

Embracing Linguistic Fluidity: Unpacking Translingual Disposition Of Saudi EFL Teachers In Writing Classrooms

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Abstract

Recent geopolitical dynamics have given an unprecedented boost to translingual practices across sectors including education. This study examines the perceptions of teachers towards translingual practices in EFL writing classrooms in Saudi Arabia. The study sample comprised 21 Saudi instructors whose opinions were gathered using a close-ended survey and interviews under a descriptive mixed approach. Results indicate that Saudi instructors are open to incorporating translingualism in their classroom practices to a large extent which can be especially effective in teaching writing. Adopting linguistic fluidity enables the instructors to include various linguistic elements, which is likely to enhance the writing output and proficiency of their students. Besides, the instructors believe that this approach helps bridge the cultural and linguistic differences. Further, that this approach ensures greater inclusivity and more comprehensive learning environment for the students. The participants also believe that translingual practices have initiated a shift from conventional, monolingual pedagogies to more inclusive, flexible, and adaptable ones. The study recommends that teachers' positive attitudes to translingual practices opens the possibility for these to be incorporated in the EFL classrooms to make the learning experience more wholesome and richer. It is also important to include and evaluate these new philosophies in education to fulfil the long term needs of the students and to ensure the relevance and effectiveness of educational practices.

Keywords: *Inclusive education, linguistic fluidity, Saudi EFL teachers, translingualism, writing classrooms.*

Introduction

The rapid globalization of contemporary world has made it natural for monolingualism to give way to translingualism which refers to the use of various linguistic resources rather than prioritizing any one (Canagarajah, 2013). This is a global phenomenon and has been the subject matter of a great deal of research in linguistics and education (García & Li, 2014). As boundaries dissolve and ¹cross-cultural interactions increase, educators around the world are contending with the complexities and opportunities presented by this new paradigm (Horner et al., 2011). In Asia, and especially in the Middle East, the evolution of linguistic practices is intricately intertwined with historical, cultural, and sociopolitical contexts (Al-Issa & Dahan, 2011). With English acquiring prominence as a lingua franca, the prominence of English as a Foreign Language (EFL) education has increased throughout the region (Lin & Lo, 2017). With significant investments in EFL education, countries like Saudi Arabia have been at the forefront

of this trend, necessitating a deeper comprehension of evolving pedagogical strategies, including translanguaging (Al-Seghayer, 2014).

With its diverse linguistic tapestry and growing globalization, Saudi Arabia serves as a case study for translanguaging dispositions in EFL classrooms (Bayazeed, 2022). The Saudi Vision 2030 emphasizes boosting of education and global competencies of the young Saudis, accelerating changes in the educational sector, including the teaching of English. In this new paradigm, traditional monolingual approaches may not be sufficient to empower students with the linguistic dexterity as is desirable (Alrabai, 2016). Although global and national shifts toward multilingualism are manifest, there are few empirical studies on how EFL instructors in Saudi Arabia perceive and implement translanguaging dispositions in the classroom (Alrabai, 2016; Alzabidi & Al-Ahdal, 2022; Bayazeed, 2022). This deficiency complicates the development of effective pedagogical strategies and curricula specific to the context of Saudi EFL students. This research is of the utmost significance because it endeavors to fill a void in the literature regarding translanguaging dispositions in Saudi EFL writing classrooms. By shedding light on the practices and attitudes of Saudi instructors, it not only contributes to the larger academic discourse on translanguaging, but also, provides actionable insights for policymakers, curriculum developers, and educators to improve the quality and relevance of EFL education in the country. What remains to be considered is the feasibility, difficulties, and possibilities of incorporating translanguaging practices in English as a Foreign Language (EFL) writing classes in Saudi Arabia, which this study endeavors to do.

Research questions

1. How do Saudi EFL teachers interpret and incorporate translanguaging practices into their writing classroom methodologies?
2. How does adopting a translanguaging mindset affect the richness and profundity of students' writing in Saudi EFL writing classrooms?
3. How does the adoption of a translanguaging approach in teaching methodologies resolve cultural and linguistic differences in Saudi EFL classrooms and contribute to a more inclusive learning environment?

