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"Dama Ninao" est une revue scientifique interdisciplinaire qui accepte et publie tous les articles relevant des Lettres, Arts et Sciences Humaines. A cet effet, elle s'intéresse aux études et théories littéraires, linguistiques, sociologiques, philosophiques, anthropologiques et historico-géographiques. La Revue "Dama Ninao", entendu "L'Entente" en langue kabyè du Nord Togo, est créée dans l'intention de matérialiser la mondialisation ou la globalisation qui s'opère avec l'esprit d'équipe et d'échanges et la désuétude du monde autarcique. Le monde scientifique universitaire ne peut échapper à cet esprit d'équipe qui fonde un creuset où « le fer aiguisé le fer », les échanges se croisent, puis s'entremêlent pour aboutir à une reconstruction des connaissances scientifiques individuelles dans la collectivité.

La Revue Dama Ninao nous renvoie à la Civilisation de l'Universel du poète sénégalais Léopold Sédar Senghor, qui prône la porosité des âmes avec l'acceptation de l'autre, de ce qu'il dispose d'utile pour mon avancement : sa civilisation, sa culture, sa langue ... Elle se fonde notamment sur la philosophie de Paul Ricœur qui préconise la perception de Soi-même comme un autre. Considérer soi-même comme un autre aux yeux de l'autre, nous amènerait à faire taire nos distensions et ressentiments afin de redimensionner notre espace, reconstruire notre histoire et notre société.

La Revue Dama Ninao s'est inspirée de la nature. Des insectes en miniature nous produisent de bels chefs-d'œuvre architecturaux, conjuguent leur génie créateur et leur force dans la patience et dans la tolérance. Ils créent des œuvres monumentales qui dépassent l'entendement humain, les termitières. A cet effet, la nature semble nous parler, nous guider, nous instruire dans le silence. Seules ces créations nous interpellent sans autant faire de nous des disciples. Comme la termitière qui, pour la plupart du temps, est une composante de maillons surgissant de la même matière, la Revue Dama Ninao se veut une termitière scientifique dont les enseignants-chercheurs en sont les maillons.

Au confluent de diverses sciences, la Revue Dama Ninao se propose de promouvoir la recherche scientifique et universitaire en impulsant le dialogue interdisciplinaire, le dialogue entre divers champs disciplinaires et divers contributeurs du monde universitaire.

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Dama Ninao est une revue scientifique internationale. Dans cette perspective, les textes que nous acceptons en français ou anglais sont sélectionnés par le comité scientifique et de lecture en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

La taille des articles

Volume : 10 à 15 pages ; interligne 1.5, police 12 pour le corps du texte et les courtes citations ; police 11 pour les longues citations, Times New Roman, les références des citations doivent être incorporées dans le texte. Exemple : Guy Rocher (1968, p. 29), pas de référence en foot-notes à l'exception de quelques commentaires.

Ordre logique du texte

- Un **TITRE** en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- **Nom et prénom(s)** du contributeur ou des contributeurs, **nom de l'institution** d'appartenance, **adresse mail**
- Un **Résumé (Abstract)** de 8 lignes en français et anglais, en interligne simple, suivi de 6 **Mots clés (Key words)**
- Une **Introduction** : elle doit avoir une problématique, une méthode et une structure.
- Un **Développement** : les articulations du développement du texte doivent-être titrées comme suit :

1-Pour le **Titre** de la première section

1-1-Pour le **Titre** de la première sous-section

1-2- Pour le **Titre** de la deuxième sous-section

2- Pour le **Titre** de la deuxième section

2-1-Pour le **Titre** de la première sous-section

2-2- Pour le **Titre** de la deuxième sous-section

3- Pour le **Titre** de la troisième section (si l'auteur de l'article le souhaite)

-Une **Conclusion** : elle doit être courte, précise et concise en mettant en relief l'authenticité des résultats de la recherche.

- **Références bibliographiques** (Mentionner uniquement les auteurs cités)

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En cas d'utilisation des tableaux, ceux-ci doivent être numérotés en chiffre romains selon l'ordre de leur apparition dans le texte. Ils doivent comporter un titre précis et une source. Les schémas et illustrations doivent être numérotés en chiffres arabes selon l'ordre de leur apparition dans le texte.

