

Impact Of Translanguaging In The Acquisition Of French As A Foreign Language

Mr. Jatin kumar¹, Dr. Tanuja Yadav²

¹ Research Scholar, Department of Languages, Literatures and Cultural Studies, Manipal University Jaipur, Jaipur, Rajasthan
jatinpoddar006@gmail.com

² Associate Professor, Department of Languages, Literatures and Cultural Studies, Manipal University Jaipur, Jaipur, Rajasthan
-tanuja.yadav@jaipur.manipal.edu

Abstract

Using a multilingual approach can simplify the process of teaching French as a foreign language. This approach allows learners to engage more with the course content, and at the same time, fosters appreciation towards their abilities in language. The use of self-instructional techniques that involve French along with learners' mother tongues facilitates grasping complex concepts, enhancing expressive abilities, self-worth, and persevering through intricate challenges. This method stimulates learner's involvement, fosters interaction, and makes added instructional materials more available, while simultaneously helping devise conceptual diagrams to encourage higher order processes and mental growth. The other important aspect is the role of translanguaging which helps through crossing cultural boundaries and helps learners relate to the language as well as its context, which in turn fosters vocabulary production and mastery of the language. Moreover, learners' motivation towards learning languages and developing a more favourable attitude about them was enhanced due to translanguaging. Language identity respect encourages learner effort, fostering motivation towards mastery of a language. Strengthening learners' diverse languages eases foreign language education for all, through the positive effects of translanguaging. Furthermore, the translanguaging contributes to the United Nations Sustainable Development Goal 4 and 16, which aims for inclusive, equitable quality education and Peace, Justice and Strong Institution by promoting multilingualism.

Keywords: Translanguaging, French Language, Learners, Quality Education, communication

INTRODUCTION

In this interconnected world, multilingualism is increasingly important for intellectual development as well as cultural and economic engagement. In foreign language education, translanguaging is an approach that diverges from the mono-lingual norm and strategically utilizes the learner's languages. For learners of French as a Foreign Language (FFL), translanguaging allows students to employ their vernaculars such as English, Hindi, or even regional Indian languages to foster stronger linguistic and cultural ties while deepening understanding. This approach helps achieve the aims of the United Nations Sustainable Development Goal 4 on “inclusive and equitable quality education and lifelong learning opportunities for all”. Originally coined by Cen Williams concerning Welsh bilinguals, translanguaging has developed into a theory and teaching framework which allows learners to fluently interact with multiple languages while learning new concepts.

According to García and Wei (2014), translanguaging is defined as “[the] process by which bilingual students use their languages as an integrated communication system.” Unlike other definitions, where languages are treated as isolated systems that function independently from each other, translanguaging treats systems as interlinked. This dynamic view of languages broadens the scope of learners to utilize all available linguistic resources. In contexts such as French foreign language teaching, especially in multilingual contexts like India, the potential for growth in learner's linguistic competence and confidence makes translanguaging invaluable.

Indian learners face specific difficulties with French as a foreign language. Phonetically and structurally, French is different from Indian languages, as well as English—the language of instruction in most Indian schools. Foreign language teaching methodology typically enforces a rigid syllabus that uses only the target language, which can greatly reduce learner engagement and understanding. In contrast, translanguaging motivates the use of students' native languages as a framework to plan, discuss, and collaboratively construct understanding. As Canagarajah (2011) has put it, “pedagogical success in multilingual classrooms depends on the ability to work with, rather than against, students' linguistic resources.” This approach confirms the learners' identities and enriches the environment by fostering inclusion where students feel they are actively recognized. Translanguaging, from a cognitive perspective, enhances metalinguistic awareness and broadens understanding of linguistic frameworks. Actively contrasting grammatical constructions or vocabulary between two or more languages makes learners more thoughtful and reflective regarding language. For example, an Indian learner of French might analyze the sentence “Je vais à l'école” (I go to school) alongside “Main school jaata hoon” in Hindi and its English counterpart. This practitioner is learning not just French, but also drawing on multiple languages to compare, discern patterns, and identify differences that aid in understanding further. Cummins (2007) states that “cognitive functioning and language learning are not compartmentalized in bilingual individuals; the languages interact constantly and productively.” This cross-linguistic transfer is exactly what translanguaging seeks to leverage to improve educational attainment. In addition, learners are exposed to multiple cultures and languages, which fosters critical thinking and cultural understanding. Learners actively engage with

French texts, which are discussed in their native languages, leading to more profound interaction with the materials. Students are able to draw parallels, interrogate meanings, and relate content to their realities far better. This culturally responsive pedagogy supports the overarching aims of SDG 4, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, 2015). With translanguaging, educators help construct responsive educational systems that embrace and support multilingualism and the full linguistic range of their students.