Literature Review

Translanguaging, which is rooted in the poststructuralist conception of language, challenges the airtight boundaries between languages and advocates for the malleability and fluidity of linguistic resources (Wei & García, 2022). In contrast to the monolingual ideology, which views languages as distinct and immutable entities, this perspective holds that linguistic resources are interconnected and mutually influential and that the aim of all languages is primarily, to facilitate communication. Interestingly, Bakhtin's concept of "heteroglossia" recognizes the multiplicity of voices and discourses within any given language, highlighting the fact that communication is never an exclusively monolingual act (Blackledge & Creese, 2014). In addition, Canagarajah's (2013) research on translanguaging practices in academic contexts emphasizes the strategic deployment of diverse linguistic resources to achieve particular rhetorical and communicative goals. Such an understanding implies that language learners and users actively 'translanguage', navigating and fusing linguistic systems in complex ways. This theoretical conception is in line with Pennycook (2010) who contended that 'English' itself now implies not one but the interplay of many "Englishes" that are clearly a reflection of the local culture. The deficit that is created by a monolingual model is rectified by translanguaging as the former focuses on students' shortcomings while the latter focuses on their communicative ability. According to García and Wei (2014) opine that these are great as resources for improving communication. A translanguaging approach in multi cultural classrooms as in Saudi Arabia represents a massive transition from prescriptive teaching methods to an

inclusive, dynamic, and participatory approach that is in line with the contemporary linguistic landscape (Kunschak, 2020).

Recent globalization has led to greater focus shifting to linguistic fluidity in language education, (Canagarajah, 2013). According to Horner et al. (2011), this new approach undermines the previous monolingual approach but nevertheless fosters a more inclusive and pluralistic classroom environment. In any case, translingualism does diminish the perception of language differences while facilitating meaning making through use of various linguistic resources (Pennycook, 2010). Similarly, Creese and Blackledge (2010) hold that linguistic diversity in classrooms will certainly curtail differences. In diverse classrooms, the translingual approach ensures preservation of the individual language identities without compromising on communication as it values the latter more than language competence. Consequently, pedagogies will also assume a more flexible and adaptable shape (Alshammari, 2018). At the same time, the conventionalists are alarmed that the new melting pot culture will degrade language norms (Makoni & Pennycook, 2007). Notwithstanding such voices, scholarly pursuits in the present highlight the pros of the translingual approach, most significant in its flexibility, adaptability and inclusivity (Wei, 2018).

Increasing globalization and socio-economic changes have necessitated the reassessment of language teaching as a whole (Dewey & Jenkins, 2010). Conventionally, the foreign language and specifically, EFL sector has been dominated by the monolingual approach in pedagogy with all effort being directed towards attainment of the 'standard' variety of the language (Deniz et al., 2020). This naturally leads to a tendency for rejection of the new approach even though there is no doubt that the former not only fails to acknowledge the diverse range of linguistic experiences and resources that students possess, but also perpetuates a single narrative around the definition of 'appropriate' language use (Ehlerding, 2010). The Kingdom of Saudi Arabia, much like many other non-English speaking countries, is now undergoing significant socio-cultural and educational changes and recognizing the need for equipping its citizens with a global language of communication. The Saudi Vision 2030 (a national development policy document) of the country emphasizes the need for diversifying its economy and strengthening its worldwide influence. This objectives stated therein require the development of a skilled workforce that can compete globally, with a particular emphasis on the need to know the English language. The EFL classes in Saudi Arabia are of significant importance in this context. Nevertheless, a noticeable discrepancy exists as neither the educational nor the national aspirations are fulfilled in the prevalent system and Saudi EFL classrooms face the danger of becoming obsolete remnants of the past if they persist in adhering to antiquated, monolingual teaching approaches. In light of the dynamic and diverse nature of global communication, characterized by fluidity, plurality, and hybridity, the practice of translingualism has emerged as a prominent answer to this language deadlock.

The concept of translingualism which considers the unrestricted interaction and fusion of languages, has garnered attention in academic circles as a powerful approach to address the linguistic challenges brought about by globalization (Dovchin, 2015). The fundamental concept at play in this context is the ability to effortlessly traverse linguistic barriers, using one's whole range of language skills without being constrained by conventional language hierarchies (Sibanda, 2021). The debate is significant for Saudi Arabia's educational architecture as its long-term impact is likely to reflect on students' employability in general and their role in the global geopolitics given the rising need for cultural sensitivity and assimilation.

Methods

Research design

Using a blended approach, the study used quantitative data on the translingual attitudes of EFL instructors at a higher education institution in Saudi Arabia where the study took place in the 1445 academic year. This was fortified by structured interviews and classroom observation.

