

Plurilingual Pedagogy in the Arabian Peninsula

Transforming and Empowering
Students and Teachers

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Chapter 2

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CURRENT DISCUSSIONS ON PLURILINGUAL PEDAGOGY

Language learning implications in the Arabian Peninsula

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Introduction

Teaching English as a second or foreign language has traditionally been associated with teaching practices that encourage the isolation of English from other languages in the student's repertoire and in the school curriculum (Cenoz & Gorter 2013; De Houwer & Wilton, 2011; Gorter, 2013). As a result, teachers of language are often expected only to use English and avoid any reference to elements of the first/home language (L1) or other languages. This is a product of behaviorism and its influence on the acceptance of how the second language (L2) should be taught and learned (Nor & Ab Rashid, 2018). These ideas are deeply rooted both in society at large and in second/foreign language teaching. It has been reinforced in Europe by the one nation-one language ideology since the 18th century, and it is still prevailing in many parts of the world (Lüdi & Py, 2009).

However, recent research on plurilingualism and language education proposes a softening of borders between languages and the use of plurilingual repertoires of students and teachers for learning (Duarte & Van der Ploeg, 2019). The notion of softening boundaries between languages is not new. Decades ago, Grosjean (1985) and Cook (1992) discussed the specific characteristics of bilingual speakers. Grosjean (1985) considered bilinguals to be fully competent learners with unique linguistic profiles that cannot be divided into separate parts. Cook (1992) proposed the term multicompetence as a complex type of competence, which is qualitatively different from the competence of monolingual speakers of a language. Consequently, a bilingual or plurilingual person's communicative competence is not comparable to that of a monolingual speaker. That is why he considered that L2 learners are fundamentally different from native speakers. Cook (1999) further discussed the fallacy of comparing L2 learners to native

speakers, because these new language learners bring with them part of their L1, and therefore judging them against native L1 speakers is inappropriate.

Today, the boundaries between languages are becoming softer considering the evolving nature of the teaching approaches utilized by instructors in higher education and other levels of education. Things are now changing as recent research is starting to acknowledge the plurilingual resources of students and instructors and has called for a restructuring of higher education beyond English medium orientation in countries in which English is not the official language (Coleman, 2013). This has important implications for a number of countries in the Arabian Peninsula, especially in those countries where both teachers and students are facing enormous challenges as a result of the educational reforms that were undertaken to increase the adoption of English as a medium of instruction (EMI) in higher education institutions (HEIs) (Solloway, 2016).

Keeping this in mind, the main aim of this chapter is to explore implications of the plurilingual pedagogy to improve language education in countries within the Arabian Peninsula. To achieve this aim, this chapter first briefly describes the need for a paradigm shift toward plurilingualism within the Arabian Peninsula, providing then a brief overview of the concepts of plurilingualism and translanguageing along with the potentialities and practical applications of these pedagogies in learning languages. It will be in this section that the relevance of these two pedagogies in transforming the education and learning of language in the countries of the Arabian Peninsula will be discussed. The final section will conclude with potential recommendations for educators in the region on how to bring about an actual shift in language education based on plurilingualism and plurilingual pedagogies.

The need to shift toward plurilingualism/translanguageing in language education

The shift toward plurilingualism in language education first took place in Europe when the Council of Europe (2001) supported the position that all European citizens should learn two additional languages besides their first/home language. Several researchers started (Bell, 2003; Bialystok, 2001; Bickes, 2004; García, 2009; Kumaravadivelu, 2001; Lantolf, 2011) examining the benefits of plurilingualism from a variety of perspectives namely the psychocognitive (Bialystok, 2001; Bickes, 2004; Perani et al., 2003), sociocultural (Lantolf, 2011), and pedagogical (Bell, 2003; García, 2009; Kumaravadivelu, 2001) perspectives. According to this stream of research, acquiring a new language modifies the individuals' global language competence and shapes their linguistic repertoires, and in the process of learning languages, errors should no longer be seen as pure by-products of interference but should be seen as a way of progressing in language learning.

