Developing English Language Learning in Cameroon through Translanguaging Pedagogy

_____

A Research Paper

Presented to

The Graduate School of Letters

Soka University

_____

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

_____

by

19M3251

Akem Solange Ojong

March 2022

Acknowledgments

My heartfelt appreciation goes to Ms. Valerie Hansford, my adviser. This endeavor would not have been feasible without her oversight and patience. Ms. Valerie Hansford's continual advice, support, and understanding inspired me to complete my university education. Without Ms. Valerie Hansford's continuous support, I would not have completed my Research paper. Secondly, I would like to convey my gratitude to Dr. Richmond Stroupe and Dr. Edwin Aloiau for their service on the committee and their insightful input. Furthermore, I would like to express my gratitude to the entire faculty of the TESOL program for creating the best and most meaningful learning environment in the field of Second Language Education. In addition, I wish to also express my appreciation to Soka University and The Makiguchi Memorial Education Foundation (MMEF) for sponsoring my academic career in both years with scholarships.

I wish to thank the administrative personnel at Soka University, particularly the Academic Affairs and International Affairs who assisted me throughout my time at the university. Furthermore, my gratitude goes to my classmates for providing me with a solid support system and my beloved husband, Jean-Yves Lobell. He loves and encourages me to pursue my ambition to study at Soka University. Finally, I wish to convey my sincere appreciation to Dr. Daisaku Ikeda, the founder of Soka University, for his humanistic education.

Abstract

Despite the efforts of instructors and students, English language learning has been on a continuous decline in Cameroon. This decline is attributed to the government's monolingual educational policy with English as the only medium of instruction in most schools in Cameroon. Therefore, the government advocates for a bilingual pedagogy that promotes English language learning and multilingualism. Scholars have also argued that using students' L1 and teaching techniques linguistically and culturally suited to Cameroonian students would help achieve more sustainable English language learning in Cameroon (Ayafor, 2005; Chiatoh & Akumbu, 2014). When English is learned using strategies and linguistic repertoires familiar to the learner's language abilities, the effect can be more substantial. Thus, pedagogical translanguaging is a teaching technique that would enable this sort of learning and language acquisition. Pedagogical translanguaging is the use of two or more languages in the same classroom to enhance second language acquisition and content comprehension (Cummins, 2009; García & Sylvan, 2011; Sherris, 2017). Therefore, this paper proposed the dependent and independent pedagogical translanguaging as an alternative teaching technique to develop English language learning in Cameroon. Pedagogical translanguaging-based practices would substantially enhance students' language accuracy, fluency, value learners' identity, and promote bilingual abilities. The core elements of this paper are the role of L1 in L2 learning, translanguaging, and its benefits in English language learning. Next, teachers and student's perceptions of pedagogical translanguaging and constraints of pedagogical translanguaging are presented. In addition, the status of English in Cameroon, challenges to English language learning in Cameroon and the proposed dependent and independent pedagogical translanguaging in the ESL context of Cameroon are presented. Finally, educational implications and recommendations for sustainable pedagogical translanguaging are also presented.

Table of contents

Introduction

Cameroon has pursued a standard language strategy centered on exclusive usage of English as the medium of instruction in all government and private institutions (Chiatoh, 2014; Chiatoh & Akumbu, 2014). In enacting the English-only policy, the government was concerned with strengthening the status of English in Cameroon and neglected the long-term implications on students' language learning (Chiatoh, 2014; Chiatoh & Akumbu, 2014; Eyovi, 2015; Amah & Ntongieh, 2016). Recently, the implication is being felt, with worries growing about declining English language learning and academic achievement across the English language curriculum (Chiatoh, 2014; Chiatoh & Akumbu, 2014; Fon, 2019). However, a deeper analysis of the current situation indicates that the underlying causes have not been fully identified. However, debates about the decline of English language learning in Cameroon tend to focus on peripheral issues such as language intrusion, poor teacher training, students' low motivation, and teaching methodologies (Amah & Ntongieh, 2016; Chiatoh, 2014; Chiatoh & Akumbu, 2014; Eyovi, 2015; Fon, 2019). To date, limited efforts have been made to the suitable language of instruction advocated by scholars as an essential element in determining the quality of English language education in Cameroon. As a result, although scholars have advocated for a new pedagogy that would foster second language acquisition and bilingualism, the implementation has yet to be adapted to the reality of the Cameroonian ESL classrooms (Ayafor, 2005; Fon, 2019; Kuchah, 2013, 2016).

Similarly, despite advocating for a new teaching approach culturally and linguistically suited to Cameroonian students as an alternative to address the decline of English language learning, the teachers and institutions are hesitant to integrate the bilingual policy into the English language settings (Amah & Ntongieh, 2016; Eyovi, 2016; Kuchah, 2013, 2016). Teachers frequently employ different English-Only teaching methods that prevent learners from utilizing their linguistic repertoires for language development (Elango, 2001; Fon, 2019; Fonlon, 2020). Hence, the problem of a language barrier, students' low motivation towards the target language, and students' failure has been recorded as some of the complexity of the English-Only policy (Elango, 2001; Fon, 2019;

Fonlon, 2020). The complexity of English as a medium of instruction has led to institutions and the government's quest for bilingual Pedagogy that would expedite English language learning in Cameroon (Fon, 2019; Takam, 2012; Takam & Fassé, 2020; Wolf, 2001). Scholars have also argued that enhancing English language proficiency and academic performance is inextricably linked to the appropriate instructional languages. Instructional language influences the type, quality of curriculum content, the effectiveness and efficiency of teaching methods in Cameroon (Fon, 2019; Takam, 2012; Takam & Fassé, 2020; Wolf, 2001). The language or medium of teaching is how students learn to read, speak, listen, and write. Through the language of instruction, students study diverse curriculum areas such as reading, writing, numeracy, and other academic subjects (Chiatoh, 2014; Chiatoh & Akumbu, 2014). Studies have shown that avoiding students' L1s in the ESL arena will lead to continuous worries about English language learning in Cameroon (Ayafor, 2005; Chiatoh, 2014; Chiatoh & Akumbu, 2014; Fasse, 2009; Fasse, 2012; Fon, 2019.

Therefore, this paper advocates translanguaging pedagogy as an alternative teaching technique to develop English language learning, enhance students' motivation and metalinguistic awareness, to maintain and foster multilingualism in Cameroon. This paper presents the role of L1 in L2 learning, translanguaging and its benefits in L2 learning, and the constraints of translanguaging Pedagogy in ESL classrooms. Finally, core elements like the status of English and challenges of English language learning in Cameroon, the proposed pedagogical TL in Cameroon, educational implications of translanguaging pedagogy, and future recommendations are also presented.

Literature Review

The notion of using learners' first language (L1) in a second language (L2) classroom is becoming more popular, owing to the rising use of English as the primary language of teaching and population movement. These developments have created a scenario requiring a unique strategy centered on multilingualism (Cook, 2001; Cummins, 2008, 2009, 2016; Moore, 2013). As a result, emphasis has been placed on bringing students' native languages into the language classroom for new language formation and acquisition. As Cummins (2016) and Moor (2013) explains, students

with limited vocabulary of L2 will naturally switch to their L1 when brainstorming and reflecting on new ideas. As a result, scholars have encouraged instructors to maximize the use of L2 in L2 learning at an early stage during language formation, production, and acquisition (Cook, 2001). According to Cummins (2008, 2009, 2016), reducing students' L1 language usage would prevent learners from activating previously acquired knowledge, information, and ideas using their L1 to transfer the ideas into L2 language learning. The author emphasized that the usage of students' L1 will support input, acquiring new vocabulary, grammar, and output (Cummins, 2008, 2009, 2016).

Tian and Macaro (2012) also add that receiving input in the home language during vocabulary and grammar acquisition is beneficial for English language learners whose L1 differs from the language instruction. Therefore, the need for English language teachers to adopt a multilingual-centered teaching technique is vital. The belief is based on the assertion that the English-Only undervalues students' home languages' identity and role in their language development (Cummins, 2009, 2016; Moore, 2013; Tian & Macaro, 2012). As the literature demonstrates, several scholars have advocated for using students' home languages to aid and expedite second language acquisition (Cook, 2001; Cummins, 2008, 2009, 2016; May 2008, 2017; Tian & Macaro, 2012). The proceeding sections of the literature review presents scholars' ideas on the role of first language (L1) in second language (L2) learning, translanguaging, benefits, and challenges of translanguaging in English language learning. In addition, the status of English and problems affecting English language learning in Cameroon are also presented.

The role of L1 in L2 learning

The idea of whether the use of the first language is ideal for the cognitive, emotional, social, and educational development of second language students is frequently debatable. The argument against using the first language for second language acquisition has been theoretical, with little empirical data to back up the claim. Hence, the proceeding section elaborates on scholars' rationale for learners' L1 in an L2 learning environment. Scholars have presented different pedagogical and theoretical reasons for adopting students' L1 in L2 language acquisition. The rationales for L1 usage

in L2 classrooms assume that second language acquisition should be centered on students' previous knowledge about the target language for meaning-making (Turnbull & Arnett, 2002). According to the theory of meaningful learning, any new language information and linguistic materials should be linked to the learner's previously acquired knowledge for content comprehension and new knowledge formation. Therefore, a deeper understanding of classroom contents, new knowledge formation, and meaning-making for learners with limited knowledge of the target language may be possible using learners' L1 (Turnbull & Arnett, 2002).

The cognitive process hypothesis provides a second justification for adopting L1 in L2 classrooms (Ellis, 2005; Macaro, 2001; Tian & Macaro, 2012). The cognitive hypothesis argues that at the most fundamental stages of L2 learning, language instructors and learners should prioritize semantic linkages that are more L1-based (Ellis, 2005; Macaro, 2001; Tian & Macaro, 2012). The links with the first language are considerably more helpful than connections with the second language, particularly for emergent bilinguals (Students with limited knowledge of L2) (Ellis, 2005; Macaro, 2001; Tian & Macaro, 2012). Therefore, ignoring the first language throughout the second language acquisition means ignoring an essential tool at the learner's disposal (Ellis, 2005; Macaro, 2001; Tian & Macaro, 2012).

Further justification for L1 usage in L2 classes is based on identification theory (Enama, 2015; Ghobadi & Ghasemi, 2015; Macdonald, 1993; Mart, 2013). The L1 and L2 decisions create an identity for language learners and bilinguals to connect to the L2 when sufficient space is provided in the classroom to utilize their mother language (Enama, 2015; Ghobadi & Ghasemi, 2015; Macdonald, 1993; Mart, 2013). Learning a new language is intricately linked to creating a new identity for the learners in the second language classroom (Menezes, 2013; Meyer, 2008). The current argument is frequently argued in debates about L2 acculturation models. Based on the model, the learner's ability to acquire an L2 is determined by how much students are integrated into L2 cultural patterns (Brown, 2000). Furthermore, the acculturation model claims that L1 usage may reduce L2 anxiety and increase L2 motivation (Brown, 2000). Thus, employing students, L1 is essential since the L1 will

boost their L2 self-confidence and improve learners' desire to speak in the L2 in classrooms (Baker, 2011; Baker & Jones, 1998; Brown, 2000; Gynan & Baker, 1994). The increased desire for learners to communicate in the L2 significantly influences how much L2 input the learner receives and how successful the learner is in the L2 (Baker, 2011; Baker & Jones, 2012; Brown, 2000; Gynan & Baker, 2001).

Canagarajah (2011) also explains that the use of L1 in L2 classrooms is inevitable. The author believes that the complexity of instructing language classes without the learners' L1 is incredibly challenging. Therefore, L1 usage, from this perspective, may fulfill a variety of classroom purposes like assigning tasks, explaining complex Vocabularies, teaching new content, providing feedback, managing the classroom, and building rapport between the teacher and the learner (Canagarajah, 2011). These classroom functions are virtually impossible to provide in the classroom utilizing only the target language (Canagarajah, 2011). The function of L1 usage in the classroom has the beneficial purpose of assisting learners in distinguishing between what is essential to L2 acquisition and what is deployed to support their learning process (Canagarajah, 2011). According to Canagarajah, (2011) at the primary level of second language acquisition, classroom management tasks should be performed in L1 to enhance comprehension and draw the learners' attention to what is being taught in the classroom.

Vygotsky also added that bilingual learners had cognitive benefits over monolinguals. For example, students may have a more profound comprehension of class content and concepts when using their first languages (cited in Menezes, 2013; Meyer, 2008). Vygotsky also explains that bilingualism promotes brain development and that using the learner's L1 aids in acquiring academic comprehension. Cognitively, second language learners will acquire high comprehension of the subject matter and concepts when presented in the learner's native language (as cited in Cenoz, 2017, 2019; Iversen, 2020; Prada, 2019). In addition, Vygotsky also elaborates on the theory of social constructivism, which holds that second language learners can construct knowledge and actively participate in the learning process through their social environment, and culture. Hence, Vygotsky

impulse teachers to pay attention to the powerful effect of the social contexts of the learners associated with their L1 (as cited in Carstens, 2016; Costley & Leung, 2020; García 2017; García-Mateus & Palmer, 2017).

Vygotsky's theory of second language learning also points out the role of input and interaction in the second language classroom as a tool to expedite English language acquisition. However, comprehensible input and interaction can only occur when students are provided with space to use their L1 alongside the target language and with the support of knowledgeable instructors to performed classroom tasks (as cited in Menezes, 2013; Menken & Sánchez, 2019). Thus, learners with limited knowledge of the target language need to learn in a language that foster input and interaction for new language development. In addition, the Vygotskian concept of using students' L1 in an L2 learning environment was further explained through the concept of Zone of Proximal Development (ZPD) (as cited in Menezes, 2013). The ZPD describes the difference between learners' current knowledge and the potential knowledge achievable with the help of their L1 and teachers. Vygotsky argues that working within the ZPD is a fertile ground for learning. Learning starts with what the learners already know to acquire new knowledge and is the fertile ground where students can transfer stored knowledge to acquire new knowledge through L1 (as cited in Menezes, 2013). In this case, L1 plays a fundamental role in activating learners' prior knowledge using L1 for second language acquisition.

The last significant justification for the use of L1 in L2 learning is based on Piaget's theory of second language learning. Based on the theory, the expansion of the learner's mind in terms of creativity and knowledge is by balancing and creating a curriculum that encourages the assimilation of old and new knowledge for language acquisition (as cited in Macdonald, 1993; Menezes, 2013). Thus, Piaget's theory implies that the medium of instruction and resources used in the second language classrooms should suit the cognitive abilities of the students to ease their understanding of classroom concepts. Therefore, the second language learning process of emergent bilinguals can only be achievable by using their L1 in the L2 acquisition process (as cited in Menezes, 2013).

Unfortunately, Piaget's second language learning theory contradicts the policy applied in most L2 classrooms globally. The syllabi and the medium of instruction for learners are sometimes very complex for students with limited access and knowledge of the target language (as cited in Menezes, 2013). The language of instruction may vary depending on the level of the students and the subject matter. The language of instructions in all classrooms plays a vital role in learning. When students cannot comprehend what has been said in the classroom, the students will fail, and the course's objectives will not be achieved (Akumbu & Simo, 2018; Neba, 2006). Therefore, the goals and objectives of second language teachers are to ensure that learners can understand the concepts, function well in the classroom, and activate their cognitive and literacy abilities using their L1 (Akumbu & Simo, 2018; Atkinson, Neba, 2006).

The justifications on the use of L1 in L2 learning indicate that learning a second language is complex for learners, especially in bilingual and multilingual contexts where the students are more accustomed to their L1. As a result, preventing students with limited vocabularies of the target language from using their L1 will decline students' interaction and motivation towards learning the target language. To overcome the complexity of learning the target language, employing bilingual and multilingual teaching methods is crucial for learners' English language learning process. Nevertheless, scholars and theories did not suggest the abolition of English entirely, but for the co-existence of English and the students L1 in teaching and learning, as these languages persist and will always remain in the bilingual context. However, the co-existence of English and the learners' L1 has been minimized in the English language classroom. Some scholars have viewed the practice as an incorrect approach in teaching and learning the second language, especially for emergent bilinguals (Baker, 2011; Baker & Jones, 2012; Brown, 2000; Gynan & Baker, 2001). Therefore, scholars advocate a new teaching approach where students' L1 co-exists alongside English for second language development. A new bilingual approach that studies have shown that students' L1 can co-exist alongside the target language is pedagogical translanguaging. The proceeding section explains the concept of pedagogical translanguaging.

Pedagogical Translanguaging

The above section explains the pushback against traditional language educational conception centered on separating the target language (Cummins, 2017). The constructive response is connected to new perspectives on language, language acquisition, multilingualism, and language continuum. In line with emerging tendencies in bilingualism inquiry, translanguaging is based on a multilingual perspective (Garcia, 2009; García, 2009, 2017, 2019; García & Wei, 2013; Garcia & Woodley, 2015). Pedagogical translanguaging refers to the conceptual and teaching technique that strives to enhance students' language and subject abilities in second language classrooms using the student's language resources (Garcia, 2009; García, 2009, 2017, 2019; García & Wei, 2013; Garcia & Woodley, 2015). Pedagogical translanguaging uses multilingual speakers' resources to enhance language and content acquisition (Cenoz, 2017, 2019; Cenoz & Gorter, 2017a; García-Mateus & Palmer, 2017). Multilinguals have a more excellent repertoire than monolinguals and are often more adept at language acquisition. Unfortunately, the abilities of multilingual learners have not been completely realized due to the historical monolingual model and separated languages in the curriculum, even when schools strive to promote multilingualism (Cenoz & Gorter, 2015, 2017; Cenoz & Santos, 2020). The proceeding section intends to offer the foundation for pedagogical translanguaging, which aims at using two or more languages to develop and reinforce weaker languages. As pedagogical translanguaging is used in language and content courses, the proceeding section also examines how translanguaging might help protect and promote multilingualism and develop language competencies.

Pedagogical translanguaging is a multilingual education teaching strategy using two or more languages, and it differs from the English-Only approaches that stress language isolation (Cenoz & Gorter, 2018). The emphasis on multilingualism means that multilinguals vary from monolinguals in that they are not required to exhibit equal ability in all languages in their multilingual repertoire (García & Wei, 2013; García & Otheguy, 2020; Velasco & García, 2014; Vogel & García, 2017). It also means that the monolingual native speaker paradigm is no longer applicable in the twenty-first

century's multilingual and dynamic society (García & Wei, 2013a; García & Otheguy, 2020; Velasco & García, 2014; Vogel & García, 2017). The emphasis on multilingualism contrasts with traditional approaches that highlight language separation and attempt to decrease language boundaries so that language users can maximize their multilingualism (Cenoz & Gorter, 2014). Pedagogical translanguaging considers the needs of the multilingual speakers, multilingual repertoire, and the social contexts of the learners. According to Cenoz (2017), pedagogical translanguaging is a planned strategy by instructors using multiple languages for input and output within the second language context. Translanguaging is carefully planned and based on learners' abilities and language resources (Cenoz, 2019; Jaspers, 2018; Nambisan, 2014; Sayer, 2013).

