



TRANSLANGUAGING AS A PEDAGOGICAL ASSET TO TEFL IN D. R. CONGO

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Abstract

In the Democratic Republic of the Congo, a multilingual country, the teaching of EFL is based on a monolingual pedagogy, i.e. exclusive use of the target language. This strategy does not fit the sociolinguistic status of the country. Translanguaging is among strategies nowadays mostly used in multilingual education. In this article, I militate for the implementation of this relatively new strategy in the Democratic Republic of the Congo. I described the theory of translanguaging, its origins, its purpose, and its principles as given by many tenets of this strategy. I also showed that translanguaging is not part of translation and code-switching. Theoretically, the primary objectives of TEFL in DRC do not consider the teacher' and learner's full linguistic repertoires, yet the latter is a powerful asset that can favour and enhance the teaching-learning process of EFL in DRC. In conclusion, I propose the DRC government and teachers to accept to use this strategy, which, to my opinion, is an asset that will fit many gaps in the teaching of EFL in my country and take learners one step forward to like the English class.

Key words: code-switching, translanguaging, languaging, translation, bi/multilingual(ism)

Résumé

La République démocratique du Congo est un pays multilingue où l'enseignement de l'Anglais comme langue étrangère repose essentiellement sur une pédagogie monolingue, c'est-à-dire l'usage exclusif de la langue cible. Cette stratégie ne correspond pas au statut sociolinguistique du pays. Le *translanguaging* est l'une des stratégies les plus utilisées de nos jours dans l'éducation multilingue. Dans cet article, je milite pour la mise en place de cette stratégie relativement nouvelle en République Démocratique du Congo. J'ai décrit la théorie du translanguaging, ses origines, son but et ses principes tels qu'ils sont donnés par plusieurs tenants de cette stratégie. J'ai également montré que le translanguaging n'est pas à confondre avec la traduction ni l'alternance linguistique. Théoriquement, les principaux objectifs de l'enseignement de l'anglais comme langue étrangère en RDC ne tiennent pas compte du répertoire linguistique complet ni de l'enseignant et ni de l'apprenant, alors que ce répertoire linguistique est un atout important qui peut favoriser et améliorer le processus d'enseignement-apprentissage de l'anglais comme langue étrangère en RDC. En conclusion, je propose au gouvernement de la RDC et aux enseignants d'accepter d'utiliser cette stratégie, qui, à mon avis, est un

atout qui comblera de nombreuses lacunes dans l'enseignement de l'anglais dans mon pays et fera avancer les apprenants d'un pas de plus pour aimer davantage la leçon d'anglais.

Mots clés : alternance linguistique, translanguaging, languaging, traduction, bi/multilinguisme.

0. INTRODUCTION

In the Democratic Republic of the Congo, (DRC), English is just considered as a school subject. This means that it has no other official status. Even though, the exclusive use of the English language in the English classes is highly recommended by the legislator. This exclusive use of the target language in English classes is to be associated with monolingual pedagogy. This is not limited to the secondary school level, but it goes up to the higher level for teaching academic content. This monolingual pedagogy refers to a separation of languages in the teacher as well as in the learner. It should be noted that the separation of languages can be problematic as it prevents students (and teachers) from using resources they have previously acquired in other languages (Cenoz & Gorter, 2015; Kubota, 2018). In this article, I discuss the presentation of information or input in one language, specifically English, and receiving output in another language, such as French, as a solution to this separation of languages in the teaching-learning process of EFL. In fact, this solution is an asset for both the teacher and the learner, but mostly for the learner, instead of separating them from their previous languages.

In DRC, it has been noticed that one of the learners' needs for EFL, be it at the secondary school or at higher level, is to get the EFL teacher translate the material taught into French or just teach that material merely in French which is the official medium of instruction. This is due to the fact that Congolese learners are well equipped in French rather than in English. As a teacher of EFL, I continuously heard this allegation at the beginning of my English classes. But many teachers, including myself, consider this allegation of less importance for them while it is a major issue for the learners. Therefore, it could be an advantage to present input in the English language and receive the output in another language rather than going straight to translation. This practice of input in English and output in French, for example, is, since the 1980s, referred to as *translanguaging*. It is a relatively new practice to language teaching-learning process. It takes its origins in bi/multilingual education.

