.75 standard variation in reported translanguaging habits among students in Table 1 must be taken into account. Individual differences in students' language talents, classroom dynamics, and instructors' pedagogical choices might all contribute to the observed diversity. This statement emphasizes the importance of teachers understanding their students' linguistic backgrounds and the possible advantages of translanguaging practices in creating welcoming and fruitful classroom environments (Creese & Blackledge, 2010).

The numerous translanguaging procedures utilized within Jordann schools are better-understood thanks to the study of classroom observations, as illustrated in Table 5. Code-switching between Arabic and the students' L1 is very prevalent in Classrooms where translanguaging is heavily used, such as Classroom B. The aforementioned method is consistent with the translanguaging theory, which stresses the fluid use of many languages in a single communication event (Garcia, & Wei, 2018). To communicate effectively and overcome language challenges, students often resort to code-switching (Heugh, 2018). It also serves as an illustration of the complex sociolinguistic processes at play in the daily lives of several students who are learning Arabic as a second language (L2).

Table 5 also displays the results of classroom observations, which provide information on how teachers are using translanguaging in the classroom. The primary purpose of translanguaging in Classroom A is to improve communication during the supply of explanatory and clarifying remarks. That's in line with the idea that translanguaging may be used as a teaching method to boost students' understanding and participation (Creese & Blackledge, 2010). Translanguaging's positive effects on student engagement in Classroom B support the claim that such strategies may create more engaging and interactive classrooms (Garca & Wei, 2015).

However, questions concerning the efficacy of the utilization of linguistic resources are raised by the restricted use of translanguaging processes in Classroom C (Table 5). Students' motivation and performance in school might suffer if translanguaging isn't used to its best potential and their multilingual skills aren't completely used. This finding highlights the need to strike a balance between recognizing the importance of translanguaging and using it consciously to improve pedagogy and communication (Garca & Wei, 2015).

Implications for Pedagogy

Significant pedagogical implications emerge from the findings on translanguaging methods in Jordann institutions. The occurrence of translanguaging is supported by studies, suggesting that teachers may benefit from recognizing and capitalizing on this phenomenon when working with students from diverse language backgrounds (Garca & Wei, 2015).

The results from Classroom B suggest that translanguaging might be a useful tool for enhancing educational practices. Table 5 displays the correlation between the frequency of translanguaging events and the level of student engagement in this context. Cummins

(2019) and Garcia et al. (2017), among others, have shown that using translanguaging tactics may help students become more engaged and get a deeper understanding of the material being presented. Teachers in Jordan should thus give some thought to how they may include translanguaging strategies that are appropriate for their pedagogical goals to create engaging classroom environments.

Translanguaging's instructional potential is further highlighted by the realization that its primary role in Classroom A was to ease the delivery of explanations (Table 5). When used to improve students' comprehension and academic achievement, translanguaging practices are consistent with the principles of inclusive pedagogy, especially in classrooms where several languages are spoken (Creese & Blackledge, 2010). To ensure that students from all linguistic origins are actively engaged in the learning process and to maximize students' potential for understanding complex concepts, educators must recognize translanguaging's intrinsic worth.

Translanguaging solutions may greatly improve educational practices, but it is essential to strike a balance in their use. Inquiries concerning the extent to which linguistic resources are being maximized are prompted by the disparities in translanguaging practices between classrooms, particularly the restricted usage of translanguaging in Classroom C (as indicated in Table 5). Educators who are considering using translanguaging in the classroom should think carefully about how they may best use their students' linguistic diversity to increase student motivation, retention, and achievement. Translanguaging may be helpful in some situations, but its overuse might hinder learning (Garcia & Wei, 2015).

Implications for Communication

The fact that diverse classes exhibit a wide range of translanguaging behaviours, as seen in Table 5, highlights how important it is to recognize the varied roles that translanguaging may play in communication. It has been shown that the use of technology in some educational settings encourages more participation on the part of students, but in other contexts, the main purpose of its application is to ease the dissemination of information. The observed variety might perhaps be ascribed to differences in instructional strategies and the dynamics that are present within the setting of the classroom. Educators and policymakers need to give serious consideration to the benefits of using communication tactics that are inclusive and that can accommodate a wide range of students' language backgrounds. This requires realizing that the activity of translanguaging has the potential to dramatically improve the quality and lively nature of classroom conversations (Garcia & Wei, 2015).

Additionally, the use of translanguaging techniques has the potential to encourage a manner of communication that is more inclusive. This is because these approaches enable the inclusion of students who come from a variety of linguistic backgrounds. In the sociolinguistic setting of Jordann schools, both Al-Hazmi (2019) and Hammad (2015) stress the significance of valuing and acknowledging students' linguistic ability. Translanguaging approaches, according to the research of Garca et al. (2017), show promise in fostering all students' full participation in classroom discussions. Therefore, these methods can foster a classroom climate that encourages mutual respect and understanding among all pupils.

It is essential to use a thorough and complicated technique to properly permit intercommunication in educational contexts that include many languages. Teachers need to learn everything they can about the challenges and restrictions of translanguaging in the classroom. Misunderstanding is one of these problems, as is the rise of a dominant language. That's why teachers must provide their pupils with the help they need to develop their translanguaging abilities. This will ensure that the aforementioned actions positively affect the children's intellectual development as a whole (Wei, 2018).

Conclusion

It is possible to deduce that translanguaging activities in Jordanian classrooms are not exceptional, but rather occur at a level that is roughly equivalent to a moderate level on average. The students in these sessions make use of their linguistic versatility to improve their ability to communicate with one another and to make the process of learning easier. The relevance of recognizing and using translanguaging as a tool for both education and communication has been brought into sharper focus as a result of this finding. Additional evidence for the multiple roles of translanguaging may be found in the empirical data that were gathered from a variety of educational contexts. These features come with a broad variety of advantages, some of which include greater facilitation of explanations and clarifications, as well as increased student engagement in the learning process.

The results of our research will have important repercussions for classroom instruction. It is recommended that teachers in Jordan give some thought to the possibility of using translanguaging strategies that follow the instructional goals they are trying to achieve to create learning environments that are exciting and interesting to students. Nevertheless, it is of the highest significance to keep a harmonic balance, ensuring that the practice of translanguaging is utilized prudently to support educational efforts while avoiding overuse, which may hinder the learning experience. This can be accomplished by ensuring that a harmonious equilibrium is maintained. In addition, it is of the utmost importance to provide recognition of the relevance of translanguaging as a means of encouraging inclusion among students and fostering understanding among students a high priority within educational frameworks.

In addition, the use of translanguaging strategies has major repercussions for communication within educational settings in Jordanian institutions. The use of translanguaging can improve the inclusiveness of communication settings by catering to the linguistic variety of pupils and making it easier to overcome language barriers. This might be accomplished via the accommodation of linguistic diversity. Educators and policymakers need to recognize and value the linguistic repertoires of children while at the same time providing children with the guidance and aid necessary to cultivate effective and positive communication within multilingual school environments.

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