The goal of incorporating pedagogical translanguaging is for multilingual students to maximize their linguistic repertoire and experience as language learners and users (Cenoz & Gorter, 2015, 2017; Cenoz & Santos, 2020). Pedagogical translanguaging in the classroom is closely linked to the original method advocated by bilingual scholars in bilingual education. However, it extends beyond theory and practice in a second language classroom (Cenoz & Gorter, 2015, 2017, 2020). In pedagogical translanguaging, learning is student-centered, and all students' linguistic repertoires are supported and developed (Cenoz & Gorter, 2017; Cenoz & Santos, 2020). Pedagogical translanguaging is founded on two concepts. The pedagogy helps students to acquire metalinguistic awareness by reducing the barriers between languages and content teaching and learning (Cenoz & Gorter, 2015, 2017, 2020).

Another rationale for integrating pedagogical translanguaging is based on the idea that it is limited to educational settings and serves as a pedagogical goal by mediating learning when multilingual materials are utilized (Cenoz & Gorter, 2017; Cenoz & Santos, 2020). In contrast to other multilingual methodologies utilized in second language educational settings, pedagogical translanguaging requires adequate planning by teachers to develop students' language competencies (Cenoz, 2017, 2019; Cenoz & Gorter, 2017; Cenoz & Santos, 2020). Another significant point of pedagogical translanguaging is that it is limited to educational settings and serves a

pedagogical goal by mediating learning when multilingual materials are utilized. Pedagogical

translanguaging is also a theory, a method to language instruction, and a flexible use of two or more

languages by in the same classroom (Vogel & Garcia, 2017).

In terms of scope, pedagogical translanguaging is concerned with the bilingual educational

setting, acquiring new languages, and complex material. Pedagogical translanguaging can be applied

to broader contexts and learners depending on their language abilities and linguistic background

(Burton & Rajendram, 2019; García, 2017, 2019; García & Wei, 2013; García & Otheguy, 2020).

Additionally, pedagogical translanguaging is extensive in scope since it is not restricted to two

languages but encompasses three or more (Goodman & Tastanbek, 2020; Lewis, 2012; Park, 2013;

Rabbidge, 2019; Wedananta, 2020). Lastly, pedagogical translanguaging is concerned with

developing, implementing, and expanding multilingual pedagogical techniques and practices that

use the learner's linguistic repertoires (Nyimbili & Mwanza, 2021; Prinsloo & Krause, 2019;

Ticheloven, 2021; Vaish, 2019). Instructors may design translanguaging activities at the phonetic,

lexical, pragmatic, or discourse levels (MacSwan, 2017; Nambisan, 2014; Wang, 2019, 2020).

Instructors can also plan and adapt the translanguaging in the second language and content

classrooms, with speaking and writing tasks included (MacSwan, 2017; Nambisan, 2014; Wang,

2019, 2020). After explaining the concept of Pedagogical Translanguaging, the following element

explains some core approaches that are vital when implementing pedagogical translanguaging in the

Second language classroom.

Principles of Pedagogical Translanguaging

Pedagogical translanguaging is founded on theoretical ideas and learning theories that may

aid in developing multilingualism and second language competencies. The following examines the

two different theoretical principles critical to creating and enforcing pedagogical translanguaging.

The following section will begin by conferring the idea of prior knowledge and scaffolding.

Use of Prior Knowledge. Based on the ideology of second language learning, prior

information or pre-existing knowledge is one of the core principles in pedagogical translanguaging

(Cenoz & Gorter, 2015, 2017, 2020). Studies have shown that learning improves when instructors pay attention to students' acquired knowledge and information that learners bring into the classroom (Cenoz & Gorter, 2015, 2017, 2020). Therefore, teachers need to utilize students' pre-acquired knowledge as a starting point for teaching new language content (Cenoz & Gorter, 2015, 2017, 2020). Prior knowledge is pre-existing information possessed by students due to different exposure and experience in the socio-cultural and educational context (Cenoz & Gorter, 2015, 2017, 2020). In the case of multilingual learners, prior information already exists, and pedagogical translanguaging as a student-centered technique activates learners pre-existing knowledge as a resource for learning new information (Cenoz, 2017, 2019; Cenoz & Gorter, 2017a; García-Mateus & Palmer, 2017). In the context of pedagogical translanguaging, prior knowledge refers to knowledge of vocabulary or grammar in various languages, understanding pragmatic and social elements of language usage. Prior knowledge also includes language beliefs, metalinguistic awareness, or understanding of how languages operate (Cenoz, 2017, 2019; Cenoz & Gorter, 2017a; García-Mateus & Palmer, 2017).

Although the knowledge learners bring into the classroom may not precisely match what the instructor plans to teach, its activation may assist in connecting that pre-existing knowledge to the new material. According to Cenoz and Gorter (2017,2019), prior knowledge is not automatically activated, and encouraging its activation may improve learning. The activation of prior knowledge multilingual learners has gained through their experience using several languages is a fundamental principle in pedagogical translanguaging. Learners may have the knowledge, but teachers must provide an opportunity to activate and transfer the knowledge to new information (Cenoz & Gorter, 2015, 2017). Learning a second language may be less successful when learners' prior knowledge of language skills is subdued (Cenoz & Gorter, 2015, 2017). Cenoz and Gorter (2017,2019) also explains that prior knowledge is a fundamental learning principle and when this knowledge is not activated, learners are more likely to fail to grasp what instructors convey in class. Effective teaching requires assessing what learners already know about a topic and identifying strategies to expand on that

knowledge (Cenoz & Gorter, 2015, 2017). Hence, pedagogical translanguaging aims to bridge the gap between pre-existing knowledge, language, and academic skill development (Cenoz & Gorter, 2015, 2017).

Use of Scaffolding. Scaffolding is described as a method that helps young learners in problem solving activities, perform a given task, or attain a goal that would be impossible for them to perform without the help of an instructor (Cenoz, 2017, 2019; Cenoz & Gorter, 2017; García-Mateus & Palmer, 2017). Although Wood, Bruner, and Ross (1976) infer to adult support to young learners, scaffolding is employed in various learning scenarios at various ages and includes aid from competent instructors (as cited in Cenoz, 2017, 2019; Cenoz & Gorter, 2017a; García-Mateus & Palmer, 2017). Cenoz and Gorter (2017) also added that scaffolding requires a competent instructor to assist learners in going beyond their learning abilities. For example, students may be assisted in verbal expression, conceptual understanding, or performing a given task. In sociocultural theory, scaffolding is intimately related to the Vygotskian idea of the zone of proximal development (ZPD). Swain and Suzuki (2008) define the ZPD as the gap between an individual's problem-solving skills and prospective abilities if directed by competent individuals (as cited in Cenoz & Gorter, 2015, 2017, 2020). Scaffolding is regarded as one of the critical features of pedagogical translanguaging in diverse circumstances such as language acquisition and multilingual education (Cenoz & Gorter, 2015, 2017, 2020).

For instance, Wang (2019) discovered that scaffolding was one of the most successful and efficient tools to scaffold second language learners in a translanguaging classroom. Vaish (2020) also reported on various translanguaging approaches where teachers utilized scaffolding in the context of English learning in Singapore. García and Li (2014) state that although translanguaging is used as scaffolding, it does not only help to scaffold learners but promotes language awareness and multilingualism. Hence, scaffolding is essential in pedagogical translanguaging to aid smooth transition, establish fluency in the second language, and foster bilingualism. Therefore, in

pedagogical translanguaging, scaffolding refers to developing skills and methods that aids students to utilize their resources as multilingual speakers.

Furthermore, scaffolding has a bridge role since it connects existing knowledge to new material, allowing learners to see the connections across languages (Goodman & Tastanbek, 2020; Park, 2013; Rabbidge, 2019; Wedananta, 2020). The current trend in translanguaging has led to the confusion between the former teaching technique known as code-switching and pedagogical translanguaging. After elaborating on the elements of pedagogical translanguaging, a closer look into the two teaching techniques will help to alleviate the confusion between the concept of translanguaging and code-switching. Presenting the relationship between translanguaging and code-Switching will enable teachers to have an awareness and proper knowledge about the two teaching techniques for possible classroom application. The proceeding section illuminates the debate and confusion about code-switching and translanguaging pedagogy, including translanguaging and code-switching in English language Education.

Translanguaging vs. Code-Switching

The current research on second language acquisition has shown confusion among teachers when describing the concepts of code-switching, translation, and pedagogical translanguaging since the notion of translanguaging has evolved (Bosnar-Valkovic & Gjuran-Coha, 2016; Goodman & Tastanbek, 2020; López & González-Davies, 2016; Wedananta, 2020). According to García and Wei (2014), the two definitions are unrelated as the variation of the code-switching approach enabled solely comprehension rather than supporting and promoting bilingual abilities. García and Wei (2014) explain that code-switching is considered an act of students and teachers swapping between different linguistic repertoires to foster language comprehension. However, code-switching requires English learners to use two separate languages representing two linguistic systems (Auer, 2005; Lanvers & Auer, 2000). The educational gravity of code-switching is used in a classroom where learners cannot comprehend the teaching contents and are based on natural occurrence (Creese & Blackledge, 2010; Portolés & Martí, 2020; Wei, 2018).

Mostly, teachers and students in the English language classrooms code-switch during classroom discussions, when the teacher is giving important information and wants the students to comprehend (Bosnar-Valkovic & Gjuran-Coha, 2016; Canagarajah, 2011; Galante, 2020; Lanvers & Auer, 2000; Portolés & Martí, 2020). Studies have shown that code-switching is an ideal technique in the classroom to make comprehension possible, especially with emergent bilinguals (Bosnar-Valkovic & Gjuran-Coha, 2016; Canagarajah, 2011; Galante, 2020; Lanvers & Auer, 2000; Portolés & Martí, 2020). Although code-switching may contribute positively to foster comprehension in a second language classroom, the integration of code-switching is centered on the principle of a separate language system or the monolingual ideologies (Gracie, 2009). Garcia (2009) explains that in the absence of code-switching in the English language classroom, the curriculum will be based on monolingual teaching ideologies. Furthermore, based on Lewis, Jones, and Baker (2012), the application of code-switching communicative teaching approaches has been misunderstood with the concept of translanguaging by language educators in bilingual institutions. The objective of the code-switching approach is not based on maintaining bilingualism or integrating different linguistic varieties in the English language classroom (Auer, 2005; Lanvers & Auer, 2000). The focus is to enhance comprehension while maintaining the target language (English). Thus, the approach of code-switching is prevalent in English-only classrooms and has been widely adopted in EFL classrooms (Auer, 2005; Lanvers & Auer, 2000).

In contrast, translanguaging is based on how bilinguals utilize multiple language varieties in the English language classroom for both comprehension and communication purposes. Translanguaging enable learners to comprehend classroom materials A translanguaging pedagogy incorporates learners' linguistic repertoires in English classrooms to ease communication between the teachers and the learners (García & Wei, 2013). Garcia (2009) also adds that translanguaging "is an approach to bilingualism that is cantered, not on languages as has been the case, but on the practices of bilinguals that are readily observable" (p. 44). Unlike code-switching, which focuses on a monolingual outlook, at which bilinguals require to utilize a target linguistic variety, translanguaging

would be a heterogeneous view that perceives linguistic forms in intricacy with no fixed limits.

According to Wei (2018), translanguaging can also be used as an information-building mechanism

beyond languages. Based on the concept of translanguaging pedagogy, students are actively building

complex multilingual vocabulary by improving the target language (García, 2017, 2019; García-

Mateus & Palmer, 2017).

Translanguaging has a direct path in language teaching methods and is directly related to

pedagogy. Language teachers can integrate translanguaging into their English language classrooms

for language skills development (García, 2017, 2019; García-Mateus & Palmer, 2017). Pedagogical

translanguaging is instrumental, particularly in bilingual educational settings where students can use

different linguistics varieties to create meaningful communication in the classroom (Canagarajah,

2011; Cenoz & Gorter, 2015, 2017, 2020; Cenoz & Santos, 2020; Burton & Rajendram, 2019;

Canagarajah, 2011; García & Sylvan, 2011; García & Wei, 2013b, 2014; Nagy, 2018).

For example, a study conducted by Lewis, Jones, and Baker (2012), on the role of pedagogical

translanguaging in English language learning shows a mismatch between teacher's practices and

translanguaging practices. Lewis, Jones, and Baker (2012) observed that teachers utilized code-

switching and translation-based practices in the classrooms rather than translanguaging practices,

which was the focus of the school curriculum.

The foremost distinction between translanguaging and code-switching is that the approach

is not based on maintaining bilingualism but rather on enhancing comprehension while maintaining

the target language (English). However, code-switching is prevalent in English-only classrooms, and

instructors usually employ code-switching to foster students' understanding. While translanguaging

has no language separation in the second language classroom, Code-Switching has a restricted

language separation between the learners' first language (L1) and the English language (L2). In

contrast, translanguaging is primarily applicable in a multilingual classroom where the use of

students' L1s is inevitable (Canagarajah, 2011; García & Sylvan, 2011; García & Wei, 2013, 2014;

Nagy, 2018). The process of switching from one language to another (L1 to L2) in a monolingual

classroom is known as code-switching. However, most institutions view the practice of code-switching as a disadvantage to English language learners. As a result, language instructors are pressured to utilize and promote the use English in English language settings. In most institutions, the exclusive use of English is based on the belief that using English in the classroom would foster English language learning. Apart from distinguishing between translanguaging and code-switching, most scholars and educators have also questioned the distinction between translanguage and translation. The proceeding section elaborates on the two teaching approaches.

Translanguaging vs. Translation

While translanguaging is centered on simultaneous language usage in a multilingual classroom, translation focuses on switching to student L1s to translate complex course content and classroom instructions. Although translation separates students' L1 from L2, educators may integrate translation in both monolingual and bilingual settings to ease student understanding (Lewis, Baker, and Jones, 2012). In other words, translanguaging aims to utilize and improve learners' second language acquisition and foster bilingualism. In contrast, translation aims to boost comprehension and reinforce the target language. Additionally, translanguaging focuses on the learner's whole linguistic resources depending on the level of the learners and their linguistic background (Creese & Blackledge, 2010; Meier, 2017). While translation is a natural occurrence for bilinguals and multilinguals, translanguaging pedagogy is carefully planned by the instructors in the L2 classroom (Lewis, Jones & Baker, 2012). The two strategies are utilized to foster understanding of content and classroom management. One core similarity between translanguaging and translation is allowing learners to express themselves by utilizing their linguistic repertoires strategically.

While translanguaging foster an in-depth comprehension of classroom content, the integration of multiple languages in the same classroom, code-switching and translation helps instructors to guarantee that learners grasp the concepts presented to them in class (Canagarajah, 2011; Creese & Blackledge, 2010; Sayer, 2013). However, based on the literature, the distinction between the pedagogy of translanguaging, code-switching, and translation has been constantly

misunderstood by instructors when incorporating the three strategies in an L2 classroom. Various studies have revealed that teachers who code-switch and translate do not practice translanguaging. The reason is that code-switching, and translation practices did not incorporate two or more languages, and the two concepts have been fully integrated into bilingual classrooms rather than translanguaging. The misunderstanding between the three strategies could be classified as the lack of knowledge by language instructors on which, when, and how to integrate the different strategies in an L2 settings. Without a proper understanding of applying the three strategies, L2 language learners will not achieve their language learning objectives and translanguaging practices would not be sustainable (Canagarajah, 2011b; García, 2009; Lewis, 2012).

Lewis, Jones, and Baker (2012) observed that code-switching and translation were employed in the classroom instead of translanguaging, which was the focus of the school curricula. Lewis, Jones, and Baker (2012) calls for educators and curriculum designers to be conscious of the application and practices of translanguaging, code-switching, and translation in the L2 classroom. The three communicative strategies should be applicable, considering the students' language background and linguistic abilities. Lewis, Jones, and Baker (2012) explains that translation is not considered as translanguaging as translanguaging is not the act of reading and translating textual material but the process of integrating two or more languages in the same classroom. Additionally, the translation teaching method is ineffective since the student's brain will not replicate the language used in the classroom (Lewis, Jones & Baker, 2012). In addition, proper knowledge and understanding of translanguaging, code-switching, and translation teaching techniques are significant for a full integration in the English language classroom with multilingual students (García & Lin, 2017, 2017; García & Sylvan, 2011; Otheguy, 2015). After presenting the difference between translanguaging and code-switching, and translation, the following section presents the main features of pedagogical translanguaging for additional insights.

Features of Pedagogical Translanguaging

According to Cenoz and Gorter (2020), pedagogical translanguaging may be designed

in numerous forms; however, it has certain essential features (Table 1).

Table 1: features of pedagogical translanguaging: Adapted and modified from García, 2017, 2019)

Type of program	Second/additional language education and multilingual/Bilingual education
Type of Students	Emergent Bilinguals and Multilinguals
Type of Instructors	Emergent Bilinguals and Multilinguals
Goals and Objectives	Content Comprehension and Linguistic Development
Implementation	Teachers' Careful Planning and Designing
Approach	Bilingual/Multilingual Approach
Language of Instruction	Two or More Languages

In terms of program type, pedagogical translanguaging is extremely wide. However, it occurs

in programs that concentrate on activating the bilingual skills. Pedagogical translanguage is

incorporated in bilingual and multilingual education to enhancing language and literacy skills in two

or more languages. Examples are immersion programs, content, and language integrated programs.

Pedagogical translanguaging may also occur in a second and additional language context, if the

emphasis is to expands learners' multilingual competencies (Cenoz & Gorter, 2015, 2017; Cenoz &

Santos, 2020). In terms of students and instructor's types, pedagogical translanguaging is geared at

emerging bilingual multilingual students. The students may speak a regional minority language, an

immigrant minority language, or the dominant language. Minority-language speakers are more likely

to have had prior exposure to the dominant language outside of school.

Therefore, different school grades and levels of multilingual proficiency might benefit from

pedagogical translanguaging (Cenoz & Gorter, 2015, 2017; Cenoz & Santos, 2020). In addition,

translanguaging strategies can be carried out by all educators, just as they would be beneficial for all

students. However, their translanguaging practice may differ as the strategies are adapted to the

types of learners they teach and their language abilities. Both bilingual and monolingual instructors

may use translanguaging techniques if they value their students' bilingualism as a resource for

teaching and learning. Everything that is required is a readiness to relinquish all instructor control

and to assume the role of a student instead of an instructor. The benefit of the translanguaging

technique is that different instructors may utilize translanguaging pedagogies in a variety of

classroom settings, including regular mainstream schools, bilingual schools, English as a second

language classrooms, and foreign language settings.