DRC experiences such a situation but in a totally different way. In fact, DRC contains many Bantu languages and has one official language, viz French. Among all these Bantu languages, four of them are declared national languages by the Government / State. So far, DRC does not organise a particular education for bi/multilinguals. It is almost a compulsion, if not a constraint, to know some French for ease of communication, especially in the administrative matters as all official administrative documents are

presented in French. French is also the official medium for the educational system of DRC. So, in this regard, I can assume that Congolese learners are obviously bilingual as they have to speak at least one national language and French. If a learner has no French from home, then they will be forced to learn and acquire it at school. Apart from this imposition of French as a medium of instruction, the learner will come across another language in their school curriculum. There is no choice. They must attend English classes as a school subject. It is at this moment that EFL teachers are supposed to consider the use of previous languages for a better introduction to the English language.

This article addresses a relatively new strategy in TFEL to multilingual or plurilingual learners instead of the monolingual pedagogy currently used in D. R. C. This strategy is *translanguaging* that goes beyond the exclusive use of the target language in bilingual or multilingual classes, as it is the case in DRC.

At the beginning, this pedagogical strategy aimed at using two languages during the same lesson in a bi/multilingual class. It means that the teacher presents input in English and receives output in Welsh, or vice versa, during the same lesson so that the two languages (English and Welsh) would reinforce one another instead of privileging one of the two. In other terms, the minority language (Welsh) ran the risk of disappearing due to the exclusive use of the majority language (English) in a totally Welsh environment. Indeed, this language was less and less used in classes in favour of the English language, that dominant language and language of prestige in the UK. The main problem was that Welsh children spoke more and more English to the detriment of Welsh even out of the school environment. This is confirmed by G. Evans (2020) when he states that translanguaging « led to an increase of Welsh speakers in primary schools in 2007, with 36.5% of the students being able to speak Welsh, compared to 1987 when only 24.6% of students spoke Welsh».

In the case of D. R. Congo, the issue might be more complicated than that of the Welsh. In fact, in D. R. C., as I said earlier, English is just a school subject in the curriculum of Congolese learners, who have no mastery at all of the English language. However, these learners, contrary to the Welsh situation, speak more than one national language apart from their home language(s) and besides the official and educational language, i.e., French. With the monolingual pedagogy, that can be seen through the exclusive use of the target language, we can assume that the Congolese legislator has recommended, implicitly, of course, language teachers (English and French) to neglect local languages, and even French in English classes, in favour of the English language. In other terms, the legislator promotes monolingual pedagogy for the mastery of the language, i.e., English, in lieu of the acquisition of knowledge via the English language for communication.

This study will address how to leverage learners' languages in the acquisition of knowledge through the English language. In other terms, the English language has to be part of the Congolese learner linguistic repertoire and not just a language to be spoken at all costs. I will refer to the descriptive method to explain, to the best of my knowledge, *translanguaging* as a pedagogical practice and later show its theoretical impact in case it can be used by Congolese teachers. This analysis aims, therefore, at showing how the exclusive use of the target language can be mixed with learners' home language(s) to empower learners of English in DRC to benefit from their home languages which are natural teaching aids that can help EFL teachers vivify their English lessons. The use of the mother tongues is considered as the forbidden fruit (Fortune, 2012).

So far, it is well known that teachers of English in D. R. Congo use different methods such as the communicative method, the audio-aural/lingual method and sometimes the grammar translation/direct method. Many of these methods require the exclusive use of the target language during English lessons and sometimes learners are asked to memorise items and reproduce them later, as in the case of the grammar translation method. This leads teachers to prevent their learners from using other languages in English classes. Yet, these learners, as I said earlier, always show some resistance towards the English lesson since English is not their home language to such an extent that they attend English classes unwillingly although the fact that they may eventually pass their classes even though they fail in this subject.