Consequently, plurilingualism and translanguageing are terms that are currently being used in an attempt to "didacticize" or transform them into classroom

teaching methodology. In this chapter, the terms are synonymous, and both reject the compartmentalization of languages favoring the optimization of relations between languages. Unfortunately, I found that there is still fear associated with the use of “home” languages among the monolingual demographic of the teaching profession. As a teacher, I myself was biased by the monolingual stance, and as a teacher of English, I was told to exclusively use English inside and outside class. In fact, we were conditioned in our schooling and in our training as teachers not to use another language besides English believing that if we did, it would lead to losing control of aspects of the learning process, especially in language learning. However, it is time to change our perceptions on adopting the monolingual ideology and start developing a good understanding of the social, cultural, emotional, and linguistic benefits of using the students’ home language in the learning process. In fact, there are increasingly positive stories demonstrating the innovative use of multiple languages in teaching to make the most of a classroom’s linguistic diversity which will be mentioned in the next sections.

Plurilingualism: Definition

Plurilingualism was first introduced to the European education system in 1996. It was a consequence of waves of migration in Europe. These waves resulted in a plurality of languages and cultures, which were seen either as a problem or as an asset. Being in the front line, language became the catalyst of change as languages and cultures of migrants interacted with the languages and cultures of host societies. That is why, according to the Council of Europe (2001), it is imperative that students learn to be plurilinguists from a young age so that they can be not only more competitive in an increasingly globalized world, but also able to integrate within societies when necessary. Consequently, Plurilingual education was developed in the European Union due to the growth of these multilingual and multicultural communities.

Several researchers reviewed the term and have made attempts to define it. In most studies conducted in this field, researchers made sure to clarify the difference between *plurilingualism* and *multilingualism* to make it clear for the reader before they proceed, as is the case in the introduction to this volume.

Plurilingualism has been defined in the Common European Framework of Reference for Languages (Council of Europe, 2001, p. 168) in the following way:

[Plurilingualism is] the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw.

(Council of Europe, 2001, p. 168)

Looking through a plurilingual lens, Marshall and Moore (2016) stressed the notion that individual's languages and cultures are inseparable. The authors suggest that plurilingualism should be viewed as the interrelation of an individual's languages and cultures in a complex way. This interrelation, the authors argue, largely depends on individuals' biographies, lived experiences, social trajectories, and life paths and is subject to change with time and circumstances. Hence, it can be argued that plurilingualism challenges the concept of bilingualism which conceptualized the learning and use of more than one language as a full and balanced competence rather than as an ideological construction that develops over time.

Additionally, in their attempt to explore plurilingual pedagogy, Dooly and Vallejo (2019, p. 81) defined plurilingualism as "social reality," and also a "reality of the classroom" that needs to be transformed into classroom teaching methodology.

Based on the definitions of plurilingualism provided above, plurilingualism can be understood as a concept that refers to the learning and use of more than one or two languages to facilitate communication and understanding that is based not on the discreteness and full competence required to master multilingualism, but as a constantly emerging and evolving language competence. Consequently, plurilingual pedagogy refers to bringing into the classroom strategies employed by both teachers and students that will allow the learners to overcome the barriers that might arise when encountering other languages and/or other cultures. Keeping this in mind, we will now discuss the transformative aspects of plurilingualism.

