



Translanguaging as a Pedagogical Tool: Opportunities and Challenges in Higher Education of Pakistan

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Abstract

The current research aims to investigate translanguaging as a pedagogical tool in the Higher Education System of Pakistan. Pakistan is a multilingual country where English holds a Second Language (SL) position. The Higher Education System of Pakistan recognizes English as a Medium of Instruction (MOI). The study investigated the perceptions of language teachers and students about the application of translanguaging as a tool for pedagogy. The research followed a mixed-method approach. Researchers conducted close-ended questionnaires for students and semi-structured interviews with language teachers in Higher Education. The research analyzed the interview data by using NVivo 12 plus corpus tool for codification. The study examined significant themes following Braun and Clark's (2006) thematic model. For theoretical underpinnings, the study followed Williams' (2006) model of translanguaging. The mean analysis of respondents' data was compiled into a numerical value using the statistical formula of computing mean. The average mean result appeared to be 2.025. Results revealed a positive attitude towards translanguaging pedagogies. Teachers implied that translanguaging pedagogies can stimulate communication potential, increase metalinguistics awareness, elevate inclusiveness among peers, and promote acceptance of others' cultures. Further, the current study highlighted translanguaging pedagogies' opportunities, challenges, and implications. The investigation may implicate policymakers in comprehending the utilization of regional and provincial languages of Pakistan.

Keywords: Higher education system, multilingualism, Pakistan, pedagogical implications, provincial and regional languages, translanguaging

Introduction

Sah and Li (2022) suggest that translanguaging allows and encourages multilingual people to use their L1 during the use of L2. The phenomenon

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of translanguaging is prevalent among bilinguals and multilingual in which speakers achieve the margins to bring their entire linguistics repertoire from different languages into utilization. The core purpose of translanguaging is to expand the correspondence of potential communication, particularly in ESL classrooms (Mukhopadhyay, 2020). For example, in Pakistan, the English language is the MOI (Medium of Instruction) in Higher Education. However, most students have different L1 and L2 based on their regions.

Pakistan is a country with a prevailing multilingual community, and people with hundreds of spoken languages are observable in this region of the earth. Among the major languages, Punjabi constitutes 38.78% of the total population. Pashto speakers are 18.24%, speakers of Sindhi are 14.57%, Urdu is spoken by 7.08% of the total population in the country, and the number of Saraiki speakers' ranges from 12.19%, and 3.02% of the total population speaks Balochi language in Pakistan (Census of Pakistan, 2017). On the other hand, the higher education department of the country recognizes the English language as the medium of instruction (MOI). The language policy situation gives rise to a language contact scenario, where translanguaging emerges as a substantially applicable phenomenon.

Translanguaging generally refers to allowing students to use their native language skills so that it aids in the acquisition of the target language in the classroom. Initially, the notion was "trawsieithu." Later became known in English as Williams (1996) introduced "translanguaging," in which he studied multilingual education in 1940 in Welsh. He clarified that a deliberate usage of the linguistic repertoire of two languages is translanguaging. Zhang et al. (2022) disclosed that using the two languages methodologically and strategically creates a substantial translanguing phenomenon. Wei (2022) affirmed using two languages for output in tasks, including translation, data entry, and output. The role of pedagogical strategy is crucial in building educational activities incorporating L1 in discussion and written use of the target language.

Translanguaging can be helpful to use as a source of a better understanding of the subject matter. Multilingualism in classrooms has turned out to be very common worldwide, as stated (Carbonara & Scibetta, 2022). In ELT practice, teachers may provide instruction and maximize interchange that develops students' language and meaning-making repertoire, asserted (Rahman & Singh, 2022). Critics found that using two languages makes the teaching and understanding of the students more effective. Teachers may provide the flexibility to use different languages in the classroom so

that students are clear about the concepts and share their ideas without hesitation.

The setting of this research is Pakistan, a South Asian country. The study aims to investigate the given context for multilingualism. The multiple cultures, ethnicities, migration, and regions give this country a multilingual state (Syed, 2022). Moreover, the higher education system recognizes the English language as a medium of instruction (MOI), and English being the L2 of the majority provides space for the application of translanguageing on a broader scale (Sah & Kubota, 2022). Hence the study highlights how translingual pedagogy can enhance interactions and positive linguistics output in language classes in Pakistan.

The current research paper investigates real-life classroom situations in Higher education institutions in Pakistan. Most students are multilingual and belong to different regions of the country, hence sharing multicultural identities in one classroom. The study aims to assist pedagogical opportunities, challenges, implications, and the role of translanguageing in promoting inclusiveness among students. Specifically, it intends to explore the part of Translanguageing as a tool for pedagogy in Pakistan. Fostering an inclusive learning environment for pupils from varied multilingual areas is a significant problem. This study suggests that language teachers can improve communication potential, self-assurance, and inclusivity in their classrooms by incorporating translingualism.

Research Questions

The current study proposed the following research questions:

1. What type of opportunities does translanguageing provide in language education?
2. How does translanguageing as a pedagogical tool influence and challenge multilingual classrooms in Higher Education in Pakistan?
3. What are the implications of translingual pedagogies to promote identity, linguistics, and ethnic growth among peers in the classrooms?