This article will also include the following points:

- Origin and definition of translanguaging
- Purposes and principles of translanguaging in TEFL
- Translanguaging vs translation and code-switching
- Application and implementation of translanguaging in English classes

1. ORIGIN AND DEFINITION OF TRANSLANGUAGING

1.1. Origin

The term *translanguaging* originated from Wales, one of the countries of the United Kingdom (UK). It is the Welsh scholar Cen Williams who coined the term 'Trawsieithu' in the 1980s (Lewis & al, 2012, Li, 2020). The term was later translated into English first as *translinguifying* and later as *translanguaging* by Colin Baker (cited by Li, 2020). C. Williams coined this term to refer to pedagogical practices where a learner receives information through the medium of one language and provides the same information through the medium of another language. In the case of Wales, English and Welsh were to be used for different activities for such purposes as reading in one language and writing in another. In other terms, this practice aimed to provide the input in one language and produce the output in another different language.

The term *trawsieithu* (translanguaging) was initially coined to name a pedagogical practice which deliberately switches the language mode of input and output in bilingual classrooms: translanguaging means that a learner receives information through the medium of one language (e.g., English) and uses it through the medium of another language (e.g., French). Williams states that before the learner can use that information successfully, s/he must have fully understood it (cited by Gwyn Lewis, Bryn Jones & Colin Baker, 2012). As it can be understood, translanguaging started simply as a pedagogical practice, where the language mode of input and output in Welsh bilingual classrooms was deliberately switched (Williams, 2002).

1.2. Definition of translanguaging

This concept, although relatively new in applied linguistics, has received a great deal of definitions and interpretations. I will provide some of them here.

From its etymology, translanguaging is made up of the prefix *trans-*, the radical-*language-* and the suffix *-ing*. The prefix *trans* means *on the other side or beyond*. We have words such as *transform*, i.e. the other side of the form, *transsexual*, the other side of the sex or the other sex or beyond the sex, *transcontinental*, on the other side of the continent, etc. The radical *language* is here converted to the verb *to language* (Li and Wing, 2018 and Li, 2020). By so doing, the concept *language* is totally dissociated from the noun *language* as a system of structures (Saussure), and the verb *to language* used in its present participle as *linguaging*. In this case *linguaging* includes feelings or emotions, experiences, history, memory, subjectivity, and culture as well as ideology and power (García, 2018, Li and Wing, idem). As it can be seen, *linguaging* is not limited to syntax, semantics, phonology, morphology, pragmatics, etc. rather it refers to the other side of the language, it means to go beyond the language. Other definitions below will more clarify the concept *translanguaging*.

At the very beginning, translanguaging was defined simply as the planned and systematic use of two languages within the same lesson, by specifying and varying the language of input and output (C. Williams, 2002). In the observed settings, teachers were having students engage with content in one language (Welsh or English).

According to García (2009:45) translanguaging is « multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds. » This definition refers to natural practices that have not been designed as a teaching strategy and that could take place inside or outside the classroom. Later on, she clarifies this definition when she considers translanguaging as using language as a unitary meaning making system of the speaker (Idem, 2017). She goes further to state that translanguaging is always with the speaker. The speaker has just to select appropriate features from their unitary linguistic repertoire for the sake of communication.