The goal and objective of pedagogical translanguaging are to improve second language

acquisition and academic content while promoting the acquisition of weaker languages, which might

be minority languages or languages that are not commonly spoken in society, by using the resources

of the multilingual speakers. When developing language and academic topics, the goal is to

maximize the learner's linguistic resources as multilingual. Students employ existing knowledge to

make the most use of their multilingual resources. Students need pedagogical translanguaging as a

scaffolding for being aware of such resources and activating related growers that span languages. As

a result, learners may acquire metalinguistic awareness and become autonomous learners.

Pedagogical translanguaging employs multilingual resources, and the activation of existing

knowledge extends beyond language in the case of content. However, the material is

comprehended through languages, and pedagogical translanguaging may aid in academic content

understanding. Since pedagogical translanguaging may be used in language and content disciplines;

the pedagogy aims at linguistic and academic growth (Cenoz & Gorter, 2015, 2017a; Cenoz & Santos,

2020).

Concerning implementation, pedagogical translanguaging is distinguished by the fact that

the instructor needs to carefully plan and design all the lessons. Pedagogical translanguage extends

beyond allowing for the usage of many languages in the classrooms. The formulation of the goals for

each lesson, the selection of content, and the precise instruction to carry out the learning tasks and

teaching activities are all part of pedagogical translanguaging. One feature of pedagogical

translanguaging is using multilingual materials from the whole repertoire in the same lesson (Cenoz,

2017, 2019; Cenoz & Gorter, 2017; García-Mateus & Palmer, 2017). Pedagogical translanguaging

goes beyond coordinated activities in various language classrooms in this sense. Pedagogical

translanguaging employs two or more languages in the same class. However, it goes beyond the

original notion of translanguaging in Wales, which included alternating input and output, using

additional tactics and activities. Pedagogical translanguaging is learner-centered and focuses on

multilingual speakers and their linguistic repertoires (Cenoz & Gorter, 2015, 2017; Cenoz & Santos,

2020). Pedagogical translanguaging encourages learners to take an active part on their learning

using multilingual resources (Cenoz, 2017, 2019; Cenoz & Gorter, 2017a; García-Mateus & Palmer,

2017).

Regarding the pedagogical approach, pedagogical translanguaging is a bilingual and

multilingual approach. Pedagogical translanguaging considers languages fluid and interdependent,

concentrating on the whole multilingual repertoire and the activation of language abilities. Studies

have shown that multilingual speakers differ from monolingual speakers because they have an

integrated knowledge of their languages. However, traditional approaches have failed to recognize

these differences and have limited the resources available to multilingual speakers when learning

second languages and content in school. By removing language barriers, materials from the whole

linguistic repertoire may be utilized in the same class (Garcia, 2009; García, 2009, 2017, 2019; García

& Wei, 2013; Garcia & Woodley, 2015).

The definition of pedagogical translanguaging, differentiating translanguaging from Code-

Switching, the types of pedagogical translanguaging and the key features of pedagogical

translanguaging are presented in this section. Pedagogical translanguaging is based on activating

previous knowledge and scaffolding principles and aims at emphasizing multilingualism and

bilingualism. Pedagogical translanguaging may take many forms and vary depending on the context,

the level, and the needs of the students. In addition, pedagogical translanguaging aims to promote

linguistic and academic growth in multilingual education by using the resources of multilingual

speakers. One of the core features of pedagogical translanguaging is that educators need to carefully

plan and design before implementing in the educational context. Hence, educators need to take

note of the learners' prior knowledge that the bring in the classroom and scaffold the learners

throughout their learning process. The proceeding section expands on the benefits of integrating

pedagogical translanguaging in English or second language classrooms.

Benefits of Pedagogical Translanguaging

While pedagogical translanguaging may be a valuable teaching technique for multilingual

speakers, learners' prior knowledge must be awakened to foster metalinguistic awareness and cross-

linguistic awareness (MacSwan, 2017; McMillan & Rivers, 2011). In addition, pedagogical

translanguaging enhances new knowledge, engagement, and students' interaction in several

languages (Anwaruddin, 2018; García, 2017; García-Mateus & Palmer, 2017; Sherris, 2017). Although

translanguaging is a new teaching approach in English language education, research has shown

several benefits to second language acquisition. The various benefits of pedagogical translanguaging

for English language learning are presented in the proceeding section.

Translanguaging increases metalinguistic awareness so that multilinguals may benefit from

their bilingual abilities. According to research, the resources available to multilingual speakers

impact multilingual competence development through metalinguistic awareness. Thus, pedagogical

translanguaging aims to shape metalinguistic awareness and promote multilingual competence

(Cenoz & Gorter, 2015, 2017a; Cenoz & Santos, 2020). Numerous studies on the effects of

bilingualism have shown that multilingualism enhances metalinguistic awareness during second

language acquisition (Burton & Rajendram, 2019; García, 2017, 2019; García & Wei, 2013a; García &

Otheguy, 2020). The positive relationship between multilingualism and metalinguistic awareness is

based on the belief that multilingual speakers' repertoires are more extensive and resourceful

(Burton & Rajendram, 2019; García, 2017, 2019; García & Wei, 2013a; García & Otheguy, 2020). This

prior knowledge can be employed while learning the second language (Burton & Rajendram, 2019;

García, 2017, 2019; García & Wei, 2013a; García & Otheguy, 2020).

In addition, multilinguals have more experience as language learners since they have

mastered languages other than their primary language (Licona & Kelly, 2020; McMillan & Rivers,

2011; Prinsloo & Krause, 2019). Therefore, multilingual speakers may use metalinguistic skills that

they have already acquired while acquiring a second language (Licona & Kelly, 2020; McMillan & Rivers, 2011; Prinsloo & Krause, 2019). However, despite the benefits of multilingualism, research shows that learners do not take advantage of all possibilities to profit from their multilingual resources (García & Wei, 2013, 2013, 2014; García-Mateus & Palmer, 2017; Sherris, 2017). By fostering metalinguistic awareness, pedagogical translanguaging may make learners aware of their resources and encourage them to reflect on those resources (García & Wei, 2013a, 2013b, 2014; García-Mateus & Palmer, 2017; Sherris, 2017).

Pedagogical translanguaging helps to promote multilingualism throughout the curriculum. One distinguishing characteristic is that translanguaging stimulates students' prior knowledge in their L1 (Cenoz & Gorter, 2017). Students develop their English language ability using their prior knowledge (Cenoz & Gorter, 2017). Pedagogical translanguaging is a multilingual strategy to improve linguistic and academic development (MacSwan, 2017; McMillan & Rivers, 2011). In addition, pedagogical translanguaging may improve academic material understanding at various levels. For example, when explaining complicated terminology, examining the structure of a text, or recognizing logical connections, multilingual students' whole language repertoire might be valuable for cross-linguistic reflection (García & Wei, 2013, 2014; Wei, 2011, 2011, 2018; Zhu, 2020).

Again, pedagogical translanguaging leads to a better understanding of the subject matter. For students to read, write and discuss the topic in another language implies that the subject matter must be analyzed and easily absorbed (Baker, 2011; Baker, Jones & Lewis, 2012a). Even though translanguaging allows students to exploit all their linguistic varieties to communicate and learn new content, the aim is for learners to achieve advanced English competence (Hungwe, 2019; Sahan & Rose, 2021; Sahr, 2020). Baker (2001) adds other benefits of translanguaging in the classroom, such as enhancing the weaker language, promoting home-school links and collaboration, and integrating fluent speakers with early learners. Although this research focuses primarily on the effects of translanguaging in the English language classroom, translanguaging as a linguistic technique can also be employed in many educational settings. For example, Lopez (2014) illustrates in their analyses

how emerging bilingual students switched between English and Spanish when engaging with

mathematical materials, allowing them to demonstrate their mathematical skills even when their

knowledge of English was inadequate.

Other studies have shown that pedagogical translanguaging enhances input, interaction, and

students' participation in the classroom and subsequently leads to English language acquisition.

Creating opportunities for language learners to utilize their language varieties can help with their

learning, including grammar and vocabulary components. Integrating translanguaging in the English

language classrooms can also aid in forming and maintaining relationships between the teachers and

the students. Students can feel more linked to their identity and the target language they study at

school when using their native languages (Baker, 2011; García-Mateus & Palmer, 2017; Wei, 2011,

2018a). For example, when giving instructions in the classroom, learners' L1 can be helpful when a

learner does not wholly comprehend instructions. When teaching new vocabularies, utilizing

students' native languages will aid with comprehending vocabulary items in English. When teachers

support learners to utilize their L1 during vocabulary learning, students will have a more profound

and immediate grasp of new words (García, 2009, 2017, 2019; García-Mateus & Palmer, 2017).

In addition, the practice of translanguaging in the English language classroom will also help

students grasp the subject contents. For example, reading a text in their L1 first before reading the

exact text in English will enable students to better comprehend the vocabulary terms in English

(Baker, 2011; García, 2009; García & Wei, 2013a; Garcia & Woodley, 2015; Velasco & García, 2014).

Again, integrating translanguaging pedagogy in the English language classrooms is culturally sensitive

to acknowledge the importance of all languages in education and respects language as a

fundamental component of human identity. As a result, moving beyond English-only regulations in

English classrooms might be academically helpful for the student and the teachers (Baker, 2011;

García, 2009; García & Wei, 2013a; Garcia & Woodley, 2015; Velasco & García, 2014).

Other benefits of translanguaging were recorded by Portolés and Mart's (2017) investigation

about the linguistic behavior of young learners (5-year-olds) in a multilingual context. The results

show that translanguaging assists young learners in interacting and participating in group

discussions. As a result, the learners were more active and could generate new concepts based on

prior knowledge. Chunky (2016) also recorded other benefits of translanguaging as the author

observed students' linguistic behavior for several weeks and noted how translanguaging practices

transform their behavior in a short length of time. The result shows that by removing the burden of

expressing ideas in English, translanguaging forged a calmer and more relaxed atmosphere for

students in the classroom. It encourages students to take an active part in class and use their

language abilities more confidently.

Based on the literature, translanguaging is not only beneficial in enhancing the target

language in the classroom, but the pedagogy also promotes home-school studies. Scholars have

explained that when students arrive home to do their homework and do not understand their

assignments, they generally seek assistance from their parents. The homework assigned to the

students is frequently in English. Depending on the parent's English skills, the parents will discuss the

assignment with the students in English or their native language. If the parent speaks in their native

language to assist with homework, then translanguaging pedagogy is practiced and beneficial

outside the classroom (Baker, 2011; García, 2017, 2019). After discussing and working through the

assignments, the students would be required to submit their homework in English. Discussing the

topic with their parents in the native language and then completing the assignment in English

enables the learner to comprehend the subject matter and contents in two languages. In addition,

the content is processed in two languages to help ease the learners' understanding of the given task.

As a result, incorporating translanguaging techniques will benefit the students in the classroom, in

their home learning, and engage families more actively in their children's education (Baker, 2011;

García, 2017, 2019; García-Mateus & Palmer, 2017).

When educators do not support students' culture, identity, and the language skills that they

bring into the classroom, the student may lose a bit of their identity. Rather than embracing and

using the rich cultural and linguistic aptitudes students bring to an L2 context, most instructors try to

teach new ideas and reinforce new information. According to Sayer (2010), adopting translanguaging tactics enabled students to negotiate meaning and confirm their identities as bilingual learners. Translanguaging pedagogy assists students in accessing two or more languages to comprehend classroom material and focuses on their identity as English language learners who use their L1 to navigate newly learned topics. According to Lee, Hill-Bonnet, and Raley (2011), identity influences learning, and if the prevailing culture is not appreciated or recognized, students' speaking, reading, and writing may be impeded. Thus, incorporating translanguaging reveals the impact of identity on learning (Wright, 2004). Duran and Palmer (2014) agree that language is linked to identity and that pedagogical translanguaging promotes learners' identity and cultural values. As a result, pedagogical translanguaging fosters students' identity, linguistic varieties, and culture. Additionally, emerging bilingual students from varied language contexts may have distinct types of culture that reflect their identity and contributes to learning. Thus, pedagogical translanguaging develops and respects learners' cross-linguistic identity.

Teacher and Student Perceptions of Translanguaging

Despite the potential of translanguaging, relatively little research has been conducted about teachers and students' perception and influence of pedagogical translanguaging on student language learning. The majority of translanguaging research is conducted in classrooms and learning environments by teachers and researchers to show the role of pedagogical translanguaging in the English language acquisition. The proceeding sections presents the research conducted by advocates and promoters of translanguaging in second language acquisition.

First, Nambisan (2014), conducted a study to investigate teachers' perception on the role of translanguaging for English language learning. The results shows that the teachers' perceptions about translanguaging were positive, and the study presented several benefits of incorporating translanguaging in English language classrooms. According to Nambisan and Slater (2014) results, the participants state that the practice of translanguaging assists students to brainstorm their ideas, facilitates classroom collaboration among peers, and enhanced comprehensible input and classroom

management. In addition, pedagogical translanguaging helps students to understand classroom concepts and the subject matter. However, although the participants in Nambisan and Slater's (2014) study acknowledge the significant benefits of translanguaging for their student's language learning, the teacher's practices of translanguaging were minimal in their English language classrooms. Most of the participants felt that excessive usage of translanguaging will hinders students' ability in thinking and practicing the target language. Nambisan and Slater (2014) calls for more research about the benefits and challenges faced by teachers in integrating translanguaging in the English language classroom.

Similarly, Makalela (2014) conducted a study to examine teachers' perceptions on the role of translanguaging in the teaching of African languages. The study results also shows teachers positive attitudes on the benefits of translanguaging in African and English language classrooms. According to the study's findings, learners who used translanguaging better comprehend the context being taught and have an immense social advantage by participating in class and outside projects. The result also shows that translanguaging pedagogy is an ideal approach for learners attempting to learn English and other languages. Students' involvement in the classroom were also improved and students began to take responsibility for their learning. Makalela's (2014) advocates that translanguaging could be an excellent technique to teach future generations of English, other language learners and suggested that with the advent of translanguaging, teachers should begin to look at their student's native languages as a tool for improving their language skills and not as a hindrance. Makalela's (2014) study generated a positive attitude on teachers as they started incorporating various translanguaging techniques throughout their lessons after witnessing the popularity of teachers who used translanguaging in their school context for second language development.

In addition to the above studies, Wang (2019) also conducted a small-scale analysis on the role of pedagogical translanguaging on English language learning in the Chinese classrooms. The study shows the benefits and the challenge of integrating pedagogical translanguaging into second language learning. Linguistically the study shows Chinese learners posing significant difficulties in the

monolingual approach model in most Chinese language classrooms. As a result, the use multilingual teaching approach like translanguaging was unavoidable. The use of translanguaging helps students to use various linguistic tools to negotiate meaning and engage in the classroom. Translanguaging practices also help to creates relationship bond between the teachers, students, and parents. Additionally, students wished to retain a translanguaging space as a scaffolding and stress-relieving method during collaborative learning. Finally, the study shows that the translanguaging practices permitted two-way communication in higher education, where collaborative cognitive learning is widely emphasized.

However, Wang (2019, 2020) study revealed ambivalent attitudes regarding the use and practices of translanguaging in the classroom context. While some teachers find integrating translanguaging as overwhelming, other teachers encouraged and incorporates pedagogical translanguaging in their English language classroom to enhance student's language learning. Wang, (2019, 2020) recommends foreign language teachers to reflect on the goal of language learning and develop bilingual student-centered approach to promote creative foreign and second-language learners. Wang (2019, 2020) recommend that foreign language programs in higher education reconsider their monolingual mindset and consider implementing translanguaging strategy to activate student's prior knowledge for new knowledge formation. Wang (2020) also discovered that pedagogical translanguaging was a very successful and efficient strategy to scaffold English language learners in Chinese language classrooms. Additionally, Vaish (2020) shows the significant role of pedagogical translanguaging as a scaffolding tool in the context of English language instruction in Singapore. Finally, in another context, where students speak a variety of first languages, but the school does not strive for multilingualism, Daniel (2019) demonstrates how translanguaging was also used as a scaffolding tool when learners utilize their first languages in an English-only school in the United States.

Charamba and Zano (2019) examine the teacher-students perception on the role of translanguaging in English language learning in Africa. The results outline different significant

benefits of pedagogical translanguaging in English language classrooms. First, the results show that translanguaging can simplify complex sentences and instructions in the classroom. Second, teachers employ pedagogical translanguaging to introduce and teach new topics, define grammatical structures, and teach new vocabularies. In addition, pedagogical translanguaging helps to enhance comprehensible input and students' metalinguistic awareness and teachers' and students' views of pedagogical translanguaging were predominantly optimistic. Therefore, the continuous usage of translanguaging would be helpful in English language development. In addition, Charamba and Zano's (2019, 2020) also reinforced that the translanguaging technique enhances the school's management and flow. Pedagogical translanguaging allows teachers to use the best linguistic means available to clarify materials or interact with students and translanguaging is an appropriate teaching technique for emergent bilingual students. Teachers and institutions were urged to embrace students' diversities and linguistic backgrounds when implementing new pedagogies or curriculum (Charamba, 2020; Charamba & Zano, 2019).

Another reviewed study was done by Yuvayapan (2019), who conducted a qualitative analysis to explore the benefits and teacher-students attitude on translanguaging in English as a foreign language classroom (EFL). The findings revealed that both learners and teachers acknowledge the significant role of translanguaging, and pedagogical translanguaging was encouraged in the classroom. However, the result shows that the intensity of using translanguaging in the EFL classroom was minimal. The result also reveals that teachers and students incorporate translanguaging in four different situations: describing syntax, presenting guidance, assisting, and assessing learners. Translanguaging also helps learners seek assistance, ask questions to get clarifications, interact and engage in the classroom and interpret the topics under discussion. Other benefits include using translanguaging to sustain a conversational flow, fill a linguistic void, translate, or describe vocabulary, explain grammar rules, and explain grammar rules. Finally, the study gave insights into the various translanguaging implication between teachers and learners in the EFL context. Yuvayapan (2019) suggests that second and foreign language practitioners should be open

to the advantages of translanguaging practices in promoting student engagement and language

learning awareness.

Studies have also show that the teachers incorporate translanguaging to stimulate

interaction between learners, promote peer evaluation or assistance, interpret complex contents. In

addition, translanguaging techniques are valuable when learning new concepts, new vocabularies,

and grammar points (McMillan & Rivers, 2011; Portolés & Martí, 2020). Portolés and Martí (2020)

also added that translanguaging enhances students' engagement and involvement in the classroom.

Students could use their familiar language (L1) to express their thoughts and participate in the

classroom. Thus, translanguaging pedagogy helps to enable students to support themselves

culturally and linguistically by integrating their L1 in the classroom. Still, most of the participants in

both studies show a positive attitude towards translanguaging in the English language classroom.