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Les instructeurs à qui la revue affecte les articles de leur spécialité, doivent les lire avec rigueur, rejeter tout article dont le contenu est en inadéquation avec le titre et/ou dont le raisonnement n'offre pas une qualité scientifique, faire des propositions pour l'amélioration dudit article, renvoyer l'auteur de l'article à la ligne éditoriale de la revue au cas où elle n'est pas respectée. Ils se doivent notamment de vérifier, par le biais d'internet, si le même article n'est pas déjà publié dans une revue en ligne.

Objectifs et portée

La revue Dama Ninao, de par son nom qui signifie « entente », a pour objectifs :

- de matérialiser le monde universitaire qui est un creuset où « le fer aiguisé le fer », les échanges se croisent, puis s'entremêlent pour aboutir à une reconstruction des connaissances scientifiques individuelles dans la collectivité ;
- de promouvoir la recherche scientifique et universitaire en impulsant le dialogue interdisciplinaire, le dialogue entre divers champs disciplinaires et divers contributeurs du monde universitaire.

La revue Dama Ninao a une portée scientifique et sociale. A cet effet, elle publie tous les articles relevant des Lettres, Arts et Sciences Humaines et s'intéresse aux études et théories littéraires, linguistiques, sociologiques, philosophiques, anthropologiques et historico-géographiques sur appel à contribution thématique (colloque) ou varia. Elle est un espace de rencontre, de construction et de reconstruction des réseaux relationnels et scientifiques.

Professeur Koutchoukalo TCHASSIM

Université de Lomé

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TRANSLANGUAGING AS A DIDACTIC CONCEPTUAL MODEL FOR TEACHING ENGLISH IN MULTILINGUAL CLASSROOMS IN TOGO

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Abstract: The article raises the issue of a mismatch between the realities of multilingual classrooms and the monolingual ideologies that govern English teaching in Togolese primary schools. The objective is to analyse translanguaging as a didactic conceptual model for teaching English in multilingual classrooms. Drawing on international and African context research, it theoretically analyses 42 articles on translanguaging and synthesises critically findings. The article contributes to the literature by proposing the *Didactic Dynamics of Linguistic Heterogeneity (DDLH)*, an African-oriented didactic model integrating translanguaging theory, linguistic interdependence and sociocultural mediation within multilingual EFL classrooms.

Keywords: multilingualism, translanguaging, English as a foreign language, didactics, DDLH

Résumé : Cet article soulève la question du décalage entre les réalités des classes multilingues et les idéologies monolingues qui régissent l'enseignement de l'anglais dans les écoles primaires togolaises. L'objectif est d'analyser le *translanguaging* en tant que modèle conceptuel didactique pour l'enseignement de l'anglais dans les classes multilingues. S'appuyant sur des recherches menées dans le contexte international et africain, il analyse théoriquement 42 articles sur le *translanguaging* et en synthétise les conclusions de manière critique. L'article contribue à la littérature en proposant les « Dynamiques Didactiques de l'Hétérogénéité Linguistique » (DDHL), un modèle didactique à orientation africaine intégrant la théorie du *translanguaging*, l'interdépendance linguistique et la médiation socioculturelle au sein des classes multilingues d'anglais langue étrangère.

Mots-clés : multilinguisme, *translanguaging*, anglais langue étrangère, didactique, DDHL.

Introduction

Multilingualism is a sociolinguistic aspect of most African primary education systems. In some primary schools, for instance, children enter school with rich and diverse linguistic repertoires acquired in their homes and multilingual communities. Hence, English has been introduced for three years now in primary schools in Togo. The coexistence of local languages and foreign languages impact their linguistic capacity. In a multilingual context, teaching and learning a foreign language, such as English, is an important subject of reflection.

For a long time, classroom practices have been based on an ideology of ‘teaching everything in the target language’, sometimes considering other languages as an obstacle to learning. M. Akinpelu (2020) says that today, some African countries remain the place where the majority of children have access to formal education in a foreign language and it causes their drop out of school. Furthermore, this complex linguistic ecology, English language teaching (ELT) in Togolese primary schools has been shaped by the official instructions which support the monolingual ideologies that promote the exclusive use of the target language in a multilingual classroom.