For Baker (2011: 288) « Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge using two languages ». Through this definition, it is to be understood that the use of two languages in the same classroom during the same English lesson is granted. Thus, learners will be allowed to use another language apart from the target language. The two languages will be used in a dynamic and functionally integrated manner to organise and mediate mental processes in understanding, speaking, literacy, and in learning. By so doing, learners will move from language as a structural system to languaging, i.e. learners will go beyond language. Indeed, translanguaging has a strong relationship with effective communication, function rather than form, cognitive activity, as well as language production (Baker, idem). So, one of the most important things with translanguaging is to communicate and not only to master the target language, as it is one of the objectives of teaching and learning foreign languages, nowadays. Translanguaging puts emphasis more on knowledge acquisition rather than language acquisition. Translanguaging helps the speaker discover the world around them by themselves. Rampton stresses this idea when he says that translanguaging takes us beyond the linguistics of systems and speakers to a linguistics of participation (cited by Li Wei, 2017: 7). Moreover, García asserts that translanguaging is about meaning making. In fact, the practice of translanguaging will help the learner to make sense of what they are being taught.

It is important to state that the concept translanguaging was popularised, in particular but not exclusively, by two outstanding figures: Baker in his *Foundations of Bilingual Education and Bilingualism* (2001, 2006, and 2017) and Ofelia García in her *Bilingual Education in the 21st Century* (2009).

In brief, translanguaging refers to the existence of more than one language in a speaker. This constitutes its unitary linguistic repertoire (García, 2017) and not two bilinguals in one monolingual. Pedagogically, translanguaging refers to the use of two different languages during the same lesson to help the learner use their full linguistic repertoire to grasp more knowledge and to make sense for appropriate and relevant communication. Translanguaging is when a multilingual person's full linguistic repertoire is used and honoured, instead of trying to keep narrowly them focused on a single language. Therefore, translanguaging can be a good tool for fluency. It can also be for a content-oriented use of the target language and the learning process. As a language teaching strategy, its tenets proposed some principles to be applied for a better use. In the next point, I will deal with the purposes and principles of the translanguaging approach (Li and Wing, 2018).

2. TRANSLANGUAGING PURPOSES AND PRINCIPLES

2.1.Purposes

Translanguaging aims at:

- 1) Promoting a more thorough understanding of content¹;
- 2) Helping the development of the weaker language for bilingual or multilingual speakers,
- 3) Favouring home-to-school links within language use,
- 4) Integrating fluent speakers with early learners, thus expediting the language learning process. (Lewis, Gwyn; Jones, Bryn; Baker, Colin, 2012)
- 5) Modelling a dynamic language use of the language (O. García, 2018)

Li (2020), adds also the following aims

- 6) Going beyond advanced second language learners to include different types of multilingual users and
- 7) Capturing the entirety of the learner's linguistic repertoire rather than knowledge of specific structures of specific languages separately.

These are some aims of translanguaging which started in a remote village of UK where the home named language was less and less used. In the case of D. R. Congo, where many named languages coexist, four of these aims can be applicable in TFEL. The most important issue is to help learners of English, as a subject at school, to make sense of what they are taught in English and be able to explain it in their home languages. This experience is already done at home, i.e., out of the classroom. Indeed, learners who receive some explanation of English lessons from persons who understand at least some English, for instance, parents, brothers, sisters, friends, classmates, etc. in another language rather than English, perform well at school and can also do the same with their peers. In this regard, it is important to note that translanguaging is about communication, not about language itself. Indeed, there is a certain communication when an English lesson is not explained in the target language, i.e. English. An interaction is established between the learner and the person who explains the material, provided that the latter knows the material.

However, there are times when language teachers must focus on accuracy in English so that they can help learners pass exams as in the case of nationwide state exams or when they want them to be taken as proficient speakers in wider society, as in the case of an employment. In this case, focus is put on language viewed as a system of grammatical and vocabulary items. It is one of the primary objectives of foreign language teaching and learning. But, with translanguaging, the teacher is invited to emphasise on learners getting more knowledge rather than language mastery or language accuracy. To be more explicit, the teacher will ascertain that their lesson was a success if their learners can explain the lesson in the language they know better such as French or a national language

¹ Underlining is my own

in the case of D. R. Congo. Teachers will ask learners to explain the lesson in French, the official language for education. This shows how translanguaging can be a powerful asset for teaching and learning English as a foreign language in D. R. Congo because both teachers and learners rely on an authentic teaching aid which is the learner's linguistic repertoire.