However, some teachers expressed concerns about pedagogical translanguaging in schools,

explaining that students need more exposure to English, and using translanguaging might contribute

to students' usage of L1 (McMillan & Rivers, 2011; Portolés & Martí, 2020). Hence reducing the

usage of L1 will result in further exposure and practice of the target language. The teachers also

point out that utilizing translanguage will impede students' thinking and reflecting in English based

on the results. Therefore, teachers who think translanguaging may hinder second language

acquisition can feel pressure to prevent students' native languages in the classroom (McMillan &

Rivers, 2011; Portolés & Martí, 2020). In contrast, teachers with positive opinions will incorporate

translanguaging and encourage their students to use their L1 to support their learning.

Overall, the above studies on pedagogical translanguaging demonstrate the benefits of

students using their native languages to acquire the new language. The above studies also offer

valuable insights into teachers' minds and help express their perspectives about whether they agree

or condemn the inclusion of L1s in the English language classroom. The studies also illuminate

instructor perceptions about pedagogical translanguaging in the EFL classrooms while paving further

research in the ESL context (Charamba, 2020; Charamba & Zano, 2019; K. Nambisan & Slater, 2014;

Wang, 2019, 2020; Yuvayapan, 2019; McMillan & Rivers, 2011; Portolés & Martí, 2020). Although the literature has presented tremendous benefits of translanguaging, concerns about the constraints of pedagogical translanguaging have been recorded. The constraints account for why translanguaging is not widely integrated into the English language classroom. For institutions and teachers to fully integrate translanguaging in their English language classrooms, an awareness of translanguaging constraints and how to overcome the presumable challenges are vital. The proceeding section presents why translanguaging pedagogy is not widely integrated into English language classrooms despite the significant benefits presented in the literature.

Constraints of Translanguaging

Although the literature has demonstrated that pedagogical translanguaging may be extremely useful for English language learners, research has shown numerous challenges preventing the full integration of the pedagogy. The proceeding section examines and presents the various constraints presenting the integration of translanguaging pedagogy by teachers and most institutions.

Divergence Between the Medium of Instruction and Students' L1

One of the challenges teachers face when integrating translanguaging is the mismatch between the teaching language and the students' L1 (Blackledge & Creese, 2017; Creese & Blackledge, 2010, 2019). Most classroom mediums of instruction by institutions are not mutually comprehensible with the students' L1, which makes the acquisition of vocabulary phrases very complex. Varieties of English language words used in most English textbooks are not utilized in students' L1. In many cases, the vocabularies have various meanings and are written differently in the students' L1 (Blackledge & Creese, 2017; Creese & Blackledge, 2010, 2019). Due to language differences, most English language learning contexts possess English learning issues, resulting in barriers to English language development for Emergent bilingual students (Blackledge & Creese, 2017; Creese & Blackledge, 2010, 2019).

In support of the challenge, Carstens (2016) and Costley and Leung (2020) demonstrated that certain institutions and students are not ready to acquire knowledge in a language different from their L1. Cummins (2016) also responds that a qualified teacher would recognize that students are not ready to utilize a language other than their native tongue in an L2 environment since their L1 is not mutually understandable with the target languages. However, teachers teaching English in a multilingual context must be fluent in two or more languages to ease students' comprehension when introducing new vocabularies. Teachers' fluency in both languages would help clarify and define vocabularies that students may not be able to infer from their L1 to L2. Also, language policies need to be consistent and accurately represent the sociolinguistic reality of the English language learners (Blackledge & Creese, 2017; Creese & Blackledge, 2010, 2019).

Translanguaging is Assumed to be Time-Consuming

Translanguaging is also assumed to be time-consuming as the teaching methods are perceived to be lengthier. The literature indicates that the time spent explaining contents, communicating, and studying in L1 and L2 is lengthier and time constraining. Most scholars believe that the English language classroom is one environment where students can have a more incredible opportunity to use and practice English frequently. Thus, exposing students to other languages will hinder the students from practicing and using the target language. The process of learner engagement is regarded as time-demanding by most educators, even though it is the standard practice of educating learners (Galante, 2020; Hungwe, 2019; Jaspers, 2018). The current challenge links to Galante's (2020) assertion that realizing the learner's language in class is stressful since the instructor provides learners more time to engage in the lesson, which causes uncertainty. Most teachers considered learner engagement in their native languages time-intensive and unrealistic in a language learning context (Galante, 2020; Hungwe, 2019; Jaspers, 2018).

Furthermore, the teachers' opinions about time constraints and Galante's' (2020) beliefs are based on the monolingual ideology of English language teaching. With monolingual ideas being promoted, monolingualism is the preferred language teaching method via translanguaging (Galante,

2020; Hungwe, 2019; Jaspers, 2018). As a result, Hungwe (2019) proposes that addressing the current issue, adapting the curriculum and teachers' conceptions should be the first step in enhancing English language classes. The current challenge shows that scholars who view multilingualism as complex will favor monolingualism and perceive translanguaging as a distraction to English language learning. However, for English language learning to occur in any context, the learner must interact with the language they understand best which can only happen in a translanguaging classroom (Hungwe, 2019).

Inadequate Bilingual Teaching and Learning Resources

Another issue reported in the literature is the lack of bilingual teaching and learning resources that support English language teaching and learning. Current research has shown that teachers feel reluctant to integrate pedagogical translanguaging due to a shortage of bilingual resources and curriculums. Most institutions lack sufficient bilingual resources such as students' and teachers' books, bilingual curriculums, and bilingual charts to encourage English language development (Cenoz, 2019; Choi, 2020; Hungwe, 2021). The lack of bilingual resources has impacted translanguaging practices in English language classrooms. There is no reference for accurate language materials to teach class contents and comprehend the target language structure (Cenoz, 2019; Choi, 2020; Hungwe, 2021).

Similarly, Sayer (2013) stated that worry about a shortage of teaching materials in mother tongues is certainly reasonable, given that the policy appears to have been adopted in a haste. In addition, Sayer (2013) acknowledged several shortages of translanguaging teaching and learning resources in most bilingual educational contexts, which hinders the implementation of translanguaging pedagogy. Kirsch (2020) also discovered a scarcity of translanguaging teaching and learning resources for successful English language education employing learner-centered methodologies. (Cenoz and Gorter, 2017; Gorter and Arocena, 2020) also contend that the lack of translanguaging curriculums and learning materials is one of the core reasons translanguaging is not widely incorporated in the monolingual and multilingual context. As a result, the government must

offer adequate and linguistically suitable teaching and learning resources to institutions interested in integrating translanguaging in their English language classroom. In theory, the current issues are policy-related and can only be resolved via policy realignment.

Baker (2009) also remarked that the monolingual policy promotes dominance, discrimination, authority, and control through the languages spoken in class by the instructor. Again, the current research shows the lack of school libraries to use bilingual books and other bilingual materials to support the students learning. Sometimes teachers design their activities based on the available English resources in supposedly multilingual settings, which are not always sufficient to meet the students' linguistic needs. As a result, an antagonistic atmosphere exists for students whose first languages are not among the language of instruction. Furthermore, the teacher's linguistic practices do not support them since the policy discourages translanguaging and allows learners to utilize the target language for language development. As a result, a new language policy is required to adapt to today's linguistic English language classrooms, to respect and acknowledge students' diversity ad sociolinguistic backgrounds (Rabbidge, 2019; Rutgers & Evans, 2017).

Sociolinguistic Context of the Students

Other problem teachers encounter when integrating translanguaging pedagogy is the sociolinguistic context of the schools, which does not support multilingual learners. In the absence of translanguaging practices in the English language classrooms due to school policy restrictions, the teachers would promote monolingual instructions (Prinsloo & Krause, 2019; Sahr, 2020; Vaish, 2019). According to Prinsloo and Krause (2019), teachers and institutions acknowledge students' L1 in theory but tend to monolingual language instruction in practice. As a result, most educational policies do not promote the learner's native language but instead refer to the target language as the language of teaching (Prinsloo & Krause, 2019). Hence, the sociolinguistic context required for translanguaging is not fostered by the bilingual policy advocated by bilingual scholars and schools. Considering the current challenge, Yilmaz (2021) observed that teacher who holds a strong belief about using English in a second language classroom did not prefer translanguaging. The monolingual

policy supports teacher's belief to communicate with students in the target language. This is because of the belief that practical exposure to the English language would help students to practice the target language in the classroom. As a result, teachers would always promote the monolingual teaching approaches at the expense of using the students' linguistic repertoires as a resource to learn the target language (Yilmaz, 2021). Impeding English language development in the learner's native language contradicts the United Nations and bilingual scholars' assertion that every learner has the right to their L1 and culture in schools and beyond. In addition, if the education system aims to facilitate multiliteracy growth and English language development, the teachers and institutions need to consider the sociolinguistic environment to support the learners and their native languages (Yilmaz, 2021).

Inadequate Teacher Training

The lack of appropriate teacher training to implement translanguaging pedagogy in the bilingual setting is another constraint identified in the literature. The literature has shown that the inadequate training of teachers working in the bilingual context has resulted in the inability of students to meet their learning objectives (Chan, 2021; Sahan & Rose, 2021). With the continuous pressure from the government, parents, and the constant changes in the school curriculum, providing appropriate training is vital in integrating pedagogical translanguaging in second language classrooms. In studies conducted in 2021, teachers and school administrators were asked why their integration of translanguaging pedagogy was minimal. The teachers explained the need appropriate training to fit in the bilingual settings. The lack of well-trained teachers to implement the translanguaging pedagogy by the teacher and school administrators is also reported in multiple studies (Chan, 2021). All the participants commented, the teachers' education does not include bilingual pedagogical training.

As a result, teachers may take a longer time to adjust and adapt to the translanguaging teaching approach. The current issue explains why even though teachers acknowledge pedagogical translanguaging for students learning as essential, their practices are minimal. According to the

literature, teachers need to acquire a high level of training and be aware of their students' linguistic

needs and abilities before incorporating translanguaging pedagogy in the classroom (Choi, 2020).

Providing teachers with appropriate training will provide them with the necessary skills to carefully

plan pedagogical translanguaging and cater to their learners' needs (Choi, 2020). In addition, yearly

workshops, and teachers' professional development to increase their awareness and practices on

implementing translanguaging pedagogy in the bilingual setting are essential (Choi, 2020).

Low Mastery of Students' L1

Another challenge of translanguaging pedagogy in the classroom is teachers' inability to

understand the student's native language (Jenks & Lee, 2020). The teachers' lack of knowledge of

students' native language is an additional barrier to incorporating pedagogical translanguaging in the

classroom (Jenks & Lee, 2020). Teachers with a lower command of language learners L1 can be more

unwilling to encourage students to swap between languages or use their L1. However, although

teachers' low proficiency restricts teachers from using the student's native language, learners must

not be denied the right to their L1 as low proficiency drawbacks are for teachers and not students

(Vogel and García, 2017). The teacher's lack of learners' L1 has resulted in the teachers using the

English language instead of creating a space for translanguaging practices. Teachers believe that to

employ translanguaging pedagogy requires them to have a mastery of the learners' L1 or have an

ESL classroom consisting of learners of the same L1 (Vaish, 2019).

Teachers who hold this view frequently question whether their students are on task when

they use a language other than English or demonstrate their comprehension in an acceptable

language (Vaish, 2019). However, students who utilized their native language to discuss the material

with their peers are no more off-topic than their monolingual or English-only counterparts

(Cummins, 2008, 2009, 2016). On the contrary, when students utilize their native language, they

become more involved in the learning process and, in some instances, may more correctly express

their information (Mart, 2013; Wang, 2019, 2020). Therefore, teachers should be creative in

assessing students' knowledge about the given topic in both L1 and L2 to know their level of involvement and understanding in the given contents (Karlsson, 2015).

To ensure that translanguaging is sustainable, extra attention must be paid to preserving and developing student languages. Creating spaces for students' languages in the classrooms and ensuring that the effort spent on translanguaging does not decrease is crucial cases (Lyster,2019). In addition, pedagogical translanguaging may help students in immersion programs to overcome the difficulties of comprehension faced by the majority and minority language students (Lyster,2019). A critical analysis of the benefits and challenges of pedagogical translanguaging would help institutions and educators to understand these benefits and complexity. In this way, institutions and educators would carefully prepare to integrate translanguaging and to plan translanguaging activities. After presenting the benefits and challenges of pedagogical translanguaging, the following section presents the status of English in Cameroon and challenges to English language learning Cameroon.

The Status of English in Cameroon

Cameroon's context comprises 12 states, with two of the regions as the only English-speaking regions. In contrast, ten of the states are French-speaking regions, making French the predominant language in all government departments, enterprises, and public sectors (Ball, 2010; Mbuagbaw, 2000). However, English and French are the two official languages od Cameroon and thus, have higher status in different domains. Although French is the dominant language in Cameroon, English is considered a prestigious variety with higher status in many areas (Ball, 2010; Mbuagbaw, 2000). The proceeding section presents the status of English in education, employment, business, travel, and tourism, press/media, and entertainment.

Education. In Cameroon, English is a medium of communication between the citizens and other native speakers of English. All English language speakers in the Cameroon context are considered knowledgeable speakers with a higher rank in education (Adebile, 2011; Wolf, 2001). English is also the language of teaching in most public, private schools, and universities in Cameroon. Also, there are varieties of primary, secondary, and high schools where the medium of instruction is

English (Nalova, 2016; Wolf, 2001). Most institutions and teachers in Cameroon often implement an English-only policy where most teachers prefer to use English rather than any other language in their classrooms (Nalova, 2016; Wolf, 2001)**.**

Learning English has become obligatory since most textbooks on higher education are written in English. As a result, English must be extensively utilized by students, instructors, and researchers in Cameroon since English is the primary instruction language in many disciplines (Adebile, 2011; Wolf, 2001. In addition, it is the only language in which information is stored in printed and electronic books and journals (Adebile, 2011; Wolf, 2001. With the fast changes in the educational system in Cameroon and the increased use of English throughout the globe, the government and institutions aim to create equality between English and French (Adebile, 2011; Wolf, 2001. The rationale is to help students study the topics in English independently and acquire a self-learning mindset. Students are also encouraged to study English to increase their learning skills in science and technology, information technology, Arts, medical, law, business, and tourism (Adebile, 2011; Wolf, 2001. In addition, syllabi are written in English since most of these fields are only accessible in English (Adebile, 2011; Wolf, 2001). Developing higher education resources in English makes them accessible to both students. Most students, professors, and researchers use this chance to improve their credentials and expertise (Adebile, 2011; Wolf, 2001. As a result, students may increase their language abilities and understanding of various areas. Thus, the relevance of English in education is enormous, as most publications, textbooks, teaching materials, curriculums are written in English, and educational research is also conducted in English (Adebile, 2011; Wolf, 2001.

Employment. In terms of Employment opportunities, speakers with a strong command of English have better employment opportunities to represent the nation since English is widely used at national and international levels. In a bilingual context like Cameroon where English is the second official language, the employer prefers hiring employees with a good command of English (Adebile, 2011; Wolf, 2001). In Cameroon, most companies do business with foreign firms. Therefore,

interviewers assess applicants' communication abilities and their academic credentials during the interviews (Adebile, 2011; Wolf, 2001). Even if applicants possess superior educational credentials, employers place a premium on their ability to communicate in English with their national and foreign business partners (Adebile, 2011; Wolf, 2001). Also, given the abundance of possibilities to work for multinational companies available in today's global employment market, the government is attempting to improve student's English language abilities. Therefore, students or job seekers who develop oral and written communication abilities will work in varieties national companies (Adebile, 2011; Wolf, 2001). Even in this global day, most Cameroonian students are studying English to improve their work prospects. (Adebile, 2011; Wolf, 2001).

Business and Tourism. English is extensively utilized in all Cameroonian companies, trade, and commerce. As a prestigious variety among other languages, English is a communication tool in national and international corporations (Chiatoh, 2014; Chiatoh & Akumbu, 2014). Furthermore, modalities of communication such as emails, letters, paperwork, video, fax, and telephones are primarily conducted in English (Chiatoh, 2014; Chiatoh & Akumbu, 2014). Approximately 70% of Cameroonian firms utilize English for national and international commerce (Chiatoh, 2014; Chiatoh & Akumbu, 2014). Since travel and tourism are both national and international endeavors, English is the primary language used in most national travel and tourist administrations and organizations in Cameroon. To go to a foreign nation, one must first learn the language of the host country to converse with the locals. As a result, travelers need to communicate in a common language while visiting any nation on the globe. English fulfills this goal as an international language in Cameroon. Additionally, foreign travel firms would prefer to hire individuals fluent in English who can interact effectively with overseas travelers (Chiatoh, 2014; Chiatoh & Akumbu, 2014).

Press and Media. English is also the dominant language in the press, media, and Cameroon's leading newspapers and publications (Ball, 2010; Mbuagbaw, 2000). In addition, most news organizations broadcast their programs in English on television. Specific television networks, such as equinox, CRTV, and HITV, aid students in their English improvement. By viewing English-language

television shows, learners strengthen their active vocabulary, gain solid understanding of the language, and eventually expand their passive vocabulary (Ball, 2010; Mbuagbaw, 2000). The media and the press significantly influence English language learners in Cameroon, and most learners subscribe to these English channels to enhance their language abilities (Ball, 2010; Mbuagbaw, 2000). In addition, learners often learn new vocabularies by viewing English-language television, comic books, films, and cartoons (Ball, 2010; Mbuagbaw, 2000).

      Entertainment. English is also essential in promoting entertainment through the film, television, and music industries in Cameroon. English is the primary means of communication for the Cameroons' most renowned and successful television programs, music, and film industries (Ball, 2010; Mbuagbaw, 2000). By using English as the primary language, broadcasters can market their programs and ensure that they are accessible by English speakers. Furthermore, individuals are strained and stressed due to their hectic and continuous labor (Ball, 2010; Mbuagbaw, 2000). As a result, English-language films and television series are produced to amuse such persons. Additionally, there are various English-language entertainment programs such as cartoons, films, television, and series that delight learners and help enhance their English language abilities. Also, specific networks provide educational content for both learners and adults (Ball, 2010; Mbuagbaw, 2000).