The transformative aspect of plurilingual pedagogies

Though in higher education the pedagogical practices remain largely monolingual, it has been argued by prominent scholars within the field of plurilingualism that plurilingualism should be the focus of language education and learning and the goal of all educators (Dooly & Vallejo, 2019). It has changed traditional foreign language education where the goal is to have partial competence in multiple languages, rather than full competence in two or three. In the European context, García and Otheguy (2020) stressed the point that "not only has the concept of plurilingualism influenced the teaching of additional languages for all European citizens, but it has also influenced instruction of the national language for the increasing number of black and brown refugees that enter the European Union" (p. 22). That is why it is essential not to neglect the unique opportunity to turn students' spontaneous plurilingual practices into pedagogical strategies (Galante et al., 2019). Studies in higher education have shown that recognizing and valuing students' plurilingual competence is essential for better learning. To prove this point further, in their study, Marshall and Moore (2016) showed that international students in Vancouver, Canada, had agency over their plurilingualism in both social and educational contexts and were able to utilize their linguistic

repertoire as a resource to communicate, even if only English was used as the medium of instruction. Consequently, and since students showed that they use languages other than English in their academic studies, the main concern should be how to support and supply educators with suitable materials to be able to implement pedagogy that can harness students' plurilingual practices. Galante et al. (2019) conducted a researcher-instructor collaboration that aimed at implementing plurilingual practices, such as translanguaging, plurilingual identity, and intercomprehension over four months in an English for Academic Purposes (EAP) program at a university in Toronto, Canada. They proposed a framework for the integration of plurilingual tasks where they carefully initiated the process of shifting pedagogy from English-only to more linguistically and culturally inclusive practices. They discovered that instructors could make use of existing materials and adapt them by introducing one or more plurilingual strategies such as intercomprehension and translanguaging (Galante et al., 2019). Through this, the balance of plurilingual versus nonplurilingual tasks can be established, and this will help the shift in the classroom pedagogy in higher education to be more systematic for students and instructors.

Translanguaging: Background

Among the plurilingual pedagogies, translanguaging theory builds on scholarly work that has demonstrated how colonial and modernist-era language ideologies created and maintained linguistic, cultural, and racial hierarchies in society. Originally, in Wales, Cen Williams created the term translanguaging (in Welsh) (Vogel & García, 2017) to refer to pedagogical practices in which English and Welsh were used for different activities and purposes (i.e., reading in one language and writing in another). Colin Baker (2001) then translated the term into English as translanguaging (cited in Vogel & García, 2017).

There have been numerous debates among scholars on the term's definition. However, García (2009) noted that the term is not just something bilinguals do when they feel they are lacking words or phrases needed to express themselves in a monolingual environment. In fact, translanguaging is a pedagogical practice, which leverages the fluid languaging of learners in ways that deepen their engagement and comprehension of complex content and texts (Vogel & García, 2017) where the *trans* prefix communicates the ways that multilingual people's language practices in fact "go beyond" the use of state-endorsed named language systems (García & Li Wei, 2015, p. 42; Wei, 2011). For García (2013), translanguaging is not a mere strategy and is more than code switching, which considers that the two languages are separate systems (or codes) and are "switched" for communicative purposes (Velasco & García, 2014). "Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (Baker, 2011, p. 288). To go deeper, translanguaging is a process whereby multilingual speakers utilize features taken from different languages that have been previously separated by sociopolitical forces

but are now experienced in speakers' interactions as an integrated communication repertoire (Paulsrud et al., 2017), thus creating more learning opportunities for multilinguals (Rasman, 2018). For Wei (2011), translanguaging and the idea of translanguaging space derive from the psycholinguistic notion of languaging, which moves from language as a noun to language as a verb, thus stressing an ongoing psycholinguistic process.

For García and Otheguy (2020), translanguaging is a theoretical lens that provides an opportunity to view bilingualism and multilingualism from a different perspective. According to the authors, the theory of translanguaging posits that contrary to the common belief of having more than two autonomous language systems, it is better that all users of language select and deploy specific features from a unitary linguistic repertoire. This way it becomes easier for users to not just understand the meaning but also negotiate specific communicative contexts. The authors add that translanguaging can also be used as an approach to language pedagogy as it can help to leverage students' diverse and dynamic language practices in teaching and learning.