Furthermore, translanguaging has the potential to democratize learning access for the French language by alleviating the linguistic barriers which often impede progress for students from marginalized socioeconomic backgrounds. Educational inequity is prevalent in India, where students from rural, non-English medium backgrounds face the double challenge of learning French in a foreign language. Teachers can foster greater equity by integrating Hindi or local vernaculars into the teaching process. Translanguaging is “a means of social justice” (Hornberger & Link, 2012) in education by providing home languages and knowledge systems of learners value and legitimacy. It is a pedagogical revolution for French as a foreign language learners for multilingual countries like India. It dismantles the dominance of monolingual teaching, fosters linguistic innovation, amplifies learner agency and creativity, and most importantly, adheres to the global call of SDG 4 which emphasizes the right to quality education. Educators and policymakers have the opportunity to embrace the paradigm of education as holistic and inclusive through the empowerment of translanguaging.

Translanguaging

Translanguaging originated from the concept of ‘trawsieithu’—literally, ‘crossing languages’—coined by Cen Williams, an educationalist from the 1980s who described a language practice as planned. It was translated into English as translanguifying but later modified to translanguaging by Baker in 2001. It refers to a classroom language practice with a systematic change of language for input and output (Lewis et al. 2012: 643). Yet later, it also came to be used to describe the mode and purpose of this linguistic process. Currently, the term translanguaging refers to both a deliberate process of switching languages and the corresponding theoretical frameworks that underpin such a linguistic shift.

The explanations of translanguaging still make an effort to blend both sides of the phenomenon. For instance, Canagarajah (2011: 401) defines translanguaging as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system.” Other definitions focus on the objective of the practice as García (2009: 140) reflects, stating, “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages in order to maximize communicative potential,” or Baker (2001: 288) where translanguaging is interpreted as, “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.”

It should be noted that the lack of consensus around the term integrated language system to which an integrated language system is also referred to poses potential limits to the use of systems in relation to translanguaging. To provide more clarity, García and Lin (2016: 124) offer a distinction which outlines two forms of translanguaging identified as “strong translanguaging” and “weak translanguaging.” As both of these types of translanguaging stem from differing perceptions of system(s) and hence language learning systems, they provide different understandings of the language learning systems. Firstly, strong translanguaging positions its advocates as perceiving the language system as a singular cohesive block. This position is defined by one system with one grammar under which the speakers access features freely from the singular pool during interactions. On the other hand, weak translanguaging still upholds the traditional confines of a language but advocates for a relaxation of the strict boundaries between language to focus on intersections and interrelations between language systems. Translanguaging, as conceptualized by MacSwan in 2017, is a term used to describe the phenomenon of bilingualism; however, he argues that for each language, a unique grammar exists. The current paper rests on the weak version of translanguaging, which, as by definition, accepts the separate grammar and linguistic structures of languages; however, does not maintain a language system's boundary, allowing it to be in perpetual fluidity and overlap. Following the theory on dynamic multilingualism introduced by Jessner and Herdina in 2002, the first language alongside all other additional languages are regarded as having fluid boundaries, continuously shaping one another. Another consideration regarding translanguaging is its distinction from code-switching, a phenomenon that involves alternation between two or more languages.

Types of translanguaging

As translanguaging is a complex phenomenon with different patterns and types, attempts have been made to classify practices of translanguaging. Apart from the distinction made in strong and weak versions of translanguaging, which basically is a reflection of how different people attribute value to this phenomenon, there are still other forms of categorization that deserve mention. Based on the level of linguistic capabilities of the participants taking part in the translanguaging activity, both one-way and two-way translanguaging, as well as dependent and independent translanguaging, may be distinguished. García and Li Wei (2014) note that bilingual learners along the bilingual continuum utilize translanguaging for various purposes. Dependent emergent bilinguals often lean on a dominant language and show a more dependent form of bilingual translanguaging. This is a one-way form of translanguaging in which learners access their dominant language for both support and as the medium for higher order thinking processes. In comparison, more knowledgeable bilingual speakers with solid

command of both the source and target languages utilize a more self-sufficient type of translanguaging. They typically demonstrate a two-way translanguaging pattern where they can shift from one language to the other based on the contextual demands of the interaction. With regards to purpose, it is also possible to differentiate between spontaneous and pedagogical translanguaging. As highlighted by García and Li Wei (2014) and Lewis et al. (2012), translanguaging can be used both spontaneously (when speakers carry out a translanguaging activity) and pedagogically (when instructional strategies designed for teaching bilingually are implemented). To put it another way, spontaneous translanguaging is the discourse practices employed by bilinguals and multilinguals, while pedagogical translanguaging is the teaching strategies designed within multilingual contexts.

Bilingualism and Translanguaging

Bilingualism is described as the ability to use two languages proficiently, which allows individuals to navigate different cultural and linguistic spheres. Grosjean (2010) describes bilinguals as those who “use two or more languages (or dialects) in their everyday lives.” Bilingualism is associated with cognitive benefits like enhanced executive function, mental flexibility, and developed awareness of language structures.