      The above section has examined the status of English as an official language in Cameroon in detail. First, the status of English in education has been discussed extensively. Then, English as the preferred language for employment and business was examined. According to research, English is Cameroon's prestige variety of language (Ball, 2010; Mbuagbaw, 2000). Thus, the importance of English for businesses to maintain and develop their commercial ties has been emphasized. Also, the significance of English in travel, tourism, press, and media has been extensively addressed. Finally, the influence of English on entertainment has been examined, with a particular emphasis on the usage of English in the television, music, and film industries. While English plays a significant role in the domains mentioned above, most students and future jobseekers still lack the required English

language skills and proficiency to work in these domains (Ball, 2010; Mbuagbaw, 2000). As a result,

the government is making significant efforts to train bilinguals who could take leading roles in the

above areas (Ball, 2010; Mbuagbaw, 2000). Scholars have also advocated for the inclusion and

prioritization of other languages in schools (Ball, 2010; Mbuagbaw, 2000). Additionally, researchers

have also argued that since Cameroon is a bilingual nation, all residents must access English and

other languages in the educational, commercial, and entertainment sectors (Ball, 2010; Mbuagbaw,

2000). Therefore, the following section examines Cameroon's challenges to English language

learning.

Challenges to English Language Learning

The desire for standards and quality English language learning will continue to be one of the

major concerns for nations concerned with development, and Cameroon is not an exception

(Chiatoh, 2014; Chiatoh & Akumbu, 2014). Although English has a higher status and is widely used in

different sectors in Cameroon, learning is not accessible to students with limited knowledge about

the target language (Chiatoh, 2014; Chiatoh & Akumbu, 2014). The research on the variables

affecting English language learning in Cameroon has pointed out the monolingual policy adopted by

government and private institutions (Chiatoh, 2014; Chiatoh & Akumbu, 2014; Eyovi, 2015; Loveline,

2020; Takam & Fassé, 2020). However, scholars have argued that the monolingual education policy

does not correlate with the learners' linguistic abilities and social context (Chiatoh, 2014; Chiatoh &

Akumbu, 2014; Eyovi, 2015; Loveline, 2020; Takam & Fassé, 2020). Therefore, learning English is

merely a fallacy rather than a reality in Cameroon. As a result, scholars and institutions have urged

the government and ministry of education to reevaluate the monolingual education that creates

learning complexity for students, teachers, and parents (Chiatoh, 2014; Chiatoh & Akumbu, 2014;

Eyovi, 2015; Loveline, 2020; Takam & Fassé, 2020). The proceeding section presents the monolingual

policy and its limitation to English Language learning in Cameroon.

Monolingual Educational Policy. Since 1961, Cameroon has sustained a language policy

based on the sole use of English as the medium of instruction in government and private institutions

(Chumbow, 1990; Chiatoh, 2012). In monolingual classrooms in Cameroon, a qualified teacher teaches students and uses English to access the school curriculum. In the comprehensive monolingual immersion programs, students' L1 is avoided, and interaction between students and teachers in the classroom is entirely in English (Chumbow, 1990; Chiatoh, 2012). The students must also report to the teachers, make suggestions, ask questions, write, and present their tasks solely in English (Chumbow, 1990; Chiatoh, 2012). Although monolingual education supports students in learning basic vocabularies, grammar, and daily English conversational skills, teachers occasionally fail to teach students complex academic content and concepts (Chiatoh, 2014; Chiatoh & Akumbu, 2014; Eyovi, 2015; Loveline, 2020; Takam & Fassé, 2020).

Monolingual education often creates difficulties for teachers to interact with students who are still developing their language skills. The classrooms are always teacher-centered, which prevents students from taking responsibility for their learning, interacting with peers, and engaging in the classroom (Fasse, 2012; Kouega, 2005; Wolf, 2001). Teachers usually face the complexity of activating students' prior knowledge about the given topics and engaging students to learn new concepts (Fasse, 2012; Kouega, 2005; Wolf, 2001). Cenoz and Gorter (2020, 2015, 2017) explain that activating learners' prior knowledge in each topic reinforces active memory to acquire new knowledge. In addition, students' prior knowledge creates space for brainstorming, reflecting, and inferring their acquired knowledge to enhance new knowledge (Cenoz & Gorter, 2015, 2017b, 2020). The activation of previous knowledge of multilingual learners can only occur when students are encouraged to utilize their linguistic resources (Cenoz & Gorter, 2015, 2017, 2020). However, monolingual education limits teachers and students from activating this prior knowledge and reflecting on their experience and acquired knowledge (Cenoz & Gorter, 2015, 2017b, 2020).

Fasse (2012) added that monolingual education limits the connection between teachers, students, and parents. As a result, parents with limited knowledge and understanding of English cannot participate and support their children learning in school and home-school. The current issue has led to parents being unable to help their children with class assignments and other school tasks.

The tasks and instructions are usually English-based (Fasse, 2009; Fasse, 2012; Takam & Fassé, 2020). As a result, parents with zero English skills would find the tasks very complex and have trouble understanding and assisting children with their homework (Fasse, 2009; Fasse, 2012; Takam & Fassé, 2020). The parents' and teachers' inability to relate the teaching contents to students also contributes to students failing, losing interest and motivation in the target language (Fasse, 2009; Fasse, 2012; Takam & Fassé, 2020).

Again, Amah and Ntongieh (2016) investigate students' perception of the use of English-Only in their English language classroom. Based on the result, students felt that their rights to their languages, identity, and cultural values were not respected. In addition, they were being pressured to use a language in school that they did not fully understand. In contrast, other participants felt that English-Only was instrumental when learning basic vocabulary and grammar structures in their language classroom. However, the participants also acknowledge that learning complex contents and concepts are challenging when they cannot comprehend the class materials. Amah and Ntongieh (2016) also added that monolingual education had led to students' loss of engagement in the course, low self-esteem, and no sense of belonging in the classroom.

Adebile and Neba (2006, 2011) also examine teachers' attitudes about English-only policy in their English language classrooms. The result shows teachers' positive beliefs about using the target language. The teachers also explain that using English creates a classroom space for students to practice the target language. However, most teachers also talked about the tremendous difficulties they face when teaching content-related topics, managing the classrooms, giving complex instructions and feedback to students. The different challenges faced by teachers and students have created a disconnect between the teachers, students, and English language learning acquisition (Adebile, 2011; Amah & Ntongieh, 2016; Neba, 2006). The reason is that monolingual education allows English to prevail in classes while excluding the learners' linguistic resources. Thus, monolingual education is the core variable to the decline in English language learning in Cameroon (Adebile, 2011; Amah & Ntongieh, 2016; Neba, 2006).

The continuous decline in English language studies and pressure from parents and scholars has led to the government's quest for an advanced bilingual pedagogy. The government and the ministry of primary and secondary education have advocated for instructors and institutions to embrace students' potential by incorporating learners' native languages alongside the target language (English) to ease comprehension (Adebile, 2011; Amah & Ntongieh, 2016; Neba, 2006). Although the government is constantly making improvements for quality English language learning, most Cameroonian students are in effect learning under challenging conditions (Chiatoh & Akumbu, 2014). While the learners speak and understand minority languages before formal education, they are compelled to learn foreign languages that they neither speak nor understand (Chiatoh & Akumbu, 2014).

The new reforms for quality English language education in Cameroon hold that the teaching and learning of second languages should be linguistically related to the learners' environments, and relevant to the learners needs (Chiatoh, 2014; Chiatoh & Akumbu, 2014). The aim is to provide better quality English teaching and learning. At the same time, other dimensions are based on valuing learner's identities and the learners' L1 as a critical part of the student's development in the learning process (Chiatoh, 2014; Chiatoh & Akumbu, 2014). Although the need for quality English language education is recognized in Cameroon, the solutions implemented frequently overlook the role of students' L1, leading to language barriers and low motivation. In addition, low self-esteem, complaints of loss of identity, and students' resistance to learning are also recorded in the literature (Ball, 2010; Chiatoh & Akumbu, 2014; Mbuagbaw, 2000; Takam & Fassé, 2020).

Furthermore, the literature has shown that the declining English language learning in Cameroon is primarily related to the medium of instruction and the teaching methodologies used in the second language classroom (Chiatoh, 2014; Chiatoh & Akumbu, 2014). As a result, while demands for improved and quality English language learning are genuine and fair, the teachers and school administrators frequently seek inappropriate measures to address the failing standard of English (Chiatoh & Akumbu, 2014). In addition, proposals have been presented by scholars in

academic and educational circles arguing that monolingual education will not result in quality English language learning in Cameroon. These proposals are based on the point that English-Only does not fit into the context of Cameroon as a multilingual country and the students' linguistic abilities (Chiatoh & Akumbu, 2014; Kouega, 2005; Kouega, 2003).

UNESCO's (2000) proposal also advocates for the inclusion of learners L1s in the Cameroon classrooms and specifies three stages at which the students' L1s is advantageous for their second language learning. First, the students' L1s will facilitate classroom interaction and comprehension. Second, students' L1s will foster cultural identity. Third, learners will learn more efficiently in their L1 than in an unfamiliar language medium (as cited in Chiatoh & Akumbu, 2014; Kouega, 2003). In addition, scholars throughout the world have recently expressed similar worries as mentioned in the above sections. Cummins (2009, 2016) contends that teachers must capitalize on the experience and knowledge that learners bring into the classroom and take note of students' strengths and capabilities. Thompson (2003) agrees that learners with more background knowledge and life experiences in their L1 have more to draw on to aid their English language learning and acquisition.

In contrast, students with limited knowledge of L1, limited life experience, and background have a poor foundation for second language development. According to Benson (2005), using the learners' L1s or a strong lingua franca offers the foundation for understanding and literacy skills where competency in a second or foreign language may be formed. However, learners in Cameroon are taught English in methods unfamiliar to them, which do not consider their native languages and identity. Teachers also employ resources that are conceptualized and presented in an unfamiliar way, leading to the continuous decline in English language learning (Achiri-Taboh & Lando, 2017; Ntongieh, 2016; Kuchah, 2013). Thus, the government has recently made tremendous changes for schools to allow students to utilize their L1s in the early stages of second language learning. The goal is to improve English learning, promote bilingualism, and overall academic performance (Adebile, 2011; Chiatoh, 2014; Chiatoh & Akumbu, 2014; Takam & Fassé, 2020).

The different changes to enhance and develop English language learning in Cameroon would only occur in a bilingual classroom where the students can shuttle between two or more languages for language comprehension. Learners will also feel a sense of belonging in the classroom, become autonomous, motivated, and participate in their learning. Also, a bilingual pedagogy would create a conducive environment for learning, enhance students' motivation and interaction in the classroom. Incorporating translanguaging in the context of Cameroon would enable teachers to teach complex contents related topics and concepts. Scholars have also argued that a bilingual pedagogy in Cameroons' second language classrooms would be feasible for bilingual students and their linguistic abilities (Adebile, 2011; Chiatoh, 2014; Chiatoh & Akumbu, 2014; Takam & Fassé, 2020). Therefore, pedagogical translanguaging would be an alternative teaching technique in line with the bilingual teaching pedagogy advocated by the government and scholars. The above sections have presented English's status and the challenges to English language learning in Cameroon. The following section presents the proposed translanguaging pedagogies and the rationale for integrating pedagogical translanguaging in Cameroon

Proposed Pedagogical Translanguaging In Cameroon

As mentioned above, a decline in English language learning in Cameroon is attributed to the excessive usage of the target language (Echitchi, 2019; Echu, 2013; Kouega, 2003; Kouega, 2002). In addition, studies have reported that the language of instruction in most schools in Cameroon is not suited to the multi-linguistic background of the students and socio-linguistic context (Echitchi, 2019; Echu, 2013; Kouega, 2003; Kouega, 2002). As a highly multilingual country where most learners speak only their native languages on their first day of school, there is a significant need to make English teaching and learning socio-culturally and linguistically appropriate to meet the learner needs (Echitchi, 2019; Echu, 2013; Kouega, 2003; Kouega, 2002). The continuous decline in English language learning in Cameroon has led to a quest for a bilingual pedagogy to expedite English language learning in Cameroon. The quest for a bilingual pedagogy is based on the government and scholars' desire to alleviate the language complexities teachers, students, and parents face in the

educational arenas (Echitchi, 2019; Echu, 2013; Nana, 2013). Therefore, this paper advocate for

dependent and independent translanguaging pedagogy as alternative teaching techniques to

develop English language learning in Cameroon. The subsequent section presents the dependent

and independent translanguaging pedagogy and the rationale to integrate these two varieties in the

English classrooms in Cameroon.

Dependent Translanguaging. Bilingual learners at various levels of the bilingual continuum

employ translanguaging schemes for various language learning goals (García, 2017; García & Wei,

2013a; Velasco & García, 2014; Vogel & García, 2017). Emergent bilinguals who lack competency in a

second language exhibit dependent translanguaging, relying significantly on their linguistic skills in L1

and their teachers' support. The key element of dependent pedagogical is based on students' prior

knowledge. Instructors should pay attention to the acquired knowledge that learners bring into their

classroom for further language development (García, 2017; García & Wei, 2013a; Velasco & García,

2014; Vogel & García, 2017). The dependent translanguaging enables language learners to use their

dominant languages as both a scaffolding mechanism and a language of thinking. The goal of using

the dependent translanguaging pedagogy is to enable multilingual students whose competencies are

still developing to use and exploit their native languages for second language acquisition and fluency

development (García, 2017; García & Wei, 2013; Velasco & García, 2014; Vogel & García, 2017).

However, in the dependent pedagogical translanguaging, the learners rely virtually on the

teachers and their linguistic repertoires exclusively to learn vocabulary, complex grammar

structures, and concept comprehension (García, 2017; García & Wei, 2013a; Velasco & García, 2014;

Vogel & García, 2017). The dependent translanguaging objective is to improve comprehension and

enhance the student's abilities in both languages (Creese & Blackledge, 2010). Thus, the dependent

type of translanguaging pedagogy needs systematic planning on the part of the teachers, curriculum

designers and requires an intimate knowledge of the student's linguistic resources (Teachers must

have a good mastery of the students L1s before implementing the pedagogy in their respective

classroom). The dependent translanguaging pedagogy is interrelated with the Vygotsky's' ZPD, which

holds that second language learners depend heavily on learners already stored knowledge from their L1 and knowledgeable teachers for language development (Cenoz & Gorter, 2015, 2017b, 2020; Cenoz & Santos, 2020). For example, Cenoz and Gorter (2015) reported a study in the Basque country where students speaking Spanish as their familiar language (L1) need to learn the Basque language as their heritage language and English as a foreign language. Cenoz and Gorter (2015) developed a systematic, dependent translanguaging pedagogy using the familiar languages to help students draw out the similar linguistic features common to Spanish, Basque, and English.

The framework for dependent translanguaging requires the teachers and curriculum designers to be intimately familiar with the language's linguistic features to develop learning materials and to assist students' learning through different language varieties rather than focusing on the target language (Cenoz & Gorter, 2015). The dependent translanguaging advocated by Cenoz and Garter (2015) was meant to expedite learning content and the target languages. Hence, to ensure a sustainable dependent translanguaging in Cameroon classrooms, caution should be exercised if the students' target language literacy is not well developed. Thus, the dependent translanguaging pedagogy is suitable and applicable for learners with limited target language abilities. Again, teachers must carefully plan and design the lesson materials for easy comprehension. Also, the dependent translanguaging needs to be carefully designed and adapted to suit diverse educational contexts, the learners' language abilities, different needs, and demands of the learners. Lin (2013) added that no single translanguaging pedagogy could be considered universally applicable, as is true with any other pedagogy. For teachers to incorporate any variety of translanguaging pedagogy, they need to acknowledge students' familiar resources to scaffold their target language learning (Lin, 2013). Thus, the dependent translanguaging pedagogy requires teachers and curriculum designers in the Cameroon L2 settings to systematically design materials that exploit on students' prior knowledge to activate and support new concepts and learning.

As mentioned above, in the dependent translanguaging, learners depend entirely on their linguistic repertoire, the use of two or more languages in the same class and teachers' support

(Vogel & Garcia, 2017). However, the dependent translanguaging pedagogy does not develop

metalinguistic awareness techniques, as the goal is not based on language reflection, but rather,

students are encouraged to use various educational strategies while using their multilingual

repertoire (Vogel & García, 2017). As Vogel and García (2017) recommended, one alternative is to

employ different languages for input and output. Students either view a video or read a text in one

language and then debate or present their ideas about the content of the video and the text in

another language. The idea is for teachers to plan activities that require students to use two

separate languages for input and output. In addition, learners might examine multilingual public

news reports and create a multilingual advertisement in various styles like posters, short theatrical

plays, and PowerPoint presentations and explain why they chose those formats. These activities may

be classified as dependent translanguaging since they increase learners' bilingual repertoires while

also aiding understanding (Vogel & García, 2017). In the dependent pedagogical translanguaging,

Cenoz and Santos (2020) recommend using different linguistic varieties in one class since the student

L1s may be utilized to scaffold the students, especially when students must grasp and develop

intricate concepts.

Independent Translanguaging. In contrast, teachers and institutions may integrate the

independent pedagogical translanguaging with experienced bilingual speakers who are fluent in

both the L1 and target languages (García & Lin, 2017; Liu, 2020; Makonye, 2019). Here, the students

will have a two-way translanguaging tendency to move between languages quickly depending on the

context and tasks (García & Lin, 2017; Liu, 2020; Makonye, 2019). The framework of independent

translanguaging pedagogy requires teachers to be scaffolders to assist students' learning, facilitate

students' understanding and activate the learner's interest and motivation (García & Lin, 2017; Liu,

2020; Makonye, 2019). The independent translanguaging pedagogy requires continuous gauging and

monitoring of students' performance, responding to student's questions, and giving feedback to

students' projects (Champlin, 2016; Creese & Blackledge, 2010; García & Wei, 2013b; Wei, 2011,

2018, 2016).

The independent translanguaging focuses on scaffolding students by utilizing what the students are familiar with to understand unfamiliar contents (Vogel & García, 2017; Wei, 2018). In addition, independent translanguaging pedagogy also requires experienced teachers intimately familiar with the student's strengths and weaknesses for successful application in their classrooms (García & Lin, 2017; García & Wei, 2013; García-Mateus & Palmer, 2017; Zabrodskaja, 2013). The independent translanguaging objective is to strengthen and maximize the usage of students' L1s and the target language to build competent and successful bilingual students (García & Lin, 2017; García & Sylvan, 2011; Otheguy, 2018). Students need to have adequate comprehensible input, Interaction, sufficient vocabulary, and good command of the target language to perform a classroom task (Creese & Blackledge, 2010). Baker (2011) emphasized that one of the benefits of integrating independent translanguaging is that the pedagogy aids in developing abilities in the weaker language by requiring students to complete demanding assignments in different languages. Again, the independent translanguaging aims to improve oral and literacy abilities in L1s and the target language.