Finally, still according to García (2009), 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. More importantly, it is a process of knowledge construction that goes beyond language(s). It takes us beyond the linguistics of systems and speakers to a linguistics of participation: "It is an action to transform classroom discourses, including both the discourses by the participants of the classroom activities and the discourses about the classroom" (Wei & Lin, 2019).

Despite their different origins, both terms, plurilingual pedagogy and translanguaging, represent instances and practices where languages interact symbiotically as part of the one single linguistic repertoire of an individual, be it in day-to-day situations or in teaching and learning contexts. Therefore, as explained in the introduction of this volume, they can be used interchangeably at times.

The case in Arabian Peninsula

In the Arabian Peninsula, this gradual introduction of plurilingual strategies appears much needed in the education systems. This is mainly because in many of these countries, both students and teachers find it difficult to learn and teach (through) English but are compelled to do so by the policy of the institutions that states that English is "the" language of science and technology (Al-Mahrooqi, 2012; Solloway, 2016).

In many of the countries of the Arabian Peninsula, many educational institutions use content and language integrated learning (CLIL) in English as they consider it vital for students who must function in an increasingly globalized marketplace. Over the years, initiatives to increase the adoption of EMI in schools as well as higher education have been observed which resulted in many content

subjects being taught via English. This shift can be largely seen from the fact that since the 1990s, a number of educational language policies making English as the primary medium of instruction in higher education have been implemented in these countries (Hopkyns et al., 2018). These policies have been implemented to ensure that the peoples of these countries are on par with the international academic community and also to achieve country-specific goals (Alhassan, 2021; Al-Mahrooqi, 2012). This was largely a result of the government policies who realized that English was not just a dominant language of science, research, and technology but was also widely present in the international academic community. However, little thought was given to what this might mean for the status of Arabic.

To go further, in the United Arab Emirates (UAE), the move to adopt EMI in HEIs was mainly influenced by the government's move to transform the country from an oil-based economy to a knowledge-based economy (Siemund et al., 2020). However, we cannot deny the fact that due to the rise of the translingual society in UAE where a large number of the population, especially young people, speak different varieties of English and Arabic (O'Neill, 2017; Siemund et al., 2020), many initiatives have been spearheaded by the UAE in an effort to develop the teaching and learning of Arabic in the country (Taha-Thomure, 2019).

In the State of Qatar, the ruling family, in the year 2003 as a part of the Education for a New Era (EFNE) reform policy, decreed the establishment of a bilingual education system as a means of transition to EMI. The move toward EMI was often cited as a way to realize the Qatar National Vision 2030 (Ahmadi, 2017). However, the decree was abandoned in the year 2012 by the Qatari authorities as a remedy to correct the various pitfalls that occurred in the education system as a result of the implementation of the EFNE (Mustafawi et al., 2022).

In addition, the growing use of EMI in almost all these countries has been found to have created numerous challenges for both teachers and students, indicating a failure of these policies to enhance language education among the populace of these countries. The reasons for these policy failures are numerous and have been documented by various studies (Ahmadi, 2017; Alhassan, 2021; Ellili-Cherif, 2014; Mustafawi et al., 2022; Solloway, 2016) examining the use of EMI in HEIs in many of these countries from both students' and teachers' perspectives. The primary conclusions that can be drawn from these studies are the fact that the adoption of EMI in HEIs has brought stress to the parents as well as students (Ahmadi, 2017), has negatively affected academic performance of students in English as well as other subjects (Mustafawi et al., 2022; Solloway, 2016), and has been regarded as a threat to Arabic (which is the official language in many of these countries), their religious identity, and cultural integrity (Ahmadi, 2017; Ellili-Cherif, 2014; Solloway, 2016). Nevertheless, it is worth noting that many of these studies recommend that in order to improve language education, it is not only important to improve the pedagogical training of teachers but also to alter the EMI content in a way that meets the learning styles and preferences of the students (Alhassan, 2021). This is where the concepts of plurilingualism and translanguaging can greatly help in reducing the conflict between English and

Arabic that has been found in many of the countries in the Arabian Peninsula (Ahmadi, 2017; Ellili-Cherif, 2014; Solloway, 2016).