Sample

The study sample was purposive and of 21 Saudi EFL teachers based on the inclusion condition of their being directly involved in teaching writing to EFL students at different Saudi Arabian institutions of higher education. The inclusion criterion being their direct involvement in teaching English writing in various Saudi Arabian institutions..

Instruments

The researcher used a multipronged approach to answer the research questions. To begin with the prescribed materials were subjected to deep analysis to identify the cultural content therein. Thereafter, structured interviews and direct observation were undertaken to evaluate the instructors' perspectives and practices regarding translingualism. Moreover, quantitative data were gathered through a survey and descriptive statistics were used to identify trends and correlations. Means and standard deviations were computed to gain valuable insights into the overall patterns and fluctuations in the teachers' viewpoints. The qualitative approach enabled the researcher to understand the finer aspects of the teachers' use of translingualism in their practices. Classroom observation provided a first-hand account of how these practices were implemented in real-time, while a review of instructional materials helped the researchers comprehend the curriculum context in which these instructors operated.

Data Analysis

All formal approval were obtained by the researcher from the ethics committee and thereafter the participants were educated about the purpose of the study. They were assured of privacy preservation and their consent was obtained for all phases of the study. The interviews were strictly on voluntary basis, these were duly recorded and transcribed for analysis. Each interview lasted between 45 and 60 minutes on average. The collated information was subjected to a thematic analysis. All interview transcripts, observational notes, and instructional materials were meticulously read and reread to identify recurring patterns and themes. These were then classified and coded according to their relevance to the research concerns. Reading, coding, and categorizing iteratively ensured a comprehensive understanding of the data. Using both inductive and deductive methods for the identification of emerging themes ensured that the research objectives were met. Observations of classrooms were conducted over the course of several weeks, with each instructor being observed multiple times to gain a comprehensive understanding of their teaching methods. Before and after the observations, instructional materials were gathered.

Results and Discussion

RQ1: How do Saudi EFL teachers interpret and incorporate translingual practices into their writing classroom methodologies?

The findings presented in Table 1 demonstrate a strong agreement among teachers of EFL about the importance of intercultural dialogue in fostering linguistic plurality. The teachers' broad consensus on the positive effects of incorporating cultural awareness into English language training is seen in the mean ratings, $M=4.74$, $SD=0.514$. Significantly, the prioritization of intercultural communication to effectively engage students in different relationships garnered the highest rating at 4.9. In addition, the low standard deviations indicate a high level of

consistency in the responses of the participants. These numbers indicate that the Saudi EFL teachers are in agreement with the global trends of taking language education beyond the grammar and lexis towards greater inclusivity focused on target cultures. Apart from its obvious benefits in attaining proficiency, this approach also preps the students for their future roles as global citizens.

Table 1. Impact of intercultural communication awareness on linguistic pluralism

Statements	Mean	Standard Deviation (SD)
1. Integration of cultural lessons alongside language instruction enhances student engagement.	4.6	0.55
2. Incorporating cultural awareness into lessons deepens students' appreciation for the English language and its global nuances.	4.7	0.50
3. Grasping the culture of the English-speaking population is crucial for mastering the language.	4.8	0.52
4. Emphasizing intercultural communication prepares students for effective communication with diverse backgrounds.	4.9	0.51
5. Incorporating intercultural elements into lessons shifts classroom dynamics positively, promoting linguistic diversity.	4.7	0.49
Total	4.74	0.514

Translingualism is seen by the participants in this study as having the added advantage of boosting the students' morale as it helps bridge the gap between their mother tongue, Arabic and English. Unlike the earlier approach, translation drills are being replaced by mixed language and code mixed activities that are more engaging for the students. These practices not only recognize but also celebrate the diverse linguistic backgrounds of students, thereby promoting a more inclusive and comprehensive learning environment.

Teacher A emphasized that for them, translingualism extends beyond mere language merging. They stressed the importance of understanding the cultural nuances behind each linguistic choice, often encouraging students in their classroom to compose in their native language and then translate to preserve the essence of their original ideas. Similarly, Teacher B confirmed that translingual practices assist students in bridging the gap between their native language and English. They described implementing such practices by using bilingual resources and encouraging students to discuss their concepts in both languages before writing in English.