As I said it previously, teachers of DRC have so far used many techniques and methods to teach English but still receive unsatisfactory outcomes. Many learners, indeed, still consider English as a pet peeve in their school curriculum to such an extent that some even do not attend English classes. Educational authorities in DRC seem to sustain this issue when they do not accept a learner to resume their class because of a failure in the English lesson. Owing to the translanguaging strategy, I presume that learners will like the English class and attend it regularly. The coming point will discuss some principles of the translanguaging pedagogies.

2.2.Principles

L. Hamman and E. Beck (online, 14 august 2021 at 21h14) suggest three principles for translanguaging pedagogies. They state that translanguaging should be

- Purposeful,
- Interactive and inclusive, and
- Enriching.

In fact, according to these authors, the most important component with translanguaging is the purposeful design of flexible language practices. A lesson using translanguaging must have a well-designed purpose to lead to a flexible teaching and learning. A teacher using this strategy must consider the goals of the lesson and how the structure of the languaging environment will support student's learning. Language flexibility refers to the acceptance of the whole learner's linguistic repertoire/system in the English class. To say it another way round, the teacher has to avoid to limit the learner to only using the target language. The teacher will not consider the home named languages of the learner as a forbidden fruit. Doing this is a way of blocking the learner to get interested in learning the English language. There must not be any restriction as to the use of other languages during an English lesson provided that the learner grasps both linguistic knowledge and linguistic content.

The second principle is ensuring that the dynamic languaging space promotes student's interaction between themselves. It is assumed that all languages that constitute the learner's linguistic repertoire can be included in an English lesson. This principle posits that meaning making is enhanced when students can actively engage in learning with their peers (interaction). Moreover, linguistic knowledge, as well as content knowledge, is distributed across all students in the classroom so that learning can be

boosted as students work collaboratively and leverage their full linguistic repertoire which includes all their languages. As it can be understood, this principle promotes learners' interaction and inclusion.

The third principle shows that translanguaging can enrich learning when it considers all of the languages in a student's repertoire. It creates spaces for students to make connections across languages and deepen the understanding of content knowledge. Indeed, languages of a bi/multilingual are interdependent so that knowledge and skills learned in one language can transfer to the other, provided the necessary conditions for language learning (Jim Cummins, 1981). Then translanguaging can help to facilitate this transfer, activate the interdependency among a student's different linguistic resources and enable them to negotiate or make meaning in a flexible way and develop deeper knowledge. This principle shows how language can be enriched through translanguaging. In this case, we can consider the improvement of the learner's vocabulary in English and in the named language. This does not lead to translation or code-switching. These two are different from translanguaging as I show it in the following point.

3. TRANSLANGUAGING VS TRANSLATION AND CODE-SWITCHING

Translation is broadly the process of transferring an oral message from one language to another at the moment of utterance. It is variously known as a simultaneous interpretation or simultaneous translation. The oral transference of a written message from one language to another is sight translation. (D. Crystal, 2008). For *The Oxford Companion to the English Language*, (online) « Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text ». The concept 'translation' comes from the verb to 'translate', which means to change a text or an utterance/sentence into someone's language rather than the original language. *Encarta* (an electronic dictionary) defines translation as « version in another language: a word, phrase, or text in another language that has a meaning equivalent to that of the original» So, translanguaging is not translation of taught materials into learner's language. Translation implies the existence and the presence of two named languages so that there is a transfer from one named language to another.

The linguistic behaviour referred to as *code-switching*, sometimes referred to as *code-shifting*, can be illustrated by the switch bilingual/multilingual speakers may make, depending on who they are talking to, or where they are, between standard and regional forms of English, for instance, between Welsh and English in parts of Wales, or between occupational and domestic varieties. (D. Crystal, idem). In the case of D. R. Congo, a bilingual teacher can move from English to French or vice versa. They can even switch to a local named language, such as Tshiluba. Code-switching is about the management of different languages in social interactions. It is the most important aspect of the bilingual

knowledge (Li, 2020). But translanguaging is different from code-switching as far as the speaker selects appropriate language features for the sake of communication. Translanguaging transcend language barriers while code-switching is enclosed in language boundaries. It still considers the structures of the language. Therefore, translanguaging has nothing to do with code switching. The speaker will reproduce the material received in a language of their choice.