The term translanguaging was first introduced by Cen Williams in 1994, later on, it was developed by Garcia on 2009. Such concepts as Garcia (2009) did attempt to translate her work as “the process by which multilingual speakers utilize their language as a system blur the boundaries that are placed between languages within a person’s mind”. This approach was observed to allow learners to fully express their ideas or analyze through their full linguistic vocabulary and think critically. García notes that in the classroom, translanguaging aids in the learner's language proficiency and also affirms the learner's identity. Garcia focuses on pedagogy because of the normal comprehension as a result of teaching across languages. This pedagogy shifts to inclusivity while bridging gap translanguage. This meets the achievement set by SDG - 4 - Quality Education as equitable and inclusivity education. Thus it can be concluded both bilingualism and translanguaging promote stronger academic results, enhanced cross-cultural skills, emotional independence and self-system including confidence fundamental in the 21st century world.

Translanguaging and code-switching

The defining features of code-switching and translanguaging remain contested and this stems, at least partly, from the evolving nature of translanguaging's conceptualization. In earlier works, for example, García (2009) interpreted translanguaging to include code-switching, but in later works (e.g., García and Li Wei, 2014), the two concepts are seen in opposition to each other. In earlier formulations, García and Li Wei (2014) argued that code-switching is referred to as an alternation between two language systems and treated as separate linguistic codes. In contrast, García and Li Wei (2014) consider code-switching to be a simplistic process of changing languages; an alternation of separate monolingual codes. In contrast, transcending the boundaries of singular languages is referred to as translanguaging, which focuses on how speakers draw from their entire linguistic capabilities to interact meaningfully with others. One of the main characteristics of translanguaging is that it presupposes a dynamic and functionally integrated use of different languages and language varieties.

Translanguaging embraces heteroglossia, conceiving of bilinguals as operating with fluid rather than strictly defined systems, in contrast to code-switching which relies on a monoglossic perspective of bilinguals as functioning within two distinct and isolated systems. Translanguaging is usually regarded as a knowledge construction process that transcends any single language (Li Wei 2018). In this case, learners are regarded as co-creators and thus mobilize what has already been acquired to create a bilingual dynamic repertoire. This idea resonates with García (2009), who refers to translanguaging as a dynamic meaning-making process in which all elements participate and are interwoven together. In her definition (2009: 44), translanguaging is “an approach to bilingualism that is centered not on languages, as has been often the case, but on the practices of bilinguals that are readily observable.” As García (2009: 45) argues, “the process [my emphasis] by which bilingual students perform bilingually in the myriad multimodal ways of classrooms,” involves much more than code-switching; it is, in her view, a blend of diverse linguistic elements and multiple discursive practices.

The distinction between the two phenomena code-switching and translanguaging is brought about by the functions of translanguaging. Unlike code-switching which describes a mere alternation of languages in all sorts of situations, translanguaging has its roots predominantly in pedagogy and is more closely tied to teaching practice. Translanguaging is deemed as “one of the most critical aspects of pedagogy” (García & Wei, 2014) especially in the context of education where it is anticipated to construct a translanguaging space,¹ “created by and for translanguaging practices” (Li Wei 2011) in which students are allowed to switch languages and freely utilize their linguistic skills to negotiate and meaning interact socially and linguistically. The use of code-switching is “rarely institutionally endorsed or pedagogically underpinned” (Creese and Blackledge 2010: 105) and concentrates “not on maintaining bilingualism per se but on teaching in or simply teaching another language” (Garcia and Lin 2017: 3) whether in absence of rationale or intention by the educator. In contrast, translanguaging persists upon the dynamic bilingualism of language learners (Garcia 2009) and fosters drawing on their language skills and entire linguistic repertoire.

Translanguaging in French Language Learning

In the context of multilingual education, translanguaging has rapidly become a powerful technique for language acquisition. It fosters a richer and more integrated process of language acquisition in French classrooms, particularly for students with varied linguistic backgrounds. Instead of confronting students' native languages as barriers, translanguaging utilizes them as tools to foster meaning making, negotiation of understanding, and active cognitive engagement.

As García and Wei (2014) put it, "the process by which bilingual students use their languages as an integrated communication system" describes translanguaging. In the case of an Indian student with prior knowledge of Hindi and English learning French as a foreign language, he or she is likely to make sense of vocabulary, grammar, and cultural references, which in turn enhances their linguistic self-esteem and competence. This approach fosters language acquisition, and critical evaluation and boosts affirmation of one's identity. Creese and Blackledge (2010) described that "translanguaging pedagogy creates a space for multilingual identity construction and the validation of students' home languages." In the context of India, where multilingualism exists, this point complements learners' sociolinguistic realities. Educators capable of using French teaching techniques through the prism of the learner's complete linguistic repertoire enhance relatability and accessibility.