According to the literature accessed (J. Cummins, 2007 ; O. García, 2009 ; L. Wei and O. García, 2014), multilingual pupils in a multilingual context do not operate with separate language systems, but draw on an integrated, dynamic and flexible linguistic repertoire. It is within this didactic dynamic that the concept of translanguaging, developed by C. Williams (1994) and theorised by O. García and L. Wei (2014), fits in.

In Togo, learners enter school speaking one or many local languages (Ewe, Kabiye, Tem, Mina, Moba, Ife, Akposso, Nawda, Tchokossi, etc.). Once in class one, they are taught everything in French, the official language and they are also expected to acquire English as a foreign language. Despite the complex multilingual ecology

in which they are, language-in-education policies and classroom practices have historically promoted monolingual norms through the exclusive use of the target language (French/English) during instruction or teaching (R. Phillipson, 1992 ; J. W. Tollefson, 2013).

Actually, in the educational context, the teaching-learning of English, especially at the primary level, in Togo, creates several tensions due to monolingual-based teaching-learning. Pupils often struggle to make meaning due to limited proficiency in both French and English. At the same time, multilingual teachers constrained by curricular prescriptions and assessment systems at the primary level tend to marginalise pupils' mother tongues. Although these local languages are pupils' primary cognitive and cultural resources. As a fact, English instruction since 2023.2024 school year remains decontextualised, inequitable, didactically and pedagogically weak (A. Tekpeti et al., 2026a). The fact is more affecting rural learners and those from linguistically minoritised backgrounds. In the Togolese context, translanguaging remains insufficiently explored and under-documented didactically. It is even perceived as incompatible with formal English language teaching-learning.

The main problem of this paper is the mismatch between the realities of multilingual classrooms and the monolingual didactic ideologies that govern English language teaching in Togolese primary schools. The main objective is to analyse translanguaging as a didactic conceptual model for teaching-learning English in multilingual classrooms by highlighting its didactic implications and the theoretical challenges that arise from it. The matter raises the main question of whether and under what conditions translanguaging may contribute to a more effective and didactically relevant framework for English teaching-learning in multilingual primary classrooms in Togo. In fact, the main hypothesis is that translanguaging constitutes a pertinent and theoretically grounded framework for teaching English in the multilingual classrooms of Togo, since it values pupils' full linguistic repertoires in the educational context.

The specific objectives are:

- to review theoretical and empirical studies on translanguaging in English language teaching at the international level and the multilingual African context,
- to examine the relevance and potential contributions of translanguaging to the teaching of English as a foreign language in Togo and,
- to identify the limitations, challenges and debates linked to the implementation of translanguaging in the Togolese multilingual classrooms.

To achieve the specific objectives, specific questions are derived from them.

- what theoretical and empirical evidence exists regarding the application of translanguaging in English language teaching at the international level and the African multilingual context ?
- in what ways does translanguaging address the didactical challenges of English teaching in primary schools of Togo ?
- what institutional, didactical, pedagogical and ideological constraints may limit the implementation of translanguaging in Togolese multilingual classrooms ?

To answer these questions, the hypotheses below are used:

- the literature reviewed states that strategic teaching using pupils' local languages can facilitate access to meaning and support English language learning in Togolese multilingual context,
- translanguaging contributes to addressing the didactical challenges of English teaching in multilingual classrooms in Togo,
- institutional language policies, lack of didactic and pedagogic materials, scarce continuous teachers' training and monolingual ideology are major constraints to the implementation of translanguaging in Togolese multilingual classrooms.

1-Conceptual and Theoretical Framework

This section discusses the concepts related to the topic and the theories applicable to the research.

1.1-Conceptual Framework

The main concepts discussed center on the interaction between multilingual context, translanguaging practices and English teaching-learning in multilingual classrooms.

A multilingual context refers to a sociolinguistic environment where multiple languages coexist and interact. The educational multilingual context of Togo is the sociolinguistic environment in which pupils possess diverse and heterogeneous linguistic repertoires. According to O. García (2009), multilingual speakers do not switch between autonomous languages but draw from a single, integrated linguistic repertoire.

In addition, C. Baker (2006) says that the concept ‘translanguaging’ is from C. Williams (1994), at first, it describes a bilingual teaching method concerning reading and listening in one language and speaking and writing in another language. He defines it as a process of making meaning, shaping experiences, gaining understanding and knowledge by using two different languages.

In fact, the concept of *translanguaging practices* functions as a pedagogical and didactical mediator that enables multilingual learners and teachers to mobilise locally existing languages (French and Togolese local languages) strategically to teach or to learn a foreign language, English in this case. According to O. García and L. Wei (2014), translanguaging is a dynamic process by which multilingual speakers mobilise their full linguistic repertoires to make meaning, learn, and communicate by transcending rigid language boundaries.

For the purpose of this research, the concept of *teaching-learning of English* is a cognitive process between a teacher and a learner. Because while the teacher is teaching, the learner is learning simultaneously. It is conceptualised as an additive mediated process influenced positively by cognitive, sociocultural and ideological factors in the education domain. By the way, English has a limited presence outside the classroom in Togo because it is considered a Foreign Language.

Linguistic repertoire is the totality of linguistic resources like languages, varieties, registers and semiotic means that an individual can draw upon (B. Busch, 2012). The linguistic repertoire is conceived as an integrated system that transcends socially named language borders and serves as a central didactic resource in a multilingual context like Togo. S. Makoni and A. Pennycook (2007) say that linguistic repertoires precede and exceed named languages in Africa. For the authors of this paper, a linguistic repertoire is a dynamic and changeable linguistic resource that allows the speaker's critical thinking in matters of communication in society and knowledge acquisition.

Didactical mediation in a translanguaging context is a pedagogical practice that deliberately uses pupils' various languages to enhance meaning-making, learning and identity affirmation (J. Cenoz and D. Gorter, 2022). It also involves the strategic mobilisation of pupils' full linguistic repertoires to support comprehension, learning and meaning-making in multilingual contexts. In fact, learning is mediated by psychological tools, especially language (L. Vygotsky, 1978). By the same idea, D. Moore and L. Gajo (2018) add that languages mutually mediate learning when they are allowed to interact didactically.

It should be noted that there is a difference between translanguaging, codeswitching, code-mixing and translation. Code-switching occurs when speakers alternate between two or more languages in the context of one conversation (M.-B. Marrero-Colón, 2021). Code-mixing refers to the embedding of linguistic elements (lexical or grammatical) from one language into another within a single sentence (P. Muysken, 2000). Finally, translation is the process of transferring meaning from a source language into a target language while maintaining semantic equivalence (P. Newmark, 1988).

1.2-Theoretical Framework

The research is anchored in an interdisciplinary theoretical framework, such as translanguaging theory and linguistic interdependence theory. Together, these theories provide a coherent analysis to understand English language teaching-

learning in multilingual classrooms like those of Togo. But the main theory applied is the translanguaging.

1.2.1-Translanguaging Theory (O. García, 2009 ; O. García and L.Wei, 2014)

This theory conceptualises multilingual language practices as dynamic, integrated and flexible rather than as the alternation between separate, bounded language systems (O. García, 2009 ; O. García and L.Wei, 2014). The perspective stands for the fact that multilingual speakers do not switch between autonomous languages but strategically mobilise their entire linguistic repertoire to construct meaning, learn and communicate.

In a multilingual classroom context, translanguaging challenges monolingual didactic practices and legitimises the use of pupils' local languages as cognitive and pedagogical resources. When it is applied to English teaching-learning, it supports comprehension, scaffolding and metalinguistic awareness. In this case, Togo is a country where pupils' basic languages differ from both French and English. Hence, translanguaging offers a theoretical foundation for more inclusive and context-sensitive didactics. But the theory does not clearly explain teachers' didactic practices which may allow foreign language learning outcomes in a multilingual classroom.

1.3- Toward a Didactic Model of Translanguaging and Linguistic Heterogeneity

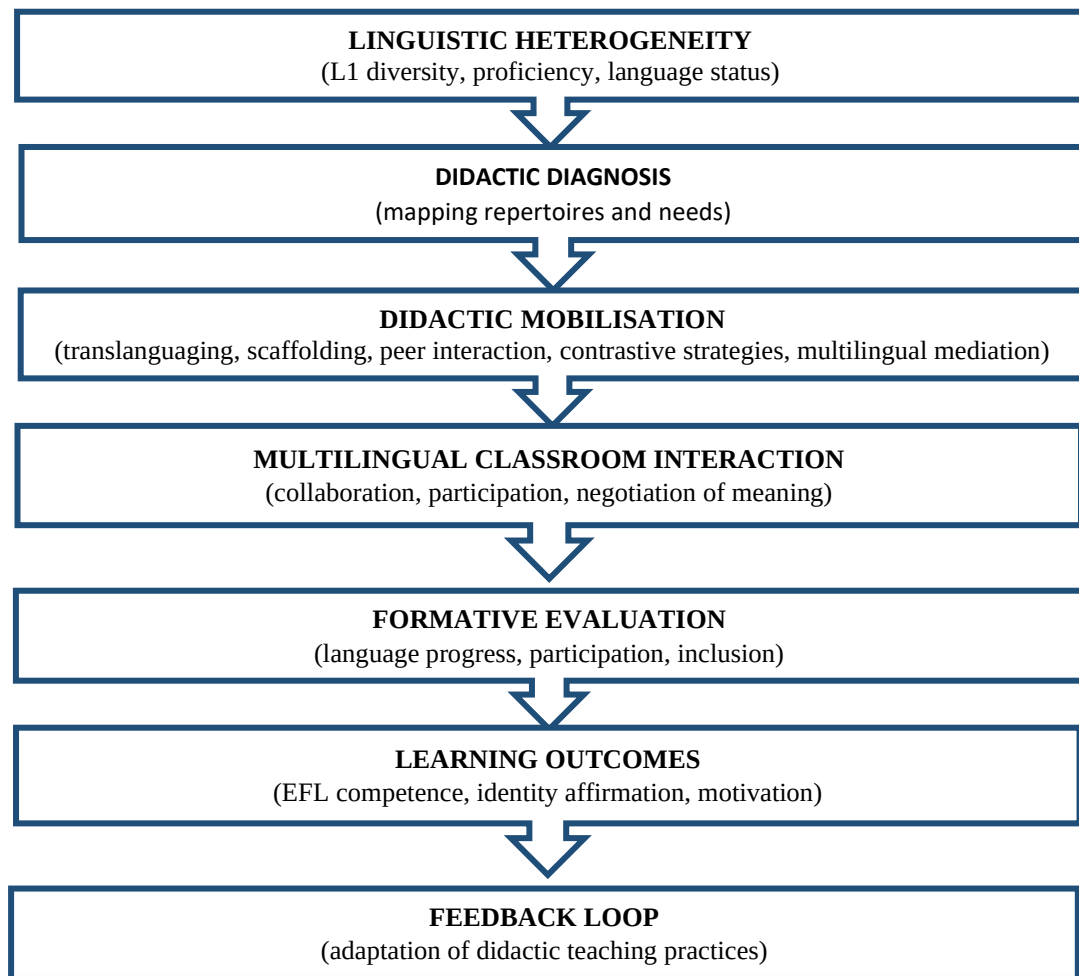
Here is a socioconstructivist contextual didactic model adaptation of translanguaging theory. The question of how *linguistic heterogeneity* (the coexistence of diverse languages, language varieties, and unequal linguistic competences within the same educational setting, O. García and L. Wei, 2014) affects the teaching-learning of English leads to the development of a didactic conceptual model.

It is known as: *Didactic Dynamics of Linguistic Heterogeneity (DDLH)*. The hypotheses put forward stipulate that linguistic heterogeneity is structuring and is not an obstacle. Pupils in a multilingual classroom use individual language management strategies. Teachers must be trained to adapt their didactic teaching plans to linguistic and cultural diversity. In addition, based on previous research, the DDLH model

hypothesises that positive management of heterogeneity is likely to enhance participation, motivation, inclusion, coexistence, cultural identity and linguistic efficiency. Whereas, negative management of linguistic heterogeneity may lead to linguistic discrimination of pupils' L1.

Translanguaging is related to the concept of the *Didactic Dynamics of Linguistic Heterogeneity*. It calls for the adaptation and acceptance of linguistic diversity in the teaching plans, materials and practices of those directly involved in education. Nevertheless, there are potential drawbacks. Excessive use of local languages may reduce exposure to English. If teachers are not well-trained, they may lack competence in teaching in multilingual contexts, and multilingual classroom management may become harder. See the illustrative didactic model of translanguaging and linguistic heterogeneity in EFL multilingual contexts diagram below.

The Didactic Dynamics of Linguistic Heterogeneity Diagram



Source : Tekpeti et al. (2026b)

Furthermore, the proposed didactic model shows that *linguistic heterogeneity*, far from being an obstacle, can be transformed into a didactic and pedagogical resource through translanguaging. Thus, some specific concepts related to the diagram must be defined shortly. *Didactic dynamics* refers to the evolving interactions among teachers, learners, knowledge and classroom practices during the teaching-learning process (G. Brousseau, 1997 ; Y. Chevallard, 1985). *Didactic mobilisation* is the pedagogical activation and application of pupils' linguistic, cognitive and cultural resources to facilitate learning (C. Puren, 1994). *Multilingual mediation* is the process through which multiple languages are strategically used to

support communication, comprehension and knowledge construction (Council of Europe, 2020). *Formative assessment* is a continuous process of collecting and using evidence about learners' progress in order to improve teaching and learning (D. Wiliam, 2011).

The actions of teachers are very important for the model implementation. During diagnosis, teachers should identify pupils' languages, assess linguistic confidence and map their comprehension difficulties. When mobilisation time comes, teachers should create a strategic translanguaging among existing languages in Togolese classrooms (Ewe, Kabiye, Moba, Losso, etc.). Then, they should organize peer mediation, use bilingual scaffolding and compare linguistic structures. During evaluation, actors should assess oral participation, observe interaction and evaluate communicative performances. By applying this didactic model, pupils can improve their English learning to reach the ZPD (Zone of Proximal Development) through teachers' mediation (L. Vygotsky, 1978)

In fact, it is a didactic organisation model for multilingual EFL classrooms in West African educational contexts. This didactic model can promote progress and motivation in spoken English in particular and equity in learning in a multilingual classroom. The model can be empirically tested by considering some observable indicators like: language mapping, translanguaging frequency, participation rate, student confidence and oral English performance.

Linguistic heterogeneity generates specific didactic tensions. Translanguaging explains how multilingual students use their linguistic repertoire, whereas DDHL explains how linguistic heterogeneity interacts with didactic planning, classroom regulation and teacher mediation to generate different educational outcomes. Its focus is not language practice itself but the dynamic functioning of multilingual learning environments.

2-Methodology and development of comments

This paper adopts a theoretical and documentary research design. It is mainly based on a systematic review and critical synthesis of literature. The methodology of research does not involve empirical data collection but rather aims to construct a theoretically informed framework based on already existing research on multilingualism, translanguaging and English language teaching at the primary level. Thus, 42 theoretical and empirical articles over a thousand existing literature have been analysed. Databases such as Google Scholar and ResearchGate were surfed.

The analysis of the theoretical data collected follows three stages in this paper. (i) The identification of theoretical perspectives related to multilingual education and translanguaging; (ii) thematic analysis of recurring concepts, convergences, divergences and didactic outcomes. (iii) the synthesis of these perspectives into an integrated conceptual and theoretical framework applicable to English teaching-learning in primary schools of Togo.

2.1-Critical Synthesis of the Literature

At the international level, for example, J. Cenoz and D. Gorter (2019) say that when communicating, Basque language speakers translanguage using features from their whole linguistic repertoire, where Spanish is widely used. They stress that translanguaging can empower some minoritized communities, but this is not necessarily the case in all contexts. J. Cenoz (2017) talks about the research of M. Y. Lin and P. He in Hong Kong, where English is used as the language of instruction. The results show that translanguaging can be a valuable pedagogical tool to improve the communication of students. Curiously, in some parts of the world, the majority of EFL students and teachers prefer native-speaker models, though they are not able to speak like British or North American natives (F. Fang et al., 2022). N. V. Chicherina and S. Y. Strelkova (2023) carried out empirical research in Russia about the perceptions of 02 teachers and 581 students about translanguaging. The results say that translanguaging practices in ELT with the minimized use of Russian as the mother tongue are a top priority both for the students and teachers.

In African contexts, research was carried in South Africa, Zambia, Ghana, Nigeria, Mali, Senegal and Kenya. V. Mbirimi-Hungwe (2023) conducted research about promoting multilingualism through translanguaging in South African classrooms. The results show that multilingual students benefit more from using a translingual approach to understand academic concepts. In Zambia, research revealed a mismatch between formal language-in-education policy and the realities of multilingual urban classroom practice (S. Martone et al., 2026). Furthermore, D. Seydou (2026) carried out research in Mali about integrating Bamanankan and French into Chinese language instruction and it reveals that translanguaging practices serve as cognitive and emotional aids, reducing anxiety, increasing motivation, and strengthening intercultural connections.

2.1.1-Conceptual Foundations of Translanguaging

According to literature, translanguaging has its origins in Welsh bilingual education and was initially defined as the purposeful use of two languages within a single instructional context. The concept expanded later into a broader theory of multilingual communication and learning (J. Conteh, 2018). In fact, translanguaging has been conceptualised through two dominant perspectives: a fixed-language approach, which maintains identifiable language boundaries and a fluid languaging approach, which foregrounds linguistic hybridity and dynamic linguistic repertoire use (F. Bonacina-Pugh et al. 2021).

2.1.2-Large and Linguistically Heterogeneous Classes and Translanguaging

In developing countries, where demographic growth, limited educational infrastructure and linguistic diversity intersect, linguistically heterogeneous classrooms are a common reality. In these kinds of educational contexts, teaching English as a foreign language in these conditions, especially in a multilingual primary school, involves managing a high number of pupils who possess varied linguistic repertoires and sociocultural backgrounds. Translanguaging has been recognised as a didactic and pedagogic approach enabling the addressing of challenges associated

with large and linguistically diverse classrooms while enhancing teaching-learning effectiveness.

Recent research demonstrates that large multilingual classes often create barriers to effective communication and comprehension. This occurs particularly when teachers adopt monolingual instructional policies (UNESCO, 2016). W. Littlewood and B. Yu (2011) say that monolingual approaches in linguistically diverse classrooms tend to marginalise pupils who rely on their mother tongues to access academic content. This situation may lead to lower academic achievement.

The theory of sociocultural perspective explains that learning is mediated through social interaction and language use (L. Vygotsky, 1978). Translanguaging may facilitate such mediation by allowing pupils to negotiate meaning by using multiple linguistic channels. Translanguaging can support and encourage differentiated instruction by allowing teachers to provide explanations and learning materials that accommodate varying linguistic competencies. These didactic learning materials should be mobilised by the teacher who applies the *DDLH* in his teaching practices.

2.2-Didactic Contributions of Translanguaging to English Teaching in Primary Schools

It is observed that one of the most important didactic contributions of translanguaging is its capacity to facilitate pupils' comprehension of new linguistic and conceptual content. Primary school students encounter English as a new language while their prior knowledge is structured in their home languages or the official language of the school. Translanguaging and the *DDLH* may allow teachers, prior to class-planned learning sessions, to diagnose, mobilise and assess materials in these coexisting local languages as cognitive, didactic and pedagogical resources.

J. Cummins (2007) says that knowledge acquired in one language can be transferred to another language through what he describes as the *Common Underlying Proficiency*. This process can only be possible when the teacher plays his/her role of

mediator between linguistic knowledge and the pupil's learning process. According to the Council of Europe (2001), plurilingual approaches recognise that learners possess uneven competences across languages and that these competences interact dynamically.

2.3-Convergences about Translanguaging in the Literature

Translanguaging in the English classroom reports that the integration of pupils' first languages can facilitate literacy development and a deeper understanding of academic content. In the same line, some studies conducted in English-speaking multilingual African classrooms confirm that translanguaging promotes conceptual understanding and classroom participation by enabling learners to negotiate meaning through familiar linguistic resources (D. Dankwa-Apawu et al., 2025). In Senegal, the research of Ü. Deniz (2025) reveals that translanguaging practices vary across academic subjects with different strategies. It helps to elevate Wolof's status while meeting institutional French requirements.

Empirical research indicates that when pupils' first languages are taken into account, translanguaging may develop and increase pupils' confidence, reduce language anxiety and encourage active and dynamic participation in classroom tasks. Furthermore, it also sustains peer learning, which is particularly important in overcrowded and multilingual educational settings in some African countries (L. Makalela, 2015, A). But the risk is that too many first languages in learning may lead to weak linguistic achievements in English

Translanguaging may promote linguistic and educational equity by acknowledging linguistic diversity as an asset rather than a drawback to teaching-learning. This aspect aligns with the decolonial approaches to English teaching that seek to challenge colonial linguistic hierarchies and promote culturally and linguistically responsive didactics.