An example of how a teacher can utilize independent pedagogical translanguaging in the L2 settings in Cameroon is to plan activities that focus on reading and writing at the discourse level. For example, teachers may have students work in groups to read a newspaper in two or three languages to identify the significant components of a news report. Students can later work with an English text and find cognates in French, Cameroon English (the local verity of English language), and the standard English after reading, writing, and listening to news items in French, Cameroon English, and the standard English. Also, students can examine the content and arrangement of a request letter in French, Cameroon English, and standard English by comparing the texts' structure. Next, students may write a new letter using the target language (English), and the letter should retain all the content and organization components found in the other two languages. Incorporating these activities in an L2 classroom will enhance the students' metalinguistic awareness techniques through

different linguistic repertoires. In addition, these activities may be considered a powerful

translanguaging strategy due to their emphasis on language usage.

The above section explains the proposed pedagogical translanguaging that would be suited

in the Cameroonian ESL classrooms. An awareness of the different varieties of pedagogical

translanguaging will enable institutions and educators interested in integrating translanguaging to

understand the varieties that will suit their students' goals and objectives. Also, integrating

translanguaging in Cameroonian ESL classrooms would be culturally sensitive. Students' minority

languages would be respected as a crucial component of human identity. As a result, moving beyond

English-only regulations in ESL programs in Cameroon might be academically helpful for students

and institutions in the bilingual context. Integrating translanguaging in Cameroon's English

classrooms would enable learners to utilize all their linguistic repertoires to brainstorm and acquire

new knowledge. Even though translanguaging allows students to use two or more languages to

comprehend academic content, the aim remains for learners to gain advanced English competence.

Thus, translanguaging practices should be lessened as students become more competent speakers

of the target language (English). Studies at various contexts have shown that pedagogical

translanguaging is an excellent technique to bridge the worlds of bilingual education and ESL

programs to assist students in enhancing their vocabulary in English and their original language

(García & Sylvan, 2011; García-Mateus & Palmer, 2017; Otheguy, 2015). Therefore, this research

paper attests that integrating translanguaging in the ESL context of Cameroon would enhance the

student's language development, create a conducive atmosphere for learning, and students' cultural

identities and their L1s will be highly acknowledged.

The idea of students' L1s is widely accepted within research circles as a classroom resource

in general and learning a second or foreign language. However, the use of students' L1s is a primary

concern in Cameroonian classrooms, where most students study in a language they do not speak or

comprehend. An official foreign language (English) is always used as the teaching medium.

Consequently, the usage of English-only has created a linguistic barrier for students acquiring a

second language. As demonstrated by the ideas above, the continuing fall in English standards may be mainly linked to the language of instruction, teaching approaches, and curriculum implemented in the classroom context (Chiatoh, 2014; Chiatoh & Akumbu, 2014; Nana, 2013). These deficiencies may be evident in the inability to acknowledge the linguistic nature of Cameroon in the English teaching and learning process (Chiatoh, 2014; Chiatoh & Akumbu, 2014; Nana, 2013). As a highly multilingual country where most students speak only their native language on their first day of school, there is a significant need to make English teaching and learning socio-culturally and linguistically appropriate (Chiatoh, 2014; Chiatoh & Akumbu, 2014; Nana, 2013). Thus, translanguaging pedagogy would be ideal for Cameroon's linguistic situation and the students' linguistic abilities.

Pedagogical translanguaging shares the following essential elements and the tasks or classroom activities should be carefully design and incorporate by English language instructor. Pedagogical translanguaging must utilize two or three languages for students to grasp the academic content (Baker, 2003; Lewis, Jones & Baker, 2012a; Lin, 2016). Translanguaging happens in a broad range of circumstances, and extra attention is required to safeguard and enhance language usage for translanguaging to be feasible. Thus, instructors need to create spaces for learners to utilize their linguistic resources and ensure that the time spent on the target language does not decrease due to translanguaging. Pedagogical translanguaging may be beneficial in addressing the decline in English issues that Cameroonian language students are facing in English educations programs.

The above elements have elaborated on the proposed pedagogical translanguaging in ESL context of Cameroon and the rationale for pedagogical translanguaging were also elaborated. In other to integrate a sustainable pedagogical translanguaging in the ESL context of Cameroon, the following criteria or principles must be fully integrated. Educators should carefully understand the criteria for each lesson plan, the students' role in the classroom, and their role as teachers when incorporating translanguaging-based activities. For additional criteria on how the dependent and independent translanguaging can be fully integrated in the ESL classrooms in Cameroon (see table 2;

& appendix 1) for sample lesson plans and materials on how to design translanguaging-based

activities in the English language classrooms. These sample activities intend to save a guide and

teachers can design their own activities based on the level of their students, their background, and

their language abilities. The sample lessons can be modified and redesigned to meet the needs of

their students.

Table 2: Criteria for dependent and independent TL. Adapted and modified from (García, 2014)

Lesson plans should	1. Meet the Common Core State Standards of the Ministry of Secondary Education for bilingual students. (Each lesson will integrate the use of bilingual textbooks, four skills developments, with relevant outcomes. 2. Utilize bilingual books, a bilingual listening center, multilingual and visual dictionary, and the Internet also as Bilingual Source. 3. Include bilingual vocabulary glossary, bilingual Word Walls, and bilingual personal reflective language journal. 4. Incorporate bilingual audio and video devices to listen and present ideas in the target language (L2). 5. Encourage students to be proactive in the classroom through pair, group discussion, and presentation activities. 6. Improve learner's autonomy. Students be motivated to take responsibility for their learning through different research projects by allowing learners to make decisions and discoveries about the target language for themselves. Utilize age-appropriate materials and content based on the student's level. In addition, the use of authentic materials will be used to connect students to real-life situations.
Students should	1. Be assigned to write and keep bilingual reflective journal to determine language development. The keeping of learning journals will help teachers and students understand where they lack improvement. 2. Utilize bilingual video and audio materials during listening activities. Bilingual video and audio resources ensure that the students comprehend the ideas and concepts in their L1s to summarize their ideas in L2. 3. Take notes during class and independent reading time in their L1s. 4. Brainstorm and outline their ideas in their L1s and create bilingual projects, presentations, and writing. 5. Feel confident to ask questions to clarify unfamiliar contents or complex concepts using competent language. 6. Brainstorm their ideas in any language (L1s) before speaking or writing using the target language (L2). 7. Test ideas aloud using their L1s before speaking Infront of the classroom in L2. This will help to organize ideas before presenting them in the classroom. 8. Summarize their final project in an additional language and English to share with speakers of that language. 9. Keep a multilingual vocabulary word list to compare the grammar and vocabulary of different language varieties.

	10. Research new topics using all their linguistic repertoires, share ideas in the language of their choice during group discussions and paired tasks, and present their findings in L2
Teachers should	1. Encourage students to take notes in any language while reading and researching on the given topic.
	2. Assign students with bilingual reading, writing, and speaking partners for mutual assistance.
	3. Encourage the students to use multilingual books/translation dictionaries and sites whenever possible.
	4. Encourage students to use multilingual reading material for research projects.
	5. Encourage students to brainstorm, outline, draft, revise, and edit using their L1 and select the L2 for the final version.
	6. Provide feedback comments on student's progress and assignments using L1.
	7. Create multilingual interactive word walls and encourage students to add words, definitions, visuals, and translations to the terms.
	8. Ask students to translate certain aspects of the lesson (such as the objectives, a summary of the text, or an explanation of the task) to build comprehension and fluency.
	9. Explain the lesson's objective using the student's home languages, implement the task in the target language, and then use translanguaging to review at the end of the classes.
	10. Allow students to explain or share ideas using their L1s. For example, another student can translate if the teachers or other classmates do not speak the language.
	11. Assess students learning through informal/formal assessments to determine students progress in target language. However, Assessment should be conducted using L1s and L2.

Apart from the criteria listed above, the following section presents the educational implications for this research paper. Although awareness about pedagogical translanguaging in Cameroon is limited, this research paper would provide insightful educational implications that would help teachers when implementing translanguaging in their English language classrooms.

Educational Implications

As mentioned above, a decline in English language teaching and learning in the context of Cameroon has led to a quest for a bilingual pedagogy that would fit the linguistic nature of the students. Hence, this paper contends that a holistic view of translanguaging would be accurate and beneficial for Cameroonians English language learners. However, the pedagogy of translanguaging is in a developing stage and not widely practiced by teachers and institutions. Thus, the following

educational implications would provide insights into how the government, school administrators and educators instructors can integrate a sustainable pedagogical translanguaging in the ESL context of Cameroon.

The government should implement a dual language policy in English Educational programs in Schools. While the inclusion of a language policy might not ensure the implementation of pedagogical translanguaging, it is unquestionably an essential component of the broader process of sustainable pedagogical translanguaging in schools. Given that Cameroon lacks a language strategy worthy of the bilingual nature of the students, and which is not sustainable for the integration of translanguaging (Chiatoh, 2013), the necessity for the government to implement a dual language policy in the English educational arena is crucial for students' language learning. Furthermore, the dual language policy should be inclusive, recognizing and preserving students' linguistic languages alongside the target language in the classrooms for language comprehension. According to Chiatoh (2014), the government should acknowledge the linguistic nature and implement an educational policy that represents the multilingual features of Cameroon and the inclusion of mother tongue in Cameroon institutions. Thus, implementing a dual language policy will not only expedite a sustainable translanguaging pedagogy to enhance English language learning but minority languages in Cameroon will be respected.

The government should promote awareness of the benefits of pedagogical translanguaging. Given several decades of exclusive promotion of official languages and the deeply ingrained attitudes that have grown over time, the adoption and implementation of translanguaging-based practice are questionable even though the practice is beneficial in English language acquisition. The complexity is often based on L2 theories, teachers, and institutions' opinions about using students' L1s in the ESL classrooms in Cameroon. However, overcoming this difficulty will undoubtedly be challenging. The theory and practice of pedagogical translanguaging is new in English education programs and is not widely known in different contexts including Cameroon. Therefore, among other initiatives, there is a need for an extensive public awareness of

the benefits of pedagogical translanguaging to change instructors and institution language views. The aim is to educate teachers and institutions about the importance of translanguaging pedagogy in English language acquisition and development. In addition, an awareness would enable educators to become agents of sensitization of pedagogical translanguaging as an alternative way of teaching multilingual students in Cameroon.

The government should incorporate bilingual training for educators and school administrators. The effectiveness of implementing sustainable translanguaging pedagogy is based on the skills and abilities of teachers and administrators in charge of practicing and creating translanguaging space in English language classrooms. Teachers and school administrators will not ensure a successful and sustainable translanguaging unless they acquire dual pedagogical training. Hence, schools' administrators and teachers should be well trained and equipped with adequate training to implement bilingual language programs. In addition, teaching and scaffolding multilingual students create diverse complexity for teachers and administrators who are not well trained to handle bilingual pedagogy. Thus, to ensure that teachers are appropriately trained, two criteria must be considered. First, Cameroon's curriculum teacher training institutes should include bilingual language education. In the second case, bilingual seminars and practical courses at all levels should be established to serve teachers and school administrators currently working in the English education sector. In addition, curriculum developers who can design and redesign bilingual curriculums for students should be well trained and curriculum studies should be included as a requirement for pre-service teachers to improve their course designing skills.

School administrators should make provisions for bilingual curriculums. The literature has demonstrated the significant contributions of translanguaging pedagogies for bilingual students' second language acquisition. However, one of the constraints preventing the integration of translanguaging pedagogies in English language classrooms is the lack of bilingual curriculums (Baker, 2011; García & Wei, 2013; Garcia & Woodley, 2015; Sherris, 2017). Most of the curriculums in Cameroon are designed in a standard English-Only format which may create complex challenges

for teachers with limited knowledge about translanguaging to adapt, redesign and teach the courses

to their students. Thus, provisions and enhancements of bilingual curriculums are necessary for

teachers to integrate a sustainable translanguaging-based practice effectively in English language

classrooms in Cameroon.

The school administrators should promote and encourage teachers' bilingual programs.

Teacher professional development is important to enhance their teaching skills and career

development. For any new significant change in school curriculums to occur, the appropriate training

must be provided to instructors expected to assist in enacting such changes. Teacher professional

development is a significant aspect that should not be disregarded in bilingual and multilingual

programs. "Research-based professional development is critical for bilingual teachers who are

tasked with delivering a quality education to diverse student populations"(Baker, Jones & Lewis,

2013, p.3). Educators must be assisted in creating spaces to generate the right set of conditions to

integrate translanguaging practices effectively. School policies may need to be written to offer

culturally sensitive professional development to teachers. In addition, " Institutions are gradually

shifting away from dividing languages in the classroom and toward the usage of different linguistic

repertoires in the same classroom" (Baker, Jones & Lewis, 2013, p.3). Field experience is valued and

essential for educators who are new to the teaching field and implementing new pedagogies. The

notion that educators must practice or actively participate in tasks that will be implemented

eventually is prevalent. A similar approach might be used to prepare instructors of bilingual

programs. Future teacher candidates in one development model do the identical tasks as their

future students. Bilingual programs are appropriate for teacher education such as seminars, weekly

meetings, faculty gatherings, and bilingual workshops to gain appropriate experience and awareness

about translanguaging pedagogy. The approaches described above may be introduced gradually

throughout the year, with objectives achievable with each program.

Teachers should carefully plan and integrate pedagogical translanguaging with care. The

planning of flexible language practices is an essential component in second language teaching.

Instructors must examine the lessons' objectives and how the sociolinguistic environment would promote student English language learning (García & Wei, 2013; Hansen, 2021; Lewis, 2012). While emerging bilingual students often participate in natural language practices in the classroom, pedagogical translanguaging should be purposeful and planned to support student learning and metalinguistic awareness. However, the use of the target language (English) should not be minimized. Teachers should create spaces to balance two or more languages in the same English language classroom where students interact in the target language and L1s. Hamman (2018) also illustrates that flexible language spaces are important, provided they are appropriately constructed and integrated into the English classrooms to assist learners.

Teacher should design translanguaging-based practices encourage students' engagement, collaborative learning, and learners' prior knowledge. Another implication is for teachers to ensure that translanguaging-based practices encourage student engagement, focus on learners' prior knowledge, and enhance collaborative learning. The notion of promoting students' engagement is based on a sociocultural hypothesis of learning (Vygotsky, 1978), which holds that active participation in learning with peers improves meaning-making. Also, linguistic knowledge, like subject knowledge, is dispersed among all students in the classroom, which can be improved when students are actively engaged and collaborate. For example, teachers may assign students with bilingual reading, writing, and speaking partners for mutual assistance. Assigning students with bilingual partners will enable advanced-level students to support lower-level students mutually. Advance-level students will offer explanations, assist lower-level students during group projects, and aid with new and complex vocabularies in the classroom (Burton & Rajendram, 2019; García & Lin, 2017c; Garrity, 2015; Velasco & García, 2014). Prior knowledge is considered vital in pedagogical translanguaging, which is based on how learning happens. Studies have shown that learning improves when instructors focus on the information and ideas that learners bring in the classroom (Cenoz & Gorter, 2015, 2017, 2020; Cenoz & Santos, 2020).

When teachers utilize this knowledge as a starting point for teaching new content and concepts, the language learning effects would be more significant (Cenoz & Gorter, 2015, 2017, 2020; Cenoz & Santos, 2020). Prior knowledge refers to pre-existing information possessed by learners due to prior experience, and it includes cultural and social knowledge based on their social context. However, in the case of multilingual learners, prior knowledge already exists, and pedagogical translanguaging as a student-centered pedagogy will enhance learners pre-existing knowledge as a resource for learning new ideas (Cenoz & Gorter, 2015, 2017, 2020; Cenoz & Santos, 2020). Although the knowledge learners bring to the classroom may not precisely correspond with what the instructor plans to teach, its activation may assist in connecting that pre-existing knowledge to the new material. Since prior knowledge does not happen automatically, promoting its activation may improve English language learning. The activation of multilingual knowledge learners has gained due to their experience using several languages is a fundamental principle in translanguaging pedagogy. Although learners may have previous knowledge, teachers need to create an environment for students to activate their acquired knowledge (Cenoz & Gorter, 2015, 2017, 2020; Cenoz & Santos, 2020). Also, students learning may be less successful when previous knowledge of language resources is repressed (Cenoz & Gorter, 2015, 2017, 2020; Cenoz & Santos, 2020).

Teachers should design and integrate translanguaging pedagogies to enhance learning using all the students' linguistic repertoires. Translanguaging pedagogies can also be viewed as enhancing learning across all languages in a student's repertoire. Providing opportunities for students to establish cross-linguistic connections and increasing student comprehension of subject knowledge is vital for the student's language development. Cummins (2009, 2016) proposed that the languages of a bilingual are interdependent. Information and abilities acquired in one language may transfer to the other when the essential circumstances for language acquisition are met. Translanguaging pedagogies aid in the transfer by highlighting the interdependence of students' diverse linguistic resources and allowing students to negotiate meaning and acquire deeper

metalinguistic understanding. Hence, for teachers to meet their students' language learning goals, the need to plan and integrate translanguaging practices to enhance learning in all students' linguistic repertoire is significant (Cenoz & Gorter, 2015, 2017b, 2020; Cenoz & Santos, 2020).

Teachers should encourage students to take notes during class and independent reading time in any language. Note-taking and writing are essential skills students need to develop in their English language learning process (Champlin, 2016; Charamba & Zano, 2019; Creese & Blackledge, 2010). studies have revealed that students who are not proficient in the target language will find note-taking and writing very complex due to their limited vocabulary (Baker, 2011; Cummins, 2008; Fasse, 2012; Wolf, 2001). Hence, for effective integration of translanguage pedagogy, teachers should encourage the students to take notes and write during class time and independent reading using their L1 and L2 to develop their writing skills (Champlin, 2016; Charamba & Zano, 2019; Creese & Blackledge, 2010). Students may also brainstorm and outline their ideas using their L1s and L2 to create projects, presentations, and writing (Baker, 2011; Baker & Jones, 1998; Garcia, 2009; García & Wei, 2013a; Garcia & Woodley, 2015). Allowing students to complete the class project using their competent language (L1s) and L2 will enable the learners to plan, outline, and organize their ideas to complete the given task (Baker, 2011; Garcia, 2009; García & Wei, 2013; Garcia & Woodley, 2015). Emergent bilingual students might be unable to reflect, outline, write and present their projects in the classroom using the target language (Bao & Liu, 2021; Cook, 2001; Ntongieh, 2016; Gort, 2015). Hence, translanguaging pedagogy should encourage students to brainstorm, outline their ideas, plan, draft, and write class presentations using their L1 and L2 before presenting the final project in L2 (Baker, 2011; Baker & Jones, 1998; Garcia, 2009; García & Wei, 2013a; Garcia & Woodley, 2015).