This perspective was echoed by Teacher C, who viewed translingualism as an asset. They frequently employed mixed-language queries to provoke deeper thought, allowing students to approach English writing with a new perspective rooted in their extensive linguistic heritage. Additionally, Teacher D shared their opinion that by recognizing the various linguistic backgrounds of students, there was a noticeable increase in their writing confidence. They facilitated group discussions where students shared idioms and phrases from their native language, collaboratively finding ways to incorporate them into English essays.

Teacher E reported that translingual practices had been a game-changer for them. They began incorporating code-switching activities into their teachings, aiming to improve students' linguistic fluency and heighten their awareness of subtleties in both languages. Lastly, Teacher

F emphasized that incorporating translingual strategies did not imply lowering the standard of the English language but rather making it better. They often required students to annotate their manuscripts, explaining why they selected specific words or phrases from their native language, contributing to a reflective practice that helped students comprehend the scope and depth of translingual writing.

The conclusion drawn by Garcia and Li (2014) that translingual acts are deeply embedded in speakers' lived experiences is clearly evident in the perspectives of Teachers A and D, who endorse the integration of linguistic practices with cultural nuances. Second, the emphasis placed by Teachers B, C, and E on innovative strategies, such as bilingual tools and mixed-language prompts, aligns with Horner et al.'s (2011) assertion that language differences should be viewed as assets rather than barriers, thereby enhancing cognitive engagement in writing. Lastly, Teacher F's approach, encouraging students to reflect on their linguistic choices, exemplifies the metacognitive aspect of translingual writing, mirroring Pennycook's (2010) belief in the significance of heightened linguistic awareness in such practices. Thus, the interpretations and implementations of translingual practices by Saudi EFL instructors in this study reflect a global shift towards acknowledging and leveraging linguistic flexibility and diversity. Their methodologies, deeply rooted in cultural awareness, pedagogical innovation, and reflective practices, exemplify the evolving landscape of EFL instruction in an increasingly interconnected world.

RQ2: How does adopting a translingual mindset affect the richness and profundity of student writing in Saudi EFL writing classrooms?

Data pertaining to this question clearly establishes a positive outlook towards translingual methods in the EFL classrooms. The scores consistently demonstrate a high level of achievement, with means in the range of $M=44.4$, $SD=0.624$. It translates to the efficacy of the approach in enhancing students' writing output in English. Of particular significance is the heightened degree of confidence shown in student writing, which achieved the highest average score of 4.6. In addition to this, the low standard deviation indicates general consensus and agreement of opinion among the teachers, an important factor for global change to occur. In general, our findings provide further support for the notion that the incorporation of varied linguistic and cultural components within writing curricula may provide significant advantages for students, including enhanced linguistic complexity and heightened analytical profundity.

Table 2. Impact of translingual approach on student writing in Saudi EFL classrooms

Statements	Mean	Standard Deviation (SD)
1. Students are less inhibited in their writing.	4.2	0.75
2. Writing exhibits a richer blend of cultural references.	4.4	0.67
3. Students use diverse linguistic elements to convey ideas.	4.5	0.60
4. A translingual approach fosters analytical thought.	4.3	0.58
5. Students' confidence in writing has increased.	4.6	0.52
Total	4.4	0.624

Teacher G explained that since implementing translingual strategies, students appeared less inhibited, frequently incorporating linguistic elements from their native language to enrich their English writing with substance and nuance. Similarly, Teacher H concurred, stating that adopting a translingual perspective allowed students to surpass conventional linguistic

boundaries in their thinking. The essays now showcased a richer tapestry of cultural and linguistic references, resulting in more compelling narratives.

According to Teacher I, who initially had doubts, fostering translingual practices proved astounding. Students effectively utilized their linguistic repertoires to communicate complex concepts, resulting in more sophisticated writing and noticeable improvements in the quality of their arguments. Teacher J emphasized the undeniable impact of a translingual approach, noting that it went beyond linguistic diversity to transcend the limitations of monolingual thought. Today's students, as per Teacher J, were more analytical, frequently comparing and contrasting linguistic elements from various languages to support their points.

Teacher K affirmed that adopting a translingual perspective increased students' writing confidence. They felt validated, utilizing all their linguistic resources, leading to inherently deeper reflections and a greater variety of expressions in their compositions. Lastly, Teacher L observed that despite initial opposition, some students struggling with the concept of mixing languages, eventually grew accustomed to it. As they did, their writing began to reflect a previously absent combination of linguistic fluidity and cultural depth.