The task of translating plurilingualism into teaching pedagogy for language education can be a relatively smoother process in the Arabian Peninsula since the social interaction and communication in many of these countries take place in multiple languages or language varieties specific to the country. For example, in Qatar, daily interactions often take place in languages that include Qatari Arabic, Standard Arabic, Gulf Pidgin Arabic, English, and others (Mustafawi et al., 2022), whereas in the UAE, an increasingly diverse country social interaction, especially among young people, mostly takes place in “Arabizi” or “Arabish,” a mixture of English and Emirati Arabic (Hopkyns et al., 2018; O’Neill, 2016).

A plurilingual pedagogical practice is particularly needed in countries in the Arabian Peninsula where both teachers and students have been found to lack English proficiency, and students are more likely to prefer receiving instructions in Arabic rather than English (Alrabah et al., 2016). Additionally, creating pedagogical practices comprising two (L1 and L2) or more languages can not only help teachers to respond to the students’ preferred ways of learning but will also help them to create a relaxed classroom experience. This can greatly help the students to learn L2 more effectively as compared to just using L2 as the sole language of instruction. However, it is recommended that the implementation of such plurilingual-inspired activities/tasks be gradually introduced in the language program and that collaboration between instructors and administrators be set up. In fact, Ellis (2013) investigated English as a second language (ESL) teachers’ views about language teaching and learning and found that plurilingual teachers are aware of their own plurilingual strategies but still need support to transform this knowledge into pedagogical practice. Other teachers in Kuwait showed negative attitudes toward the use of these strategies when teaching English (Alrabah et al., 2016).

My personal experience in an Arabic-speaking country

Based on the above and on how teachers show negative attitudes toward implementing plurilingual pedagogies and others even fear, the term plurilingualism to begin with, let alone to use it in class, drives me to mention a study that I did years ago in this area. Back when I was a preschool homeroom teacher and coordinator of English in a school in Lebanon and being a native speaker of Arabic, my main concern was to find ways to develop my students’ L2 acquisition and comprehension of the content with the use of their native “home” language which was Arabic. For this purpose, I decided to conduct an experimental study on this through a read-aloud lesson which was part of my PhD dissertation. The target samples (275 students) were divided into two groups, one experimental and the other controlled. In the experimental group (137 students), I used the students’ mother tongue (Arabic/L1) and their second foreign language (English/L2) in reading the story. While in the control group (138 students), I

delivered the same lesson using English only. Students (in both groups) were asked to draw the story followed by open-ended questions to reflect on their drawings. The students' drawings were taken to a child psychologist to interpret them according to a specific rubric that targets the concepts of language acquisition, comprehension, and empathy. The drawings of students, in this study, were analyzed by looking at four main things: image themes, image features, image location, and pencil pressure.

Results showed that the integration of L1 and L2 yielded favorable results to comprehension and cultural awareness, where the students, through their drawings, could relate and feel empathy toward the character in the story under study. All values and associations were in place in the student's mind. The drawings were expressive of comprehension and cultural awareness acquisition. This indicated that introducing the mother tongue can be positive, especially since it makes the student culturally familiar to the study material. By integrating their home language, the students developed a better feel for the culture studied, as well as a better understanding of themselves. So, teachers do not need to feel as if they are "betraying" their mission and profession by introducing the mother tongue into their classes. As English teachers are not advised to use the mother tongue (Arabic) in their teaching, they feel very guilty about introducing this language, regardless of how effective it may be in terms of language acquisition.

