

Transcending Language Barriers: Translanguaging as a Pedagogical Tool in Algerian EMI Classrooms

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Abstract

This study examines the dynamic interplay between translanguaging practices and English Medium Instruction in Algerian universities. Based on a qualitative study employing interpretive phenomenological analysis, the study delves into students' and teachers' experiences as they navigate French and English to enhance learning outcomes within Djillali Liabes University. Data was collected through classroom observations and semi-structured interviews of 120 students and 05 teachers from the Department of Computer Science. The findings reveal that while translanguaging strategies enhance understanding and empower students to use their linguistic repertoire effectively, teachers perceive the implementation of translanguaging as somewhat arbitrary. This study contributes to the discourse on multilingual education by emphasizing the potential of translanguaging as a vital strategy to addressing the complexities of linguistic diversity in Algerian higher education.

Keywords: EMI, Translanguaging, Algerian University, pedagogy, student engagement, curriculum development