Analysis of these responses led to the identification of three themes: enhanced teacher confidence, a commitment for integrating culture and language in the classrooms, and better ability to analyze the changing needs. Teacher K's observation is in line with García's (2014) argument that adopting a translingual viewpoint acknowledges and affirms students' language origins, hence enhancing their sense of competence and self-expression in their written work. The incorporation of cultural and linguistic components, as highlighted by Teachers G and H, mirrors the research conducted by Canagarajah (2013) on the role of translingualism in empowering learners to use their varied language abilities, hence enhancing their communication capabilities. Furthermore, the increase in analytical reasoning, as emphasized by Teacher J, aligns with the viewpoint of Horner et al. (2011) that translingualism encourages students to engage with language variations, hence promoting the development of critical thinking skills. Taken together, these recurring characteristics indicate that translingual pedagogies have the potential to enhance not just students' language ability, but also their entire cognitive and cultural competencies.

RQ3: How does the adoption of a translingual approach in teaching methodologies resolve cultural and linguistic differences in Saudi EFL classrooms and contribute to a more inclusive learning environment?

The findings summarized in Table 3 of the study on the Quantitative Assessment of the Translingual Approach in Saudi EFL Classrooms demonstrate a favorable reception and successful outcomes associated with the implementation of the translingual approach. Based on the available data, it can be inferred that translingualism in educational settings has resulted in a significant enhancement of inclusion within the classroom with mean score of 4.64 and standard deviation of 0.484. This conclusion is supported by a mean score of 4.7 and a standard deviation of 0.45. Additionally, it is worth noting that the implementation of this approach has significantly enhanced students' self-assurance in their language aptitude, as shown by a mean score of 4.6 with a standard deviation of 0.50. Notably, the student engagement level at 4.8 indicates the success of the approach as does the average score for the mutual respect and understanding of complex cultural subtleties at 4.6 which shows better communication and comprehension. In general, the consistently high average ratings throughout the statements highlight the effectiveness and significance of the translingual method in EFL schools in Saudi Arabia. This approach fosters inclusion, cultural awareness, and linguistic confidence among students.

Table 3. Quantitative assessment of translingual approach in EFL classrooms in Saudi Arabia

Statement	Mean	Standard Deviation (SD)
6. Adoption of translingualism has increased inclusivity in the classroom.	4.7	0.45
7. Translingualism has increased students' confidence in their linguistic abilities.	4.6	0.50
8. Implementation of a translingual approach has fostered a deeper exploration of cultural narratives.	4.5	0.55
9. Students demonstrate a heightened interest in understanding the rationales behind language patterns.	4.8	0.40
10. Translingualism has boosted mutual respect and comprehension of cultural intricacies.	4.6	0.52
Total	4.64	0.484

The perspectives gained from the interviews further adds to this quantitative data on the implementation of a translingual approach inside EFL classes in Saudi Arabia. Teachers' opinions are positively inclined towards the efficacy of the translingual approach in tackling cultural and linguistic disparities in the variegated Saudi classrooms.

Teacher M highlighted that using a translingual approach led to a heightened level of inclusivity and collaboration within the classroom setting. Students began to perceive their language origins as valuable advantages rather than hindrances. This openness cultivated an environment motivating individuals to contribute their distinct cultural perspectives, thereby enhancing the quality of class discussions. Teacher N observed that translingualism served as a means of connection within their educational setting. Previously, students lacking confidence in their English writing abilities would avoid written communication due to apprehensions over potential errors. Now, individuals exhibited more self-assurance by incorporating their inherent language expertise, promoting comprehension, and embracing linguistic diversity. Teacher O emphasized the importance of considering not only the linguistic aspect but also the cultural dimension. Facilitating pupils' use of their own language resources had a consequential impact, as authors engaged not only in discourse around language but also delved extensively into the examination of cultural narratives, behaviors, and beliefs. In a similar vein, Teacher P expressed a belief that language encompasses more than just grammar and vocabulary. Through the implementation of the translingual method, there was a notable inclination among students to cultivate a profound curiosity in comprehending the underlying rationales behind language patterns. Comparisons between Arabic and English resulted in the emergence of a dynamic environment where the two languages converged harmoniously rather than conflicting. Teacher Q explained that one of the key advantages observed was the development of mutual respect. There was an observable increase in students' willingness not only to acquire proficiency in the English language but also to develop a deeper comprehension of the cultural intricacies associated with it. The reciprocal interaction between individuals inherently resulted in a classroom environment characterized by more inclusivity. Finally, Teacher R affirmed that in previous times, students often encountered frustration while attempting to locate the precise English counterpart for a notion or word essential to their culture. The adoption of a translingual approach facilitated the recognition and appreciation of these linguistic variations, often resulting in the collaborative development of new terminology or the use of hybrid expressions. The learning process was enhanced in terms of collaboration and inclusivity.