According to García and Li Wei (2014: 22) « Translanguaging is considered to be different from code-switching (. . .) because it is not just a shift between languages but the speakers' construction and use of original and complex interrelated discursive practices».

The next point discusses is devoted to how translanguaging can theoretically impact in the DRC educational environment.

4. THEORETICAL IMPACT IN DRC

It has been noticed that many of the methods and/or techniques used nowadays in D. R. Congo have failed to achieve their objectives. Some of these objectives are summarized below:

- To overcome learners' communication difficulties in foreign languages due to the important increase of contacts that DRC has developed with English-speaking African countries.
- To enable students to understand, speak, read and write in English.
- The learning of English should be devoted to the acquisition and practice of the spoken English. (National curriculum, cited by Tembue, 2021).

It can be seen that the second objective envisages the amelioration of the English language to the detriment of home languages. While in the third one, we notice that home languages are put aside to the benefit of English, especially nowadays when students have difficulties to speak even to write good French, the official instructional language, studied since the primary school.

The analysis of these objectives, with regard to translanguaging, shows that teachers and politicians (legislator) were or are still incorrect when they do not consider teachers' and learners' linguistic repertoire as a powerful resource that can favour the teaching and learning of English. According to many specialists of TEFL, before starting to teach the English language, the teacher has to make an inventory of learners' needs. Unfortunately, Congolese teachers of EFL wildly neglect one of the learners' needs, which is: 'can you (the teacher) explain the course in French (or home language)?' Many English teachers, if not all, have heard this utterance in their teaching activity, but without providing a positive reaction. Explicitly, learners claim for the acknowledgement of their linguistic repertoire in the English classes due to their linguistic background and environment. This is the true need of Congolese learners. It is here that I will invite English teachers, even

teachers of French, to adopt translanguaging purposefully in their everyday teaching. Translanguaging, as said earlier, is a proven and powerful tool to enhance the learners' interest in the language class, presently, the English class in DRC. They need not to be frustrated even if the language they are taught, English in our case, is not their everyday language. Instead, they will feel at ease if the teacher allows them to use all their linguistic repertoire in the English language class. This will not harm anybody. So, translanguaging will help to consider both learning and education. Learners will include their culture and the culture of the foreign language. After all, owing to translanguaging, teachers of English in DRC might stop asking their learners to master intricacies/complications of the English language, such as the simple past of irregular verbs or a good pronunciation of English words. Use of translanguaging can lead to the creation of another language as it has been the case in other countries (Spanglish, Chinenglish, etc.). So, we can end up having languages such as Linenglish, Swahilenglish, and why not Tshilenglish. Translanguaging is considered as a revised pedagogy that moves from monolingual teaching strategies towards a more integrated use of language resources in teaching and learning English with a potentially positive pedagogical effect on the learner (Krause and Prinsloo, 2016).

5. IMPLEMENTATION OF THE TRANSLANGUAGING IN DRC

Regarding the implementation of this strategy in DRC, it requires a particular policy. I will go along with Li (2017) who states that translanguaging requires a particular space. It is « a space that is created by and for translanguaging practices ». He calls this space *Translanguaging Space* (TS)². TS allows language users to integrate social spaces and thus linguistic codes, i.e., different languages that have been formerly separated through different practices in different places. According to García (2017), creating a TS means to think differently and about traditional notions of what it looks like to teach, assess, and learn. Therefore, the teacher will teach differently, and their learners'/students' assessment will be more knowledge-oriented than language-based. The teacher will evaluate how far the learner has mastered the basics of English and not how far the learner can speak the language taught.