So, in the above study, I was trying to use the students' "home" language to build a better classroom environment that fosters a *Culture Vulture Child* (Jaafarawi, 2018). Though it was conducted years ago, it proved the effectiveness of the use of the mother tongue in language learning. Consequently, the above study could help teachers realize the real benefit of plurilingualism and translanguaging so they can defy the ideology of isolating English from other languages in the curriculum. This corroborates what García and Wei (2015) noted in their work that "Translanguaging in schools not only creates the possibility that bilingual students could use their full linguistic and semiotic repertoire to make meaning but also that teachers would 'take it up' as a legitimate pedagogical practice. Rather than just being a scaffolding practice to access content or language, translanguaging is transformative for the child, for the teacher, and for education itself, and particularly for bilingual education" (García & Wei., 2015, p. 227). Translanguaging allowed me, as a teacher, to cognitively engage every child in the class, which in turn made me sure that each individual child is able to receive the linguistic input appropriately, is able to produce linguistic output adequately, and is cognitively involved. Consequently, there should be no fear of using these approaches in language learning.

Translanguaging and plurilingualism as pedagogies or practices

Questions are raised regarding what the best practices for translanguaging within the classrooms are. There is evidence within the literature that the best translanguaging practice within classrooms is the one that is student directed or

that facilitates learner–learner interactions. For example, in their work, Lewis et al. (2012) refer to this practice as the one that involves only students and little teacher support. One of the major benefits of this practice as observed by García (2009) is that student-directed translanguaging practice greatly allows students to construct meaning on their own and even demonstrate knowledge of other languages. This largely facilitates language acquisition among students without having to wait for their teachers to assume their role. However, García (2009) urges that such translanguaging practice must be implemented with some caution, especially in countries or settings where there exists unequal power between two languages.

For example, in UAE, the increasing spread of English, along with the value assigned to it, has elevated the status of English and marginalized the status of Arabic. This has forced some parents, who want Arabic-only instruction for their children, to “seek out private fee-paying Arabic-medium schools” (Baker, 2017, p. 286). For this purpose, I believe the introduction of L1 in education is necessary to facilitate multilingual competencies starting in schools. To explain my point of view, throughout my teaching career, I was hired to teach Arabic to native speakers of English in an American standard-based curriculum school in UAE. I had to mix the two languages to be able to communicate and teach the difficult concepts to the students. Hearing their “home” language used by the teacher helped students not only to accept but also to enjoy learning Arabic. I developed materials that helped me in teaching Arabic such as reading dual-language story books, dual-language flash cards, recordings of other students talking or singing in Arabic, and real-life scenarios (dialoging). The students started to exhibit improved executive function and cognitive flexibility and creativity.

Consequently, I started reading and researching more about plurilingualism and translanguaging practices in higher education context too. In teaching English composition courses, I asked my students to look up meanings of certain key terms in Arabic to help bring students closer to the material and to help them comprehend the content better. Being a native speaker of Arabic gave me the advantage of discussing the content freely using L1 and L2 and understand any word used by students in class in any of the two languages. This was also emphasized in an intervention that was carried out in UAE higher education classrooms by two university professors (Steinhagen & Said, 2021). Students were offered academic papers in English and Arabic and were provided the space to learn information through their languages. Using combined principles of translanguaging practice, the project yielded positive results. Students found the intervention empowering as it renewed their sense of respect for Arabic (Steinhagen & Said, 2021).

Throughout my teaching journey in higher education, I saw students use translanguaging in note-taking as they stated that it helps them “understand” and it “feels more comfortable and natural” to them. In other cases, students use their L1 (Arabic) in summarizing a text in L2 (English), and if not summarizing the whole text, they choose to look up unfamiliar terms in Arabic. Those approaches can be supported by the teacher by intentionally guiding students to

use all of their linguistic abilities to mediate understanding. By helping students take part in their learning process, we are helping them to validate who they are and what they bring to the classroom. Consequently, teachers can provide translanguaging spaces where students are encouraged to communicate naturally through any language or mix of languages they choose. This fosters a sense of belonging as bilingual individuals through using their full linguistic repertoires to support learning.