Discussion

The practice of translingualism in the Saudi EFL classrooms is widespread as can be verified from the experiences of the study participants. Also highlighted is the presence of inclusivity, collaboration, and cultural bridging. The enhanced inclusivity is in line with Garcia and Li (2014) that translingual practices enables the EFL students to understand and apply their language ability in many multilingual and multicultural situations. This establishes their identity as communicatively proficient individuals. The incorporation of intercultural communication awareness among EFL teachers has a substantial impact on promoting linguistic pluralism in the educational environment in Saudi Arabia. By prioritizing intercultural communication in their EFL classrooms, teachers promote an inclusive environment that also fosters language diversity. This phenomenon, in its essence, not only improves language skills but also enables students to understand the complex interplay of cultural conditions underlying linguistic structures. The views shared by the Saudi EFL teachers indicate that they perceive language as more than a means of communication, as a bridge between different cultures. With better understanding of cultural diversity, students become equipped to adapt and accept other cultures more readily, which prepares them for a fruitful future role as global citizens. This has many benefits in the immediate environment too. Canagarajah (2013) points out that better appreciation of other cultures changes the power dynamics in the classrooms, ultimately leading to more equality and greater participation. The focus on cooperation, as shown via the collaborative development of hybrid phrases and terminology, aligns with the proposed by. According to the concept of "language difference in writing" proposed by Horner et al. (2011), linguistic diversity should be seen as a strength and opportunity rather than as a threat or challenge. It creates the right environment for linguistic convergence, which helps create a positive and comfortable learning atmosphere. According to Alrabai (2016), acknowledging the significance of students' linguistic origins within EFL contexts, especially in countries such as Saudi Arabia, has the potential to enhance the quality of learning encounters. The thoughts of the instructors emphasize the transforming capacity of translingualism, serving not only as a teaching approach but also as a method to foster a learning environment that is culturally sensitive, inclusive, and dynamic.

Conclusion

The translingual approach holds out a great deal for the multicultural and multilingual Saudi classrooms. Research and the teaching community have firmly acknowledged its immense potential in enhancing classroom interaction, boosting learning motivation, and creating inclusive learning environments. These features could not be accommodated in the conventional classrooms as they were largely monolingual and worked to the exclusion of different languages and cultures. The conventional boundaries that historically distinguished between teaching native languages and teaching foreign languages are being questioned as the educational environment for English as a Foreign Language (EFL) in Saudi Arabia increasingly coincides with the worldwide academic conversation on translingualism. The inputs of the study participants amply uphold the rich potential of the translingual approach to enrich and deepen students' writing in the EFL classrooms of Saudi Arabia, while also promoting enhanced analytical thinking and cultural awareness. In essence, this technique goes beyond the function of communication, accommodates other cultures, customs, and literatures and thus prepares the students to be better adjusted to multicultural environments which is a reality in the globalized world of the present times.

Recommendations and Future Research Direction

Given the positive outlook of the Saudi EFL teachers to the translingual approach, it is recommended that this be made a component in teachers' ongoing training and education. Being a new and relatively less tried approach in KSA, it is imperative to educate teachers to

the applications and effects of this approach. Appropriate teacher education programs, therefore, are recommended to be designed for this purpose. The curriculum and materials should also be evaluated and revised to accommodate cultural elements, language prompts, and code-switching exercises added to help teacher implement the approach more effectively and in a structured manner. Moreover, the use of reflective activities within educational settings might encourage students to engage in thoughtful analysis and articulate their language choices, thus enriching the cognitive aspect of the approach and ensuring inclusivity in the classrooms. The education sector in KSA seeks direction from the Ministry of Education, this places the onus to frame appropriate policy for translingualism in EFL on the Ministry, this will reinforce the legitimacy of the approach on the educational institutions. Finally, think tanks and resource centers accessible to all teachers should be created to enrich the translingual repertoire of the teachers.

Limitations

Any major change in the education sector needs to be observed for long-term effects, this factor could not be accommodated in this study. Similarly, any approach may bear differently in another environment especially in classes that are variegated. But how this contributes to the success of the approach needs to be studied in some detail in future replications.

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