In fact, it will be interesting, if not advisable, to propose this strategy in DRC as it is, so far, a practical theory because it has not yet an appropriate object of study. This is confirmed by Williams and Baker, cited by Li (2017: 15) when they say «Translanguaging (. . .) is not conceived as an object or a linguistic structural phenomenon to describe and analyse but a practice and a process ». It is a practice when it involves dynamic and functionally integrated use of different languages and language varieties through different modalities. It is a process as it will help learners to construct knowledge or to

² The abbreviation is my own.

build up meaning that goes beyond language(s). I will repeat myself saying that translanguaging is not concerned with and is not strictly limited to language mastery.

Moreover, it is well known that a good teacher should be eclectic and flexible in the use or choice of teaching methods and techniques. They can choose to present input in English and receive the output in another language. That is translanguaging. If the Congolese government considers introducing translanguaging in the TEFL, I think that it will help promote learners' understanding of English lessons. Obviously, I imagine that there is no reason for teachers of EFL in DRC to exclusively use the target language during the English class. I, therefore, recommend them to try their hands to translanguaging and see how far it can benefit themselves and their learners as well. Apart from that, the teacher will keep in mind that learners/students do not have two different languages but rather they have a single linguistic repertoire. This is clearly asserted by O. García, S. Johnson, and K. Seltzer (2017) when they argue that: «Students do not come with two separate languages and two separate skills, but one language repertoire ». Effectively, learners, in DRC, have at least two languages, of which one is the language of instruction (French) and other local languages to which the teacher has to add English, a curriculum requirement. All this will constitute the learner's unique linguistic repertoire. Let's end this point with O. García, S. Johnson, and K. Seltzer (idem) when they state:

Translanguaging has proven to be an effective pedagogical practice in a variety of educational contexts where the school language or the language-of-instruction is different from the languages of the learners. (...) Translanguaging empowers both the learner and the teacher, transforms the power relations, and focuses the process of teaching and learning on making meaning, enhancing experience, and developing identity.

6. Some activities to be used with translanguaging in D.R. Congo

For a better implementation of translanguaging in English classes, I propose EFL of DRC teachers to apply the following activities during their English classes:

- 1) Authorise one or two learners to explain to others the material taught in French, which is the medium of instruction in DRC. This can be done as a summary of the all lesson. This activity must be undertaken under the supervision of the teacher. In this case, the teacher will correct any misunderstanding on the part of the learner or assist them with some more explanation in French as well.
- 2) The teacher c
- 3) Ask review questions in English but allow their learners to reply in French.
- 4) Accept learners' questions in French but they will reply in English.
- 5) Be flexible to explain the main points of the lesson in French avoiding direct translation from English into French
- 6) Allow learners to use bilingual dictionaries in the classroom

- 7) Test the learners' understanding of the lesson by asking them to write down some points of the lesson in French.
- 8) Plan a reading passage and require from learners some local proverbs related to the text. To achieve this, learners will be given the text a week or two ahead. They can do this assignment with the help of their elders. Then during the reading lesson, learners will try to find equivalent proverbs in English, if possible.

7. CONCLUSION

According to many researchers, so far, translanguaging has not presented any negative effects on language development or academic development, instead it provides some benefits. This leads to a growing interest in investigating how languages can function together for learning, rather than being kept separate, as was the general practice at the time. The idea of dynamic language use, rather than isolation (García, 2018), was, and remains to some extent, challenging to long-held notions about language acquisition and development. Therefore, I stay optimistic towards interesting and beneficial outcomes as shown throughout this article if translanguaging is implemented in D. R. Congo. In fine, we can state that the use of more than one language during an English lesson should not be viewed as a disadvantage but as an asset to the teaching and learning of the English language process. I, therefore, believe that learners of EFL will take a step forward to effective and efficient learning of the English language if the DRC Government accepts to introduce the practice of translanguaging in its educational system.

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