Teachers should encourage students to research new topics using all their linguistic repertoires, share ideas in their L1s during group discussions and paired tasks. Teachers should ask students to present their findings in the L1s in their respective groups before presenting their project in English (L2) in front of the class to enable students to develop their ideas and confidence. When students are encouraged to test their ideas aloud using their L1s before speaking in English, their

speaking anxiety in L2 will be reduced. Teachers should also encourage the students to summarize their final project using their L1s and English (L2) to share with other audiences during bilingualism day. Studies have shown that, when students summarize and practice their ideas using their L1s, they will be motivated to present their projects in the target language English (Cajsa, 2020; Cenoz & Santos, 2020; Hornberger and Lin, 2012; Kuchah, 2013). In addition, the teacher should translate certain aspects of the lesson, such as the objectives, a summary of the text, or an explanation of the task to enhance students' comprehension. Explaining the lessons' objective using the students' (L1s), implementing the task in the target language (L2), and then using translanguaging to review at the end of the classes (both L1s and L2) is very crucial. When teachers fully implement the above measures, students would be able to understand the lesson's objectives through their L1s, complete the task in L2, and then use both their L1s and L2 for revisions (Garcia, 2009; García & Wei, 2013; Garcia & Woodley, 2015; Velasco & García, 2014).

Teachers should assign advanced students to act as translators in the classrooms. Based on the literature, one of the challenges affecting translanguaging pedagogy is the diversity of multilingual classrooms and the teachers' low mastery of the students' L1 (García & Wei, 2013; Garcia & Woodley, 2015; Velasco & García, 2014, 2014). In a classroom where students and teachers do not speak the same L1, teachers should allow students to act as translators for other students to comprehend the class instructions and the given task. Additionally, teachers could collaborate with bilingual assistant language teachers (ALTs) to assist both the teachers and students with maximum interpretation. Working with ALTs will enable the teachers to monitor the students' classroom participation and assess whether the students' interactions are focused on the given task (García & Wei, 2013; Garcia & Woodley, 2015; García-Mateus & Palmer, 2017; Vogel & García, 2017).

Teachers should incorporate bilingual resources to support students' language learning. Teachers should utilize bilingual resources like books, dictionaries, and bilingual vocabulary glossaries to effectively integrate translanguaging pedagogy in the English language classrooms. According to the guidelines provided in the literature, translanguaging materials and lesson plans

should incorporate bilingual books, dictionaries, and bilingual vocabulary glossary (Garcia, 2009; García & Sylvan, 2011; García & Wei, 2013, 2013). The use of bilingual books will enable the students to comprehend the reading materials in the textbooks. The use of bilingual dictionaries in the translanguaging classrooms will enable the students to infer new words from their L1s to get the meaning in L2. Students will compare the grammar and vocabulary points of different language varieties. In addition, the students will have the opportunity to look up new complex vocabulary words that are unfamiliar to them. To achieve this, teachers should assign a regular class project to keep bilingual vocabulary entries where students will learn and acquire new words. Bilingual videos and audio should be emphasized on each listening activity for smooth language comprehension. The use of bilingual video and audio resources ensures that the students comprehend the ideas and concepts in their L1s to summarize their ideas in L2. Utilizing bilingual resources will also aid teachers in assessing the students' involvement and understanding of the subject matter (García & Wei, 2013, 2013).

Teachers should encourage students to write and keep bilingual reflective journals to determine language development. Based on the literature, teachers should emphasize the use of bilingual reflective journals for language learners to keep records of their learning progress. Keeping bilingual learning journals will help teachers to understand and know the students' strengths and weaknesses in the target language (English) (García & Wei, 2013; Garcia & Woodley, 2015; Sherris, 2017). Also, students' reflective journals will enable the teachers to determine how to structure and model activities for each lesson. Thus, providing teachers and students with all the bilingual resources will enable them to employ the resources available in their English language classrooms (Baker, 2011; Garcia, 2009; García & Wei, 2013; Garcia & Woodley, 2015; Sherris, 2017).

Teachers should integrate pedagogical translanguaging assessment in their English language classroom. Pedagogical translanguage assessment is one of the tools that teachers who are not proficient in learners' L1 could employ in their bilingual classrooms. Assessing students using pedagogical translanguaging may take a variety of forms. Numerous studies have assessed learners

using a multilingual approach (Gorter & Cenoz, 2017). When evaluating students using pedagogical translanguaging, it is critical to examine the whole linguistic repertoire, not only the abilities in one language. In this manner, the emphasis is on what students can accomplish, rather than just in specific languages (Gorter & Cenoz, 2017). The evaluation of educational translanguaging may also concentrate on metalinguistic awareness. That is looking at how students have engaged their multilingual repertoire in reading comprehension or writing by employing materials from other languages (Gorter & Cenoz, 2017). Another idea is to compare pedagogical translanguaging to other methodologies to determine the influence of pedagogical translanguaging on the English language and subject acquisition (Gorter & Cenoz, 2017). Finally, as part of formative assessment, students' reflection and self-evaluation throughout the learning process are critical for measuring pedagogical translanguaging (Gorter & Cenoz, 2017).

The implications mentioned above, and other relevant measures could change the decline of English language learning in Cameroon and views regarding translanguaging in bilingual English language classrooms. Above all, the implications would contribute to the quest to improve the quality of English language learning in Cameroon. Overall, the implications provide practical guidance on how the government, teachers, and institutions could utilize translanguaging to aid bilingual students in successful language acquisition. Furthermore, the implications presented in this paper aim at providing the government, school administrators, and teachers to integrate sustainable translanguaging in Cameroon for English language development. However, teachers and school administrators in different ESL and EFL contexts would also benefit from the implications of this paper. Finally, this paper would be helpful to researchers interested in the topic of pedagogical translanguaging and EFL and ESL teachers when considering translanguaging teaching practice. The last section on this paper presents some potential future recommendations that scholars and educators need to examine beforehand for sustainable pedagogical translanguaging in ESL settings in Cameroon and other ESL and EFL contexts.

Recommendations

Based on this extensive literature, an existing gap has been noted and to integrate sustainable pedagogical translanguaging in the ESL context of Cameroon, the current gap must be filled. The following section presents three significant recommendations for future research about pedagogical translanguaging. The research presented in this paper is based on books and article reviews on the role of pedagogical translanguaging in different multilingual contexts. Thus, the findings cannot be generalized in other multilingual contexts such as Cameroon. An in-depth study is needed to validate results and test the sustainability and practicality of pedagogical translanguaging in English language teaching in Cameroon and other multilingual contexts.

Although relevant studies have been conducted on the teacher perception about pedagogical translanguaging in different EFL and ESL contexts, studies on teachers, students, and school administrators' perceptions of pedagogical translanguaging in the ESL contexts are limited, especially in multilingual contexts and Cameroon is not an exception. Numerous studies have been conducted in different ESL and EFL contexts on the teacher, student, and school administrator perception of pedagogical translanguaging on English language acquisition. However, since this research focuses on Cameroons' ESL context, future study on instructors, students, and school administrators' perceptions about pedagogical translanguaging in the Cameroonian ESL environment is required. Future studies on the teacher, student, and school administrators' perceptions towards pedagogical translanguaging in Cameroon ESL classrooms will lead to sustainable pedagogical translanguaging.

Pedagogical translanguaging, as a theoretical and practical technique, strives to improve learning in the second language contexts. So, this paper recommends two varieties of pedagogical translanguaging in Cameroon ESL classrooms as an alternative bilingual pedagogy to develop English language learning. However, studies on the benefits of dependent and independent pedagogical translanguaging are limited in the EFL and ESL context, including Cameroon. Thus, more research on dependent and independent translanguage pedagogy is required to investigate the advantages and practical feasibility of its long-term goals in English language teaching and learning. Given that

pedagogical translanguaging is a new bilingual teaching approach, the outcome of dependent and independent translanguaging requires more significant investigation to examine its functional role in teaching English and learning in Cameroon.

Currently, research assessing the effectiveness of pedagogical translanguaging on English language and content learning is relatively low. As a result, validation of the dependent and independent pedagogical translanguaging for sustainable implementation in Cameroon ESL and other ESL and ELF contexts is inevitable. A significant experiment by teachers and school administrators to explore more about the new teaching and learning pedagogy is required. In addition, the recommendations made available in the literature are not enough to implement translanguage pedagogies in Cameroon ESL classrooms. Although the literature explains the current trends in translanguaging for English language learners, further research on designing and incorporating translanguaging pedagogy in ESL classrooms in Cameroon is needed. Future studies on this area will provide an in-depth understanding of translanguaging pedagogy by teachers, school administrators, and other researchers. Finally, by recommending potential studies for sustainable pedagogical translanguaging, this paper may help establish the framework for future studies on translanguaging in Cameroon's ESL and EFL context and beyond.

Conclusion

In summary, this paper proposed two varieties of pedagogical translanguaging as an alternative bilingual approach to develop English language learning in Cameroon. A comprehensive analysis of the literature has indicated a decline in English language learning in Cameroon due to the monolingual approach adopted by most institutions which has led to language barrier and poor English language performance in Cameroon. As a result, the government is advocating for a bilingual pedagogy in ESL settings to expedite English language learning in Cameroon. The dependent and independent pedagogical translanguaging proposed in this paper will serve as an alternative bilingual approach to fulfill the government quest. Several studies (Nambisan 2014; Makalela, 2014; Wang, 2019; Charamba and Zano, 2019; Yuvayapan, 2019; McMillan and Rivers, 2011; and Martin,

2014) have shown promising evidence that pedagogical translanguaging is an excellent tool to for

emergent bilingual students to learn and comprehend content in English language classrooms.

Pedagogical translanguaging aims to improve academic material understanding at various stages.

For example, when introducing and teaching new vocabularies and examining the structure of a text,

multilingual learners' whole language repertoire might be valuable for cross-linguistic reflection

(Cenoz & Gorter, 2018). However, context is a critical concept in this element. Therefore, the design

and implementation of pedagogical translanguaging must consider the peculiarities of the school

environment and the sociolinguistic milieu in which the school is situated (Cenoz & Gorter, 2018).

Translanguaging increases learners' confidence to actively participate by using their linguistic

repertoire to discuss the subject matter and complete assigned tasks (Cenoz & Gorter, 2018).

Pedagogical translanguaging assists students in grasping the content and reconnecting

students with their culture and identity within the school environment Cenoz & Gorter, 2018).

Translanguaging is a novel approach to teaching learners how to speak other language. The absence

of translanguaging in the classroom will affect emergent bilingual students' attitudes about learning

a new language and their culture in the future Cenoz & Gorter, 2018). Therefore, policymakers and

language practitioners are urged to utilize translanguaging-based practices with earnest

consideration in Cameroon. Pedagogical translanguaging may assist learners in acquiring new

languages and academic concepts (Cenoz & Gorter, 2018). Translanguaging may inspire emergent

bilingual learners to attain the status of bilinguals and build cross-linguistic knowledge for second

language learners. Enhanced bilingual competencies will expedite the learning of new languages and

a better grasp of educational topics (Cenoz & Gorter, 2018).

The above elements have elaborated on the role of L1 in L2 learning, and pedagogical

translanguaging and core features were explained. Next, the benefits, relevant research to this

paper, and challenges of pedagogical translanguaging are presented. The status of English and

challenges to English language learning in Cameroon are well presented. The proposed pedagogical

translanguaging in the ESL context of Cameroon and rationale for translanguaging are also

elaborated. Finally, educational implications and future recommendations for sustainable

pedagogical translanguaging are elaborated.

References

Adebile, R. (2011). Language Policy and Planning for Education in Cameroon and Nigeria. In

   Academic Leadership: The Online Journal (Vol. 9, Issue 2).

Akumbu, P. W., & Simo, C. D. (2018). Enhancing EFL Learning in Cameroon's Language Centers

   through Content and Language Integrated Learning. *Journal of English Language Teaching and*

   Linguistics, *3*(2), 163. https://doi.org/10.21462/jeltl.v3i2.116

Anwaruddin, S. M. (2018). Translanguaging as transformative pedagogy: Towards a vision of

   democratic education. *Revista Brasileira de Linguistica Aplicada*, *18*(2).

   https://doi.org/10.1590/1984-6398201812055

Atechi, S. (2015). English and French in Cameroon today: Revisiting a previous statement.

   International Journal of Language Studies, *9*(1).

Atechi, S., & Angwah, J. (2016). *Journal of Education and Practice www.iiste.org ISSN*. *7*(13).

   www.iiste.org

Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource? *ELT Journal*, *41*(4),

   241–247. https://doi.org/10.1093/elt/41.4.241

Ayafor, I. M. (2005). *Official Bilingualism in Cameroon: Instrumental or Integrative Policy?*

Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Multilingual Matters.

Blackledge, A., & Creese, A. (2017). Translanguaging and the body. *International Journal of*

   Multilingualism, *14*(3). https://doi.org/10.1080/14790718.2017.1315809

Bosnar-Valkovic, B., & Gjuran-Coha, A. (2016). Code-switching and translanguaging in third

   language teaching of German. *Folia linguistic et litteraria, 14*.

Burton, J., & Rajendram, S. (2019). Translanguaging-as-Resource: University ESL Instructors'

   Language Orientations and Attitudes Toward Translanguaging. *TESL Canada Journal*, *36*(1),

   21–47. https://doi.org/10.18806/tesl.v36i1.1301

Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of

translanguaging. *Modern Language Journal*, *95*(3), 401–417. https://doi.org/10.1111/j.1540-

4781.2011.01207.x

Carstens, A. (2016). Translanguaging as a vehicle for L2 acquisition and L1 development: students'

perceptions. *Language Matters*, *47*(2). https://doi.org/10.1080/10228195.2016.1153135

Cenoz, J. (2017). Translanguaging in School Contexts: International Perspectives. *Journal of

Language, Identity and Education*, *16*(4), 193–198.

https://doi.org/10.1080/15348458.2017.1327816

Cenoz, J. (2019). Translanguaging pedagogies and English as a lingua franca. In *Language Teaching*

(Vol. 52, Issue 1). https://doi.org/10.1017/S0261444817000246

Cenoz, J., & Gorter, D. (2015). Translanguaging as a Pedagogical Tool in Multilingual Education. In

Language Awareness and Multilingualism (pp. 1–14). Springer International Publishing.

https://doi.org/10.1007/978-3-319-02325-0_20-1

Cenoz, J., & Gorter, D. (2017). Minority languages and sustainable translanguaging: threat or

opportunity? *Journal of Multilingual and Multicultural Development*, *38*(10).

https://doi.org/10.1080/01434632.2017.1284855

Cenoz, J., & Gorter, D. (2017). Translanguaging as a Pedagogical Tool in Multilingual Education. In

Language Awareness and Multilingualism (pp. 309–321). Springer International Publishing.

https://doi.org/10.1007/978-3-319-02240-6_20

Cenoz, J., & Gorter, D. (2020). Teaching English through pedagogical translanguaging. *World

Englishes*, *39*(2), 300–311. https://doi.org/10.1111/weng.12462

Cenoz, J., & Santos, A. (2020). Implementing pedagogical translanguaging in trilingual schools.

System, *92*, 102273. https://doi.org/10.1016/j.system.2020.102273

Chiatoh, B., & Akumbu, P. (2014). Enhancing English language studies in Cameroon: the mother

tongue perspective. *California Linguistics Notes*, *39*.

Cohen, A. (1975). *A sociolinguistic approach to bilingual education*. Newbury House.

Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*,

    57(3), 399–423. https://doi.org/10.3138/cmlr.57.3.402

Costley, T., & Leung, C. (2020). Putting translanguaging into practice: A view from England. *System*,

    92. https://doi.org/10.1016/j.system.2020.102270

Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for

    learning and teaching? *Modern Language Journal*, *94*(1), 103–115.

    https://doi.org/10.1111/j.1540-4781.2009.00986.x

Creese, A., & Blackledge, A. (2019). Translanguaging and Public Service Encounters: Language

    Learning in the Library. *Modern Language Journal*, *103*(4).

    https://doi.org/10.1111/modl.12601

Cummins, J. (2008). *Introduction to volume 5: Bilingual education* (pp. 13–24). Springer.

Cummins, J. (2009). Multilingualism in the English-language classroom: Pedagogical considerations.

    TESOL Quarterly, *43*(2), 317–321. https://doi.org/10.1002/j.1545-7249.2009.tb00171.x

Cummins, J. (2016). Reflections on Cummins (1980), "The Cross-Lingual Dimensions of Language

    Proficiency: Implications for Bilingual Education and the Optimal Age Issue." *TESOL Quarterly*,

    50(4), 940–944. https://doi.org/10.1002/tesq.339

Echitchi, R. (2019). Official bilingualism and indigenous language loss: The case of Cameroon. *Elia*,

    19. https://doi.org/10.12795/ELIA.MON.2019.I19.04

Ellis, N. C. (2005). At the interface: Dynamic interactions of explicit and implicit language

    knowledge. *Studies in Second Language Acquisition*, *27*(2), 305–352.

    https://doi.org/10.1017/S027226310505014X

Esche, E. (2012). English and French pedagogical cultures: Convergence and divergence in

    Cameroonian primary school teachers' discourse. *Comparative Education*, *48*(3).

    https://doi.org/10.1080/03050068.2011.622505

Flores, N, (2014). Dynamic bilingualism as the norm: Envisioning a heteroglossic approach to

    standards-based reform. *TESOL Quarterly*, *48*(3), 454–479. https://doi.org/10.1002/tesq.182

Galante, A. (2020). Pedagogical translanguaging in a multilingual English program in Canada:

Student and teacher perspectives of challenges. *System*, *92*.

https://doi.org/10.1016/j.system.2020.102274

García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly*, *43*(2), 322–

326. https://doi.org/10.1002/j.1545-7249.2009.tb00172.x

García, O. (2017). Translanguaging in Schools: Subiendo y Bajando, Bajando y Subiendo as

Afterword. *Journal of Language, Identity and Education*, *16*(4).

https://doi.org/10.1080/15348458.2017.1329657

García, O. (2019). Translanguaging: a coda to the code? In *Classroom Discourse* (Vol. 10, Issues 3–4).

https://doi.org/10.1080/19463014.2019.1638277

García, O., & Lin, A. M. Y. (2017). Translanguaging in Bilingual Education. In *Bilingual and

Multilingual Education* (pp. 117–130). Springer International Publishing.

https://doi.org/10.1007/978-3-319-02258-1_9

García, O., & Lin, A. M. Y. (2017). Translanguaging in Bilingual Education. In *Bilingual and

Multilingual Education* (pp. 117–130). Springer International Publishing.

https://doi.org/10.1007/978-3-319-02258-1_9

García, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities

in pluralities. *Modern Language Journal*, *95*(3), 385–400. https://doi.org/10.1111/j.1540-

4781.2011.01208.x

García, O., & Wei, L. (2013). Translanguaging: Language, bilingualism, and education. In

Translanguaging: Language, Bilingualism and Education. Palgrave Macmillan.

https://doi.org/10.1057/9781137385765

García, O., & Wei, L. (2014). Language, Bilingualism and Education. *Translanguaging*, 46–62.

https://doi.org/10.1057/9781137385765_4

Garcia, O., & Woodley, H. (2015). *Bilingual education* (pp. 132–144). Routledge.