Additionally, learners are able to examine language features from different languages and this supports transcendental linguistic awareness which is nourished by translanguaging. This type of analysis is beneficial in fostering understanding in how language operates, resulting in long-term acquisition. As noted by Cummins (2007), "cross-linguistic transfer of knowledge and skills promotes academic development in both languages." This observation reinforces translanguaging as a strategy beyond mere linguistics, extending into the realm of cognitive function.

The use of translanguaging in teaching French supports Sustainable Development Goal 4: Quality Education which focuses on equitable and lifelong learning for all (UNESCO, 2017). Through inclusion of different languages, barriers are removed making participation possible in all spheres of life which ensures equitable access for all. This aligns with target 4.5 of SDG 4 which seeks to close the education gap and provide opportunities for especially the disadvantaged, in this case minority languages speakers. Translanguaging facilitates connecting learners' pre-existing linguistic competencies with the target language, thereby enabling cultural empowerment, enhanced learning, and deepened multicultural inclusivity. Through this framework, educators of the French language can create spaces that not only celebrate multilingualism but also improve students' linguistic and academic achievement.

Translanguaging Practices in French language classes

The shift in the teaching paradigm using different languages to assist explanation, navigational aids, and understanding in educational contexts of the French class is translanguaging. Every language student is equipped with their own linguistic resources which may improve their engagement and level of understanding. For García and Wei <<2014>>, "translanguaging is not simply a pedagogical strategy, but a means of empowering multilingual learners by validating all their linguistic resources." It is widely known that students in India grow up speaking Hindi, English, and regional dialects. Such a diverse context makes learning and teaching through translanguaging easier.

In French classes, translanguaging practices such as translating vocabulary into students' home languages, using bilingual glossaries, and encouraging discussions in multiple languages help to explain complicated grammar and cultural concepts. "Students' languages are cognitive tools that should be integrated into learning rather than suppressed," writes Cummins <<2007>>. While most multilingual translanguaging *Pratiques* focus on drawing upon existing language repositories, there are countless variants. In any single language class, pedagogic translanguaging can be directed towards phonetics, lexicon, morphology, syntax, pragmatics and discourse, and even reading, writing, listening, or speaking, and skill types. In this paper, we will outline methods pedagogical trans languaging can be applied in the language classroom.

This is especially the case for developing metalinguistic awareness and intercultural competence. Furthermore, these actions are in line with Sustainable Development Goals number 4 (Quality Education) which emphasizes the need to provide inclusive, accessible, and equitable education for all. Translanguaging practices promote linguistic justice and close educational divides, particularly for students from marginalized backgrounds. It meets SDG 10 (Reduced Inequalities) by fostering engagement with learners from diverse backgrounds and recognizing their identities. Research shows that the advantages of translanguaging go beyond acquiring a new language; it also improves self-esteem, independent thought, and cultural awareness (García 2009). In the context of efficiently acquiring the French language, a student's multilingualism should be viewed as an asset, not a challenge.

Translanguaging to Develop Metalinguistic Awareness

Translanguaging is better known as a transformative approach concerning pedagogy within the context of language teaching and learning. Concerning French as a Foreign Language (FFL), translanguaging not only enhances communication but also promotes students' metalinguistic reflexivity—encouraging them to think about and to form the language system's surface structures intentionally. This metalinguistic awareness supports achieving multilingual and academic success in multilingual contexts.

Metalinguistic awareness concerns the ability to identify and interpret language components like phonemics, syntax, semantics, and even pragmatics as systems belonging to foreign languages. Through translanguaging, learners can access their

complete linguistic repertoire, including first language (L1), second language (L2), and any additional languages, to comprehend and produce the target language—in this case, French. García and Wei (2014) wrote that translanguaging “goes beyond code-switching to describe a process whereby multilingual speakers utilize their languages as an integrated communication system” (p. 22). The holistic nature of language use encouraged by translanguaging nurtures comparative thinking that is essential to metalinguistic growth.

In contexts where learners are taught French as a foreign language, permitting the use of their first language (L1) or English in tandem with French may enhance their comprehension of language systems. For example, when students are motivated to translate, examine verb conjugations, or assess the application of gender rules in French with their native languages, they recognize patterns and exceptions. As noted by Cummins (2007), “instruction that ignores students’ prior knowledge—particularly their linguistic knowledge—is pedagogically ineffective.” The use of translanguaging theory supports the pedagogy of critical teaching by fostering students’ prior sociolinguistic frameworks while encouraging analysis about the form and function of language.

Additionally, translanguaging has the potential to simplify intricate grammatical features of French. Consider the case where learners translate a French sentence to Hindi or English; they can analyze why an adjective follows a noun or how a certain verb form is employed in that context. Such engagement aids in developing cognitive flexibility and enhances language processing proficiency. This viewpoint has been articulated by Swain (2006) when she states, “language awareness arises from language use and reflective thinking about language use” (p. 96).