Hence, the use of translanguaging in different education settings that range from preschool learning to young adults, as seen in the examples of my own experience, speaks for the potential of plurilingualism and translanguaging as a pedagogical tool. This should give insights to teachers and curriculum developers on the need to develop and implement translanguaging pedagogical practices in the education system of the countries within the Arabian Peninsula.

Conclusions and recommendations

Conclusions

During the course of this discussion on plurilingualism and translanguaging, it was found that the increased and simultaneous interactions that occur in local, global, and virtual contexts today, both globally and in the Arabian Peninsula context in specific, have made the use of plurilingual approaches ever important than before. Hence, to conclude, it is time that language educators, especially in HEIs in countries of the Arabian Peninsula, grabbed this opportunity and accelerated the learning process by adopting plurilingualism as a resource rather than considering it as an obstacle. Given the right resources, educators can easily overcome the barriers that hamper the use of plurilingual approaches in classrooms.

Recommendations

The following are some of the recommendations that can greatly help educators in the Arabian Peninsula to bring about a shift in language education and lead them to focus on plurilingualism and plurilingual pedagogies in schools and universities of countries within the Arabian Peninsula.

First, for plurilingualism to succeed in countries in the Arabian Peninsula, it is important that educators consider plurilingualism not simply as a symbol of diversity in the classroom but rather adopt it as a common practice that is implemented across the curriculum. Second, the successful adoption of plurilingualism pedagogy in schools and universities largely depends on the extent to which instructors and program directors are willing to take the gradual shift from an English-language-only to a plurilingual approach. To do so, it is important that both language instructors and program directors work together or collaboratively with students. This is of critical importance because it is in fact the students who are ultimately going to benefit the most from the adoption of plurilingualism pedagogy in the classroom.

Third, successful adoption of plurilingualism in classrooms also depends on the kind of support and encouragement that educators or teachers receive from the administration of schools and universities when it comes to the implementation of plurilingual pedagogy and how open the teachers are to students' use of other languages apart from English in the classroom. With that being said, results of research in this area show that when teacher views are surveyed, they report minimal mixing of languages in classrooms. However, when they are observed while teaching, they are found to engage in translanguaging practices for various pedagogical purposes (Abourehab & Azaz, 2020; Alqahtani, 2022; Hillman et al., 2019; Hopkyns et al., 2018). There seems to be no opposition to the practice of mixing English and Arabic per se, but rather an expectation that only English should be used in EMI context. The teacher perceives this as the expectation of the students and, therefore, upholds this by speaking mainly English. To overcome this and help teachers break their perceived monolingual ideologies and to acknowledge the fact that the majority are using translanguaging without knowing, teachers in the Arabian Peninsula should be educated about this, and classroom-based research on these approaches should be shared with them to help them realize the effectiveness of those approaches on the learner and to use them without fear or doubt. Moreover, teachers should be trained on how to use translanguaging and plurilingualism in a methodological way to maximize their effectiveness in the language learning process.

Fourth, adopting translanguaging and plurilingualism, especially in countries of the Arabian Peninsula where English language is being considered as a threat to their native language Arabic, can help students to realize that their language repertoire is in fact one of the rich resources that they can use to learn any language, which also includes English language besides their own home language.

Finally, it is important to note that successful implementation of plurilingual pedagogical practices will not be possible, unless there occur some systemic changes in teacher education. This would involve profound changes not just in teachers' understanding of language education but also dramatic changes in education policies. While translanguaging practices undoubtedly occur within classrooms where the instructor and learners use both Arabic and English, these educational and meaningful exchanges cannot be documented for fear that they could have a negative impact on the instructor's career (Van den Hoven & Carroll, 2021; Hillman, S., Graham, & Eslami, 2019). Stakeholders in the countries of the Arabian Peninsula should be aware of this and be open to challenge the prevalent assumptions regarding preserving the language "purity" and be more flexible in accepting the use of Arabic alongside English.

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