García, & Otheguy, R. (2020). Plurilingualism and translanguaging: commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*, *23*(1), 17–35. https://doi.org/10.1080/13670050.2019.1598932

García-Mateus, S., & Palmer, D. (2017). Translanguaging Pedagogies for Positive Identities in Two-Way Dual Language Bilingual Education. *Journal of Language, Identity and Education*, *16*(4), 245–255. https://doi.org/10.1080/15348458.2017.1329016

Goodman, B., & Tastanbek, S. (2020). Making the Shift from a Codeswitching to a Translanguaging Lens in English Language Teacher Education. *TESOL Quarterly*. https://doi.org/10.1002/tesq.571

Gynan, S. N., & Baker, C. (1994). Foundations of Bilingual Education and Bilingualism. *The Modern Language Journal*, *78*(3), 390. https://doi.org/10.2307/330123

Henderson, K. I. (2017). García, Johnson & Seltzer, 2017. The Translanguaging Classroom: Leveraging Student Bilingualism for Learning. *Journal of Immersion and Content-Based Language Education*, *5*(2), 300–303. https://doi.org/10.1075/jicb.5.2.08hen

Hurst, E., & Mona, M. (2017). "Translanguaging" as a socially just pedagogy. *Education as Change*, *21*(2). https://doi.org/10.17159/1947-9417/2017/2015

Iversen, J. Y. (2020). "Translanguaging" and the implications for the future teaching of English in Norway. *Nordic Journal of Modern Language Methodology*, *7*(1). https://doi.org/10.46364/njmlm.v7i1.520

Jaspers, J. (2018). The transformative limits of translanguaging. *Language and Communication*, *58*. https://doi.org/10.1016/j.langcom.2017.12.001

Jenks, C., & Lee, J. W. (2020). Translanguaging and world Englishes. *World Englishes*, *39*(2). https://doi.org/10.1111/weng.12455

Jones, B. (2017). Translanguaging in Bilingual Schools in Wales. *Journal of Language, Identity and Education*, *16*(4). https://doi.org/10.1080/15348458.2017.1328282

Kouega, J. (2005). Promoting French–English individual bilingualism through education in

Cameroon. *Journal of Third World Studies*, *22*(1), 189–196.

Kouega, J. P. (1999). Forty years of official bilingualism in Cameroon. *English Today*, *15*(4), 38–43.

https://doi.org/10.1017/S0266078400011251

Kouega, J. P. (2003). English in francophone elementary grades in Cameroon. *Language and

Education*, *17*(6). https://doi.org/10.1080/09500780308666860

Lanvers, U., & Auer, P. (2000). Code Switching in Conversation: Language, Interaction, and Identity.

The Modern Language Review, *95*(4), 1165. https://doi.org/10.2307/3736717

Lewis, G., Jones, B., & Baker, C. (2012a). Educational Research and Evaluation an International

Journal on Theory and Practice Translanguaging: developing its conceptualization and

contextualization. *Taylor & Francis*, *18*(7).

Lewis, G., Jones, B., & Baker, C. (2012b). Translanguaging: Developing its conceptualization and

contextualization. *Educational Research and Evaluation*, *18*(7), 655–670.

https://doi.org/10.1080/13803611.2012.718490

Licona, P. R., & Kelly, G. J. (2020). Translanguaging in a middle school science classroom:

constructing scientific arguments in English and Spanish. *Cultural Studies of Science Education*,

15(2). https://doi.org/10.1007/s11422-019-09946-7

Lin, A. (2013). Toward paradigmatic change in TESOL methodologies: Building plurilingual

pedagogies from the ground up. *TESOL Quarterly*, *47*(3), 521–545.

https://doi.org/10.1002/tesq.113

Lin, A. M. Y., & He, P. (2017). Translanguaging as Dynamic Activity Flows in CLIL Classrooms. *Journal

of Language, Identity and Education*, *16*(4). https://doi.org/10.1080/15348458.2017.1328283

Liu, J. E., Lo, Y. Y., & Lin, A. M. Y. (2020). Translanguaging pedagogy in teaching English for Academic

Purposes: Researcher-teacher collaboration as a professional development model. *System*, *92*.

https://doi.org/10.1016/j.system.2020.102276

López, C. C., & González-Davies, M. (2016). Switching codes in the plurilingual classroom. *ELT Journal*, *70*(1). https://doi.org/10.1093/elt/ccv056

Lyster R. (2019). Translanguaging in immersion: Cognitive support or social prestige? *Canadian Modern Language Review*, *75*(4). https://doi.org/10.3138/cmlr.2019-0038

Macaro, E. (2001). Analyzing Student Teachers' Codeswitching in Foreign Language Classrooms: Theories and Decision Making. *The Modern Language Journal*, *85*(4), 531–548. https://doi.org/10.1111/0026-7902.00124

Macdonald, C. (1993). *Using the target language*. Mary Glasgow.

MacSwan, J. (2017). A Multilingual Perspective on Translanguaging. *American Educational Research Journal*, *54*(1), 167–201. https://doi.org/10.3102/0002831216683935

Makonye, J. P. (2019a). The effect of translanguaging in teaching the Grade 6 topics of perimeter and area in rural schools. *Southern African Linguistics and Applied Language Studies*, *37*(3), 221–231. https://doi.org/10.2989/16073614.2019.1671880

Makonye, J. P. (2019b). The effect of translanguaging in teaching the Grade 6 topics of perimeter and area in rural schools. *Southern African Linguistics and Applied Language Studies*, *37*(3), 221–231. https://doi.org/10.2989/16073614.2019.1671880

McMillan, B. A., & Rivers, D. J. (2011). The practice of policy: Teacher attitudes toward "English only." *System*, *39*(2), 251–263. https://doi.org/10.1016/j.system.2011.04.011

Menezes, V. (2013). Second Language Acquisition: Reconciling Theories. *Open Journal of Applied Sciences*, *03*(07), 404–412. https://doi.org/10.4236/OJAPPS.2013.37050

Menken, K., & Sánchez, M. T. (2019). Translanguaging in English-Only Schools: From Pedagogy to Stance in the Disruption of Monolingual Policies and Practices. *TESOL Quarterly*, *53*(3), 741–767. https://doi.org/10.1002/tesq.513

Meyer, H. (2008). The Pedagogical Implications of L1 Use in the L2 Classroom. *Undefined*.

Moore, P. J. (2013). An emergent perspective on the use of the first language in the English-as-a-foreign-language classroom. *Modern Language Journal*, *97*(1), 239–253. https://doi.org/10.1111/j.1540-4781.2013.01429.x

Nambisan, K. A. (2014). Teachers' attitudes towards and uses of translanguaging in English language classrooms in Iowa. In *Graduate Theses and Dissertations*. https://doi.org/10.31274/etd-180810-3781

Neba, N. (2006). Cameroon Pidgin English (CPE) as a Tool for Empowerment and National Development. In *African Study Monographs* (Vol. 27, Issue 2).

Moore, P. (2019). Exploring translanguaging in CLIL. *International Journal of Bilingual Education and Bilingualism*, *22*(2). https://doi.org/10.1080/13670050.2016.1254151

Nyimbili, F., & Mwanza, D. S. (2021). Translanguaging Challenges faced by Teachers and Learners in First Grade Multilingual Literacy Classrooms in Zambia. *International Journal on Studies in English Language and Literature (IJSELL)*, *9*(3), 20–31. https://doi.org/10.20431/2347-3134.0903003

Oliver, R., Wigglesworth, G., Angelo, D., & Steele, C. (2021). Translating translanguaging into our classrooms: Possibilities and challenges. *Language Teaching Research*, *25*(1). https://doi.org/10.1177/1362168820938822

Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, *6*(3), 281–307. https://doi.org/10.1515/applirev-2015-0014

Park, M. S. (2013). Code-switching and Translanguaging: Potential Functions in Multilingual Classrooms. *TESOL & Applied Linguistics*, *13*(2).

Portolés, L., & Martí, O. (2020). Teachers' beliefs about multilingual pedagogies and the role of initial training. *International Journal of Multilingualism*, *17*(2), 248–264. https://doi.org/10.1080/14790718.2018.1515206

Prada, J. (2019). Exploring the role of translanguaging in linguistic ideological and attitudinal

reconfigurations in the Spanish classroom for heritage speakers. *Classroom Discourse*, *10*(3–4).

https://doi.org/10.1080/19463014.2019.1628793

Prinsloo, M., & Krause, L. S. (2019). Translanguaging, place and complexity. *Language and*

Education, *33*(2). https://doi.org/10.1080/09500782.2018.1516778

Rabbidge, M. (2019). The effects of translanguaging on participation in EFL classrooms. *Journal of*

Asia TEFL, *16*(4). https://doi.org/10.18823/asiatefl.2019.16.4.15.1305

Rajendram, S. (2021). Translanguaging as an agentive pedagogy for multilingual learners:

affordances and constraints. *International Journal of Multilingualism*.

https://doi.org/10.1080/14790718.2021.1898619

Sayer, P. (2013). Translanguaging, TexMex, and Bilingual Pedagogy: Emergent Bilinguals Learning

Through the Vernacular. *TESOL Quarterly*, *47*(1), 63–88. https://doi.org/10.1002/tesq.53

Sherris, A. (2017). The translanguaging classroom: leveraging student bilingualism for learning, by

O. García, S. I. Johnson and K. Seltzer. *Language and Education*, *31*(6), 590–594.

https://doi.org/10.1080/09500782.2016.1255224

Thordardottir, E. T., Weismer, S. E., & Smith, M. E. (1997). Vocabulary learning in bilingual and

monolingual clinical intervention. *Child Language Teaching and Therapy*, *13*(3), 215–227.

https://doi.org/10.1177/026565909701300301

Tian, L., & Macaro, E. (2012). Comparing the effect of teacher codeswitching with English-only

explanations on the vocabulary acquisition of Chinese university students: A Lexical Focus-on-

Form study. *Language Teaching Research*, *16*(3), 367–391.

https://doi.org/10.1177/1362168812436909

Ticheloven, A., Blom, E., Leseman, P., & McMonagle, S. (2021). Translanguaging challenges in

multilingual classrooms: scholar, teacher, and student perspectives. *International Journal of*

Multilingualism, *18*(3), 491–514. https://doi.org/10.1080/14790718.2019.1686002

Turnbull, M., & Arnett, K. (2002). 11. Teachers' Uses of the Target and First Languages in Second

and Foreign Language Classrooms. *Annual Review of Applied Linguistics*, *22*, 204–218.

https://doi.org/10.1017/s0267190502000119

Vaish, V. (2019). Translanguaging pedagogy for simultaneous biliterates struggling to read in

English. *International Journal of Multilingualism*, *16*(3).

https://doi.org/10.1080/14790718.2018.1447943

Velasco, P., & García, O. (2014). Translanguaging and the Writing of Bilingual Learners. *Bilingual

Research Journal*, *37*(1), 6–23. https://doi.org/10.1080/15235882.2014.893270

Vogel, S., & García, O. (2017). Translanguaging. *Publications and Research*.

https://academicworks.cuny.edu/gc_pubs/402

Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: students and teachers'

attitudes and practices. *International Journal of Bilingual Education and Bilingualism*, *22*(2),

138–149. https://doi.org/10.1080/13670050.2016.1231773

Wang, D. (2020). Studying Chinese language in higher education: The translanguaging reality

through learners' eyes. *System*, *95*, 102394. https://doi.org/10.1016/j.system.2020.102394

Wedananta, K. A. (2020). Code-switching as a translanguaging to transfer cross-cultural

understanding in English classroom: teachers' perception. *International Journal of Linguistics,

Literature and Culture*, *6*(1). https://doi.org/10.21744/ijllc.v6n1.845

Wei, L. (2011). Moment Analysis and translanguaging space: Discursive construction of identities by

multilingual Chinese youth in Britain. *Journal of Pragmatics*, *43*(5), 1222–1235.

https://doi.org/10.1016/j.pragma.2010.07.035

Wei, L. (2011). Moment Analysis and translanguaging space: Discursive construction of identities by

multilingual Chinese youth in Britain. *Journal of Pragmatics*, *43*(5), 1222–1235.

https://doi.org/10.1016/j.pragma.2010.07.035

Wei, L. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, *39*(2).

https://doi.org/10.1093/applin/amx044

Wei, L. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, *39*(1), 9–30.

https://doi.org/10.1093/applin/amx039

Wei, L. (2016). New Chinglish and the post-multilingualism challenge: Translanguaging ELF in China.

Journal of English as a Lingua Franca, *5*(1), 1–25. https://doi.org/10.1515/jelf-2016-0001

Wolf, H.-G. (2001). *English in Cameroon*. Mouton de Gruyter.

Yilmaz, T. (2021). Translanguaging as a pedagogy for equity of language minoritized students.

International Journal of Multilingualism, *18*(3).

https://doi.org/10.1080/14790718.2019.1640705

Zhu, H., Li, W., & Jankowicz, D. (2020). Translanguaging and embodied teaching and learning:

lessons from a multilingual karate club in London. *International Journal of Bilingual Education*

and Bilingualism, *23*(1). https://doi.org/10.1080/13670050.2019.1599811

Appendix 1

Table 3: Sample Lesson plan: Adapted and modified from Pahl and Rowsell (2010)

Lesson Unit	Festivals
Grade	Lower secondary (Grades 7–9)
Language focus	Listening, speaking, and writing in home languages and English, Vocabulary
Content focus	Social studies, cultural studies
Approach	Dependent and Independent translanguaging-based activities
Description	Festivals are major social gatherings attended by members of cultural and religious groups. In each activity, T will stand for Teacher, and Ss will represent Students. In this lesson, the teacher will: - provide a brief 2–4-minute overview of the lesson, the lesson's objective, and lesson material, including the language focus and content focus in student languages and English. - ask students to repeat the summary back to them or the class in their native language. - Students will converse and write about each theme in their L1s and English. - The lesson consists of four activities and one assessment: Introducing a community festival, discussing about festival, writing about a festival, how my family celebrates the festival and assessment.
Activity 1	**Introducing a community festival**
Objective	By the end of this activity students will: - ask and answer questions using their L1s and English. - develop vocabulary associated with festivals in their home languages and English.
Time	20 minutes
Materials	- Artifacts associated with a festival (Appendix 4) - Vocabulary chart as a handout or written on the board (Appendix 1) - Board and chalk/pens - Writing materials for each student (Appendix 3)
Procedures	1. T will bring in one or more artifacts associated with a festival in the classroom. The artifacts could include pictures, clothing, objects, or food. 2. T will show the Ss their artifacts but will not talk about them and let the students examine them and express their ideas and questions. 3. T will ask Ss some questions about festivals and prompt Ss to say what they know about aspects of festivals in Cameroon, such as the name, when the festival is held, the reason for the festival, how their family celebrates, food and drink, clothing, gifts, music, and dance. Prompt Ss to answer in their home languages or English.

	4. T will create a vocabulary chart of words related to the festival. Include L1s and English by using a table format or a different color for each language and ask Ss to copy this from the board to add more vocabulary
Activity 2	**Discussing a festival**
Objective	By the end of this activity, students will: ▪ ask and answer questions in their L1s and English. ▪ develop vocabulary associated with festivals in their L1s and English.
Time	40 minutes
Materials	Model questions about festivals (see materials for Appendix 1)
Procedures	1. T will give out or display questions with model answers and include a variety of questions. 2. T will put Ss into pairs. One Ss will ask questions based on the prompts in English, where they are able, the other student answers, using words in their L1s. Ss can swap roles halfway through. 3. T will walk around the room, listen to the pairs, and help them with expression and vocabulary (in both L1s and English) where needed. 4. After their discussion, Ss will add to their vocabulary chart from Activity 1 in their L1s and English.
Activity 3	**Writing about a festival**
Objective	By the end of this activity students will: ▪ write sentences in their L1s and English. ▪ read in both L1s and English.
Time	40 minutes
Materials	▪ Vocabulary chart from Activity 1 (see material for Appendix 1) ▪ Questions and answers from Activity 2 (Appendix 1) ▪ Writing materials for each student (Appendix 1)

Procedures	1. T will prepare prompts to help Ss write sentences about the festival.
	    ▪ For example, Ss can use the vocabulary chart from Activity 1 and the questions and answers from Activity 2 and prepare an example of a written passage before Ss can start writing.
	2. In pairs, Ss will write six sentences about their festival using their L1s and English when they draft their sentences.
	3. T will put Ss in pairs to help each other edit and translate where necessary to rewrite the sentences in English.
	    ▪ Ss will work together to write sentences with exciting detail and accurate expression.
	    ▪ Ss may use the same sentence structures as their partners but include different information.
	    ▪ T will walk around the classroom to help Ss with grammar and spelling.
	4. Ss will take turns reading their sentences aloud to their partners and give each other feedback on grammar and pronunciation.
	    ▪ Then, Ss can continue reading aloud to improve their pronunciation and confidence.

	5. T may teach adverbs of frequency, such as never, rarely, sometimes, often, usually, always. ▪ Ss can go back to their sentences and insert adverbs of frequency, for example: › We often eat pudding, rice, and delicious sweets. › We sometimes drink cola, water, or fruit juice.
Activity 4	**How my family celebrates the festival**
Objective	Students will present writing to the class in English
Time	30 minutes
Materials	▪ Students' writing from Activity 3 ▪ Writing materials for each student ▪ Colored pencils, pens, or markers
Procedures	▪ Based on their writing from Activity 3, Ss will draw a picture of their family celebrating the festival. ▪ Ss will display their pictures in front of the whole class or a smaller group using their written sentences from Activity 3 as prompts. ▪ Ss will talk about their family celebration in English. ▪ T will display the pictures and sentences in the classroom.

Assessment	▪ T will confirm Ss' understanding, learning, and the development of their biliteracy and bilingualism through one or more of the following activities:
	  ✓ Written sentences from Activity 3
	  ✓ Oral presentations from Activity 4.
	Assessment will focus on criteria including fluency, accuracy, and presentation skills.

Example of student vocabulary chart (table format)

Words	Words in [home language 1]	Words in [home language 2]	Words in English
Greetings			
Special food Drinks			
Activities			

Model questions for student

Questions	Model Answers
What is the festival called?	The festival is called…………………………………… The name of the festival is…………………………….
When do you celebrate this festival?	We celebrate this festival in (Month) This festival is celebrated every [season].
Why do we celebrate this festival?	The reason for this festival is …
How does your family celebrate this festival?	We go to [place] and [activity].
What do you eat and drink?	We eat … and drink …

Student writing prompt

Instructions: Please use this writing prompt to draw a picture of your family celebrating a festival

and be prepared to present your drawings in front of the whole class.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Artefacts associated with a festival