In the context of teaching languages, instructors significantly support the development of translanguaging spaces. Instead of enforcing a French-only policy, teachers may design a French class that encourages learners to analyze sociolinguistic aspects of French and reflect on phonological differences. This practice supports Sustainable Development Goals (SDG) 4 which seeks to ensure inclusive and equitable quality education. Through translanguaging, cognitive equity and learners’ multilingual identities are recognized and nurtured, building and sustaining development in diverse classrooms. Translanguaging pedagogy is effective to enhance metalinguistic awareness in FFL learners. It cultivates critical language awareness, enhances learners’ grasp of language systems, and equips them for engaged participation in sophisticated multilingual discourse. As García, Johnson, and Seltzer (2017) noted, “translanguaging pedagogy recognizes the dynamic language practices of multilingual students as a resource, not a barrier to learning” (p. 25). Integrating translanguaging into the French curriculum enhances language instruction alongside cognitive development, embracing multilingual identities of the learners.

Cognitive Development through Translanguaging

The practice of translanguaging, which allows for meaning to be constructed with different languages, is important to the cognitive development of learners in French, particularly in multilingual environments. Linguistic translanguaging encourages cognitive engagement, metacognition, and even higher-order thinking skills, all of which require more complex cognitive effort.

As noted by García and Wei in 2014, “Translanguaging is not merely going between languages, but going beyond them and creating new understandings.” This helps learners of French analyze, compare, and evaluate foreign language structures, which in turn boosts their executive control and problem-solving abilities. Take, for example, an Indian student who uses Hindi or English as a lens through which to grasp French grammar or vocabulary. They are exercising cognitive flexibility—a fundamental aspect of brain development—doing so actively (Bialystok, 2001). Translanguaging also aids cognitive scaffolding. Learners link known languages to new words, easing the cognitive load, mental effort, and other resources for comprehending and producing the material. As noted by Cummins in 2007, “instructional strategies that acknowledge and utilize students’ home languages can promote cognitive and academic development.” Because of this, students not only learn French, but also emerge as better thinkers and communicators within and outside linguistic boundaries.

As an illustration, translanguaging in a French class can include students dialogue of intricate French texts in their first languages, cooperative content translation, or composing bilingual reflections. All these activities prepare metacognitive processes, improve thinking skills, and enhance the learning experience both linguistically and intellectually. Therefore, it can be concluded that translanguaging is not a limitation. It is a cognitive instrument that supports learners’ in constructing knowledge within French more efficiently. This approach can be aligned with Vygotsky’s socio-cultural theory, which considers language as a primary determinant of thought, whereby learning is socially and linguistically mediated.

Translanguaging re-shape the Cultural Identity

Translanguaging is fundamental to transforming the cultural identity of learners of French, enabling them to navigate and negotiate meaning through and across cultures and languages. It is much more than code-switching; it allows learners to draw upon their pre-existing linguistic knowledge and French, thus creating hybrid cultural identities, which are linked to their cultures of origin as well as the culture they are aspiring to.

In this process of translanguaging, learners are not only redefining the language they wish to acquire, but they are also redefining themselves. García & Wei (2014) state that “translanguaging is a process whereby multilingual speakers utilize their languages as an integrated communication system.” This promotes a multi-layered, dynamic interplay between identities and, as a result, often transforms French learners’ self-perception and perceptions others have of them. The incorporation of

French into their repertoire prompts them to internalize French culture, values, and worldviews, which then intertwine with their native cultural identities. Such an evolution can be observed in multilingual settings like India, which is characterized by rich diversity in people's languages and cultures. The intertwining of personal, academic, and social life makes it easy for students to use their French, English, and mother tongue languages interchangeably. This enables them to create what Bhabha (1994) describes as a 'third space', a cultural interstice that gives room for new identities to take shape. They no longer exist solely within the binary of 'native' or 'foreign' but are able to recast themselves as intercultural speakers and transcend into different worlds.

Moreover, transcultural practices enable learners to resist linguistic and cultural oppression or forms of hierarchy. It strengthens one's dominance while allowing the possibility of adopting new linguistic identities. Such critical consciousness broadens one's empathy and adaptability. It enables one to care deeply while thinking globally. As pointed out by Kramsch (1998), "language is the principal means whereby we conduct our social lives. It is also a symbol of cultural identity." Through translanguaging, identity becomes dynamic and multifaceted. By reshaping cultural identity, translanguaging advances the Sustainable Development Goal 4 (Quality Education) by addressing disparities in education and providing equitable learning environments that are inclusive. It prepares learners of the French language to navigate and thrive within multicultural societies as global citizens with complex and multilayered identities, engaging in meaningful intercultural dialogue.

Translanguaging to Facilitate Learning

Translanguaging, the use of several languages during the learning process, presents an effective pedagogical method to teach French as a foreign language, especially to multilingual learners. By utilizing students' native tongues, their entire linguistic repertoire, understanding is achieved and confidence is instilled making learning more inclusive and effective. As stated by García and Wei (2014), translanguaging "allows bilingual students to engage and make meaning using all of their linguistic resources." Concerning French language acquisition, learners are able to process and produce the language through the prism of their first or second languages, thus expediting vocabulary, grammar, and overall fluency milestones. For instance, learners may use Hindi or English to explain or interpret French structures which fosters deep understanding and better retention.

This method also aligns with research findings. Cummins (2001) argued that "home languages are important from an educational perspective," supporting the notion that French learners can greatly benefit by encouraging them to mix languages. When reflective, questioning, or writing, French learners multitask and contemplate in multiple languages, thus engaging in higher-order thinking that fosters metalinguistic awareness and confidence, enhancing their language abilities.

Translanguaging in the classroom may take the form of bilingual glossaries, group conversations held in multiple languages, and grammar comparison exercises. These practices help learners acquire new languages while acknowledging their linguistic identities and cultural backgrounds, providing equity and inclusion. Through the lens of the United Nations Sustainable Development Goal 4 (Quality Education), translanguaging fosters inclusive equitable quality education as it enhances inclusivity and multilingualism by making education accessible to all and ensuring that language is a bridge rather than a barrier. Educators can empower students by integrating French through translanguaging into the curriculum, fostering both linguistic and cognitive success in the child's multicultural reality.

Translanguaging as Practice and Pedagogy

Translanguaging as a communicative practice and a teaching method holds great potential for improving the French language learning in India and other multilingual countries like India. It was first used by Cen Williams and later developed by Ofelia García as "the process whereby multilingual speakers utilize their languages as an integrated communication system" (García, 2009). In the Indian classroom, students have to memorize French alongside Hindi, English, and various regional languages. By allowing students to use all of their languages, that engagement deepens comprehension while active participation is encouraged. "Translanguaging is not simply a shift in language, but a shift in thinking," as stated by García and Wei (2014). This approach shifts away from a monolingual norm and instead celebrates learners' blended, heterogeneous language practices.

From a pedagogical stance, translanguaging fosters an atmosphere in which students are willing to use their entire linguistic repertoire. In French classrooms, English and Hindi can be used to explain and compare idiomatic expressions, unpack cultural meanings and grammar. There is evidence supporting that allowing learners to "access prior knowledge through familiar linguistic codes" enhances learning (Creese & Blackledge, 2010). For example, a learner who is introduced to the French subjunctive after its Hindi explanation can use its function in their mother tongue Hindi, making the understanding much easier. This form of scaffolding is in concert with Vygotsky's socio-cultural theory which posits that learning takes place in the "Zone of Proximal Development" where language, interaction, and context function as mediating tools.

Translanguaging reinforces Sustainable Development Goal 4 which emphasises "inclusive and equitable quality education" alongside lifelong learning. It also advances linguistic equality by attending to the diverse languages of students, which is especially beneficial to students from marginalized or non-dominant language backgrounds. UNESCO (2020) argues that "multilingual education based on learners' mother tongues is essential to quality learning." Therefore, translanguaging serves not just as a pedagogical strategy but as a means of ensuring equitable access to French instruction by several learners. Moreover, the incorporation of translanguaging as a pedagogical practice and communicative method enhances French

language learning through mental participation, cultural significance, and inclusive teaching. While India grapples with the challenges of multilingual education in the 21st century, rotational language use offers a compelling approach for attaining both linguistic proficiency and the more holistic educational outcomes described in the SDGs.

Challenges

While translanguaging has shown significant potential in enhancing French as a Foreign Language (FFL) acquisition by supporting comprehension and multilingual identity development, it also presents several challenges—pedagogical, institutional, and sociolinguistic—that educators and policymakers must navigate.

1. Lack of Teacher Training and Awareness

Possibly the most important challenge in applying translanguaging pedagogy is the insufficient teacher training. Most FFL teachers working in conventional frameworks undergo training within a systematically monolingual paradigm, which trains them to use exclusively the target language. As García and Wei (2014) noted, “translanguaging requires a shift in teacher belief systems and pedagogical practices.” Many educators do not possess the theoretical knowledge or practical approaches necessary to draw upon learners’ linguistic resources. This limitation contradicts the inclusive and learner-centered targets of the SDG 4: Quality Education which advocates for equitable education for all.

2. Institutional and Curriculum Boundaries

Institutional and curriculum frameworks are often predicated upon rigid language policies that frame multilingualism as undesirable and discourage cross-linguistic relationships. Standardized examinations and language syllabi perpetuate the French-only policy, constraining learners to draw from their entire linguistic repertoire. Creese and Blackledge (2010) articulated that “educational institutions continue to privilege monolingual norms that limit multilingual practices in the classroom.” These practices obstruct the advancement of inclusive pedagogies aligned with the SDG 4 objective of “promoting lifelong learning opportunities” through relevant and culturally responsive teaching frameworks.

3. Sociolinguistic Hierarchies and Language Ideologies

In multilingual countries like India, the power dynamics associated with languages present unique difficulties to the use of translanguaging. Languages such as Hindi or English are often considered to have higher status, whilst local or indigenous languages are considered lesser. This stems from bias which tends to create a disinterest among learners in using their mother tongue in academic contexts. García (2009) asserts that “translanguaging is a political act” which counters the dominant ideologies of language. Supporting equitable language practices addresses SDG 10: Reduced Inequalities by attempting to expand inclusive opportunities for all students, regardless of their language background.

4. Evaluation and Issues Related to Standardization

The traditional evaluation framework does not support assessment of translanguaging because it focuses on the integration of linguistic skills and the evaluation of meaning across languages. Cenoz and Gorter (2017) state, “the assessment of translanguaging practices is underdeveloped and does not match the complexity of multilingual communication.” For many educators, the absence of assessment reforms may act as a barrier towards embracing translanguaging, even when it conforms to the principles of inclusive teaching.

5. Discipline and Social Justice

In multilingual classrooms, providing equitable access through trans-language poses several challenges. Where certain languages dominate, others are sidelined. According to García and Kleyn (2016), “equitable translanguaging spaces require careful design and scaffolding to include all learners.” This problem must be resolved in order to achieve the SDG targets for quality education and reduced inequalities within socially inclusive learning environments.

Translanguaging and Sustainable Development Goals (SDGs)

The use of translanguaging practices in the acquisition of foreign languages corresponds with various United Nations Sustainable Development Goals, especially SDG 4: Quality Education and SDG 10: Reduced Inequalities. The SDG 4 focus on inclusivity aims for equitable education along with the provision of lifelong learning opportunities. Educators embracing translanguages foster inclusivity, ensuring learners of different linguistic backgrounds do not suffer from language-related challenges. The same rationale applies for goal 10 which calls for reduction of inequalities within and among countries. Reducing inequalities is closely related to monolingual language policies that reinforce social and educational inequities in multilingual societies such as India. Translanguaging language policies have the potential to challenge elite language dominance and widen the scope for quality education. As noted by García, Johnson, and Seltzer (2017), “Translanguaging disrupts hierarchies of language and power and helps create classrooms where all students’ voices are valued.” In terms of acquiring French as a foreign language, this suggests the need to configure pedagogical frameworks where learners are free to participate, experiment, and express themselves.

FINDINGS

Translanguaging as an educational strategy is pivotal in fostering the learning of French as a foreign language, especially in the case of multilingual students. This concept stems from the systematic use of different languages at the same time within a given learning framework. It enables learners to use their entire vocabulary instead of being forced to fight through cuts.

Translanguaging in terms of learning the French language bridges linguistic and cognitive gaps, aids comprehension, promotes deeper engagement, learner independence, and encourages self-direction. It advances the tactical use of mother tongues and other known languages to understand and speak French to be achieved smoothly, especially in India with its diverse languages. Perhaps the most notable impact of translanguaging relates to alleviating anxiety and linguistic insecurity for learners. With the allowance of drawing on one's first language or other known languages while learning French, students are now able to participate more confidently in class. A boost to one's confidence translates to speaking French more often, thus accelerating the learner's progress. In this sense, translanguaging fosters a psychological space that is safe—and therefore risks can be taken and any prior knowledge can be built upon to reinvent new variations of the language. An equally important impact is that translanguaging enhances metalinguistic awareness. The switching of languages requires learners to employ specific language structures, vocabulary, grammar, and even the ways in which these elements are arranged in several languages. This evaluation from different languages enhances the understanding of French and helps learners internalize complex language structures over time. For example, Indian students comparing the gender system of French with other Indian languages and Hindi increases their understanding of the concept. Such approaches enable enhanced language learning through strong mental associations rather than rote memorization.

Also, using translanguaging strategies help develop literacy in more than one language. For example, students demonstrate mastery of key ideas and themes by discussing and reading texts in French or their first language. This understanding enables higher level interpretation and analysis because students do not have to rely on basic vocabulary. What is sometimes called restricted vocabulary use applies to writing tasks as well. While drafting and revising, learners shut off language borders which produces dense and cohesive texts in French.

Translanguaging enriches teaching strategies while also working on the Sustainable Development Goals, specifically SDG 4: to guarantee equitable access to quality education and education throughout life for all learners. Translanguaging reduces inequity and lower achievement... through language barrier inequities and enhances scholarly accomplishment. It benefits learners from marginalized linguistic groups by preventing socially and economically upper-class excluded groups from facing social, economic, or linguistic exclusion from education. In addition, translanguaging assists achieving SDG 10 on inequality focus by inclusively addressing minority languages in the education system, thus fostering greater social cohesion and intercultural dialogue.

Teachers are the ones who put translanguaging into practice during classroom instruction. They must be capable of designing tasks and assessments that both layer translanguaging and fulfill requirements for the target language. Understanding the social context of students and being reflexive and flexible is in their sociolinguistic framework within instruction rationales is a prerequisite for teaching. With the right teaching strategy, the use of translanguaging does not impede learning French; it actually strengthens learning by providing sheltered constructive routes to mastery. French learners are foreign students to whom this really matters. It enhances self-image, boosts multicultural toleration, increases academic motivation, and enhances performance on objective assessments. Utilizing students' full range of languages uniquely enhances learning and social equality, which furthers hopes for global education. Such systems are now gaining traction as these inclusive frameworks become increasingly effective. The clearest advantage of here is the use of multilingual discourse, integration of cultures and educational objectives.

SUGGESTION

Translanguaging's effect on learning French in India is rather remarkable considering the country's multilingual nature. There are different processes students undergo in order to manage different languages. Looking at the bigger picture, translanguaging is an approach to teaching where one offers instruction within a single language but uses many others to motivate students, so surpassing the limitations of learner's language command. For our case, French is the object language for interactions. Greater understanding, coupled with enhanced motivation and self-efficacy, boosts students' appreciation.

Learners in a French classroom are completely surrounded by the target language in use. For novice learners, this is incredibly overwhelming. We need teaching strategies to help students design meaning out of their surrounding language systems. In these contexts, learners draw from their prior knowledge of Hindi and English to make sense of intricate French grammar and vocabulary. It supports not only the cognitive empathy but also the understanding of the linguistic structures involved. Learners interpret languages better when given the chance to look at different angles rather than just isolating one language at a time.

In addition, translanguaging fosters educational equity for all learners, regardless of their background. It lessens the challenge of giving attention to one language which has been a challenge in teaching multilingual classes—the persistent imbalance of power. Students from different linguistic backgrounds feel appreciated, which increases their engagement and collaboration, resulting in better learning outcomes in French. Through glossaries, educators provide real-world bilingual spaces. Educators that cultivate real-world spaces with bilingual glossaries, code-switching, multilingual discussions, and other forms of translanguaging create supportive and rich environments. The benefits of bilingual glossaries go far beyond language acquisition. Bilingual glossaries foster creativity, critical and cross-cultural comprehension which are needed in the 21st

century. Through analyzing different cultures and customs, students learn to appreciate French-speaking cultures and become prospective global citizens who are culturally sensitive, open-minded, and multilingual.

In addition, the use of translanguaging in teaching French as a foreign language supports some of the UN SDGs (Sustainable Development Goals) namely: SDG 4 Quality Education and SDG 10 Reduced Inequalities. Within inclusivity, sustainable equitable education is achieved through the recognition and leveraging of every learner's linguistic assets. It furthers the sdg on reduction of inequitable education by recognizing multilingualism as an asset instead of a hindrance. It also supports the language rights and diversity by equalizing educational access to marginalized linguistic communities. In addition, translanguaging fosters sociocultural inclusion while enriching understanding and mental engagement, hence acquiring French goes beyond learning a language. Using students' complex systems of language and translation as teaching tools supports educational equity alongside the global sustainable development goals.

CONCLUSION

The impact of translanguaging on acquiring French as a Foreign Language (FFL) is profound. Learning 'translanguaging' involves the use of a translation system that allocates to the learners their full lexico-grammatical auditive code. Furthermore, it helps students connect their languages to the corresponding terms being taught, thus improving understanding, self-esteem, and self-expression. Unlike traditional approaches where a student's dialect is regarded as an impediment, translanguaging views these as assets for enhancing reasoning as well as understanding the culture. In India, where almost everyone speaks multiple languages, translanguaging is culturally sensitive teaching technique that integrates celebration of culture and language. It improved their mastery of vocabulary and grammar while engaging with French materials and French speakers in authentic ways. In addition, this approach helps counter the imposition of a one-language dominance in the classroom, thereby promoting social justice without favouritism towards any particular language or culture. Translanguaging activities align with the United Nations Sustainable Development Goals (SDG), especially goal number four which highlights education that is accessible for everyone. Supporting the use of learners' languages as translanguaging helps to achieve SDG 10 on Reduced Inequalities, which strives to aid learners from various cultures. Also, the encouragement of respect and dialogue through translanguaging helps achieve SDG 16 on Peace, Justice and Strong Institutions. Students learning French as a foreign language, acquire competences in the languages and cultures, and global citizenship, which broadens the impact of language education since students are able to engage in a multilingual interdependent world.

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