Literature Review

Regarding language contact situations, the idea of translanguageing entails letting students utilize their native language skills to encourage the study of the target language classroom. The word's coinage was "rawsieithu." A translation followed this into English by Williams in "Translanguageing," 1940, the year he studied bilingual education. In his theory of

translingualism, Williams (1996) focused on the pedagogical implications of translanguaging and their correlation in classroom situations.

Paul and Jun (2022) opine that bilingualism demonstrates, languages are not isolated but pulled together to give meaning or a message. Therefore, they selected the most potent terms from a single language system to achieve their desired communication. Furthermore, Yasar and Dikilitas (2022) claim that they chose language aspects from their total repertoire that supports their assertion of their linguistic and cultural identities and ability to meet their communication demands.

It follows that translanguaging extends beyond flexible discursive methods for meaning-making. The classroom activities encourage students to integrate their usage of their home language with the new language they are learning, which is related to translanguaging pedagogy. One example of this is using a student's first language to support their learning. A study regarding pedagogical tools, (Zhang & Ren, 2022) described classroom situations where the emphasis is more on the processes of bilingual learning than on their results. The focus was also on the functions rather than the forms.

According to Tai (2022), scaffolding can take many forms, including clarifying a text, translating a vocabulary term, connecting a concept to a typical L1 phrase, or testing understanding. Because kids can engage their entire language system throughout these activities, they will be able to learn more deeply.

Translanguaging pedagogy creates an environment for the students, asserted (Cenoz & Gorter, 2022), where their linguistic preferences are recognized, embraced, and promoted. Consequently, it will be easier for the teachers and students to establish a rapport, foster a sense of shared identity, and foster a good learning environment. While observing English language teaching about pedagogical implications, (Wei & García, 2022) focused that in the ELT classroom; instructors can give challenging teaching and make the most of student-teacher interactions to expand students' linguistic and conceptual toolkits.

Rafi and Morgan (2022) suggest that language teachers can practice better translanguaging by building background knowledge, developing understanding, extending new knowledge, and critical thinking. Moreover, cross-linguistic transfer, metalinguistic awareness, cross-linguistic flexibility, identity investment, and interrogation are some guidelines teachers can follow to implement translanguaging in the classroom

(Williams, 2022). Translation, collaborative discussion, collaborative grouping, multilingual reading texts, thematic units, word walls, sentence starters, cognates, and other techniques can also be used in the classroom to enhance translanguaging in the teaching of English. In Pakistan, sufficient work on translanguaging as a teaching tool was lacking in the past. We are conducting this in a Pakistani setting to locate alternate pedagogical strategies.

The literature reveals that globalization has given rise to multilingual interaction, especially in higher education worldwide. Hence, there is a need to understand and promote positive linguistics education, identities, and ethnicities among peers in classroom situations. Translanguaging can play a vital role in making students feel inclusive in their classes (Cenoz et al., 2022; Fuster, 2022; Gao, 2022).

The current study aims to investigate the layers and complexities of multilingualism in Pakistan's higher education system. Over time, researchers emphasized that the role of code-switching and code-mixing serves the purpose to assist students in multilingual classrooms. However, minimal attention has been paid to constructing a relationship with multilingual students, analyzing their language comprehension abilities, assessment practices, etc. Researchers including Blackledge et al. (2014) emphasized the diverse use of translanguaging practice. The current study is an attempt to unveil the nature of classroom teaching and learning when it comes to an intervention of L1 into L2 in the Higher Education System of Pakistan. It further tends to bridge the gap in pedagogical practices by providing a detailed overview of the distinction between traditional and translanguaging teachings. The study also highlights ways in which language education can be improved by using translanguaging teaching practices; for the sake of inclusivity, to refine the classroom environment, and minimize the impact of social differences in terms of linguistic backgrounds. Moreover, it also tends to highlight how translanguaging as a pedagogical tool can provide more opportunities to students from different cultures, languages, and ethnicities in their academic life.

Research Methodology

This research is based on a sequential explanatory design. In their study, Ivankova et al. (2006) suggested that this design is best utilized in collecting quantitative data followed by qualitative data. The current research has followed a mixed-method approach. Firstly, the data has been collected from quantitative means i.e. close-ended questionnaires. These questionnaires were followed by semi-structured interviews for an in-

depth analysis of the translanguing pedagogies. The purpose of using triangulation of research methods in this study is to ensure the understanding of the underlying phenomenon. Researchers collected data from two groups of population i.e. language students and teachers. The study validated the analysis by obtaining substantial data from language experts. This data in the form of interviews has been analyzed by qualitative means because researchers observed that quantitative analysis may not serve the core purpose of existing issues and may require insight from language teachers.

Data collection Procedure

For the current investigation, the researchers surveyed a close-ended questionnaire from 50 students for quantitative underpinnings. This questionnaire included 12 statements with a Likert scale. The statements have been arranged in synchronization with the research question of the current study. Secondly, the research conducted semi-structured interviews with 22 language practitioners and teachers to avail linguistic insight into the phenomenon of translanguing teaching