2.4-Divergences about Translanguaging in the Literature

About divergences, some authors wonder whether translanguaging should be viewed as a linguistic theory or as a classroom methodology. O. García and L. Wei (2014) conceptualise translanguaging as a theory of language and communication, but other scholars treat pedagogical translanguaging as a set of planned instructional strategies designed to facilitate learning (J. Cenoz and D. Gorter, 2020, 2022).

Further, another divergence relates to the measurable impact of translanguaging on English proficiency. Reviews examine empirical classroom interventions that show mixed results. Several studies indicate positive effects on reading and writing development, but others report that there are no statistically significant differences between translanguaging and monolingual approaches. There is also divergence about the implementation of translanguaging within rigid national language policies. In some African contexts, English and French or Arabic are examples of colonial languages that remain dominant media of instruction. They often limit teachers' willingness to integrate local languages (M. Qureshi and M. Al-Surmi, 2025).

2.5-Limitation, gaps and criticisms about the existing literature on translanguaging

According to the literature reviewed, there is no extensive empirical or theoretical research specifically focused on translanguaging in Togolese classrooms. The existing studies are carried out in Europe, Asia, or in some African countries like South Africa, Nigeria, Senegal, Mali and Ghana. Some authors highlight methodological weaknesses in translanguaging research. Many studies rely only on qualitative approaches such as classroom observations and teacher interviews. The authors also mention the lack of longitudinal studies examining long-term language acquisition outcomes. Another one is the insufficient research on teacher professional development and institutional implementation strategies. Conceptual ambiguity, weak experimental designs and ideological overstatement are parts of the gaps (X. Huang and H. Chamers, 2023 ; J. Treffers-Daller, 2024 ; R. A. Martinez et al., 2025).

In Togo, apart from the limits mentioned above, there are also national examinations shaped in official language only. Curricula reform is also a need and the national linguistic policy which can impede translanguaging implementation in multilingual classrooms.

3-Suggestions on English introduction in Togolese primary schools

Multilingualism is a fact and a daily reality in the African context and particularly in Togo. Thus, English should not be taught through strict monolingual methods only. Instead, primary teachers should strategically use pupils' local languages (Ewe, Kabiye, Mina, Tem, Moba, etc.) to support comprehension. Pupils understand concepts better when familiar languages are used as cognitive scaffolds during EFL learning. It is important in rural Togolese classrooms where many pupils begin primary school with little proficiency in French or English. Hence, the introduction of English should not marginalise some African languages.

The problem with some African linguistic policies is to introduce a foreign language without adequately trained teachers. In Togo, some primary teachers are obliged to teach English without adequate performance and training in foreign language didactics (A. Tekpeti et al., 2026a). Teaching material should be adapted to Togolese cultural references and reflect multilingual realities. Assessment methods should match communicative objectives.

Conclusion

The article raises the issue of a mismatch between the realities of multilingual classrooms and the monolingual didactic ideologies that govern English language teaching in Togolese primary schools. The objective is to analyse translanguaging as a didactic conceptual model for teaching-learning English in multilingual classrooms. The translanguaging theory is explained by the reviewed literature outcomes.

The results show that translanguaging is related to the proposed concept of the *Didactic Dynamics of Linguistic Heterogeneity*. It is a theoretical model that

advocates the positive management of heterogeneity in Togolese multilingual classrooms. It calls for the adaptation and acceptance of linguistic diversity in the teaching plans, materials contextualisation and practices. Linguistic diversity may become a source of educational inequality in classrooms depending on teachers' practices and institutional policy. Thus, the present review proposes the *DDLH* as a conceptual model that can be applied to enhance English learning outcomes in African multilingual classrooms.

The literature reviewed suggests that strategic translanguaging during collaborative tasks may improve oral participation more effectively than strict English-only instruction in multilingual Togolese primary classrooms. This paper contributes to the literature by proposing an African-oriented didactic model integrating translanguaging theory, linguistic interdependence and sociocultural mediation within multilingual EFL classrooms.

Finally, to make it a success, the implementation of translanguaging may be adjusted with some local realities. For instance, teachers' continuous training, language policy alignment, curriculum adjustment and didactic materials conception. Thus, future researchers may consider conducting empirical and longitudinal studies on translanguaging in Togo.

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