

Researcher

Hala Salem
The Pennsylvania State University, USA

Title of Project

Reimagining English Teacher Education in Egypt: Translanguaging, Dialogic Pedagogy, and Student Engagement among EFL Preservice Teachers

Research Supervisor

Prof. Ravinder Koul
The Pennsylvania State University, USA

TIRF Research Topics Investigated

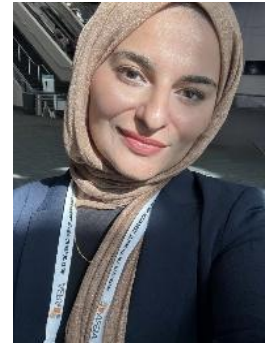
Language Teacher Education
Plurilingualism and Multilingualism in Educational Contexts
Language Policy and Planning

Supported by

Duolingo

Bio

Hala Salem is a Ph.D. candidate in Curriculum and Instruction, with an emphasis in Language, Culture, and Society and a minor in Africana Studies, at The Pennsylvania State University. Her research interests include multilingual education, language teacher education, teacher identity, Africana Studies, and culturally responsive pedagogy. Her dissertation examines how translanguaging and dialogic pedagogy shape EFL preservice teachers' engagement in Egypt.



Project Summary

My doctoral dissertation examines how translanguaging and dialogic pedagogy shape student engagement among English as a Foreign Language (EFL) preservice teachers in multilingual teacher education classrooms in Egypt. The study addresses the gap between English-only instructional policies and the multilingual realities of teacher education, where students often rely on their home language and other linguistic resources for learning, participation, and meaning-making. While translanguaging and dialogic pedagogy have each been studied independently, limited research has examined how these approaches work together and how their interaction influences student engagement.

Using an explanatory sequential mixed-methods design, the study draws on survey data from 726 EFL preservice teachers across English teacher education programs in Egypt to examine the relationship between translanguaging, dialogic pedagogy, and two dimensions of student engagement: cognitive and agentic engagement. Quantitative analysis will identify predictive relationships among these variables, while qualitative interviews will provide deeper insight into students' lived experiences and perceptions of multilingual and dialogic classroom practices.



The International Research Foundation
for English Language Education

The study contributes to multilingual education scholarship by positioning translanguaging and dialogic pedagogy as complementary approaches that foster inclusion, participation, and equitable learning opportunities. Findings will inform curriculum reform, teacher preparation programs, and institutional language policy in Egypt while also offering broader implications for multilingual education, teacher preparation, and educational equity in the United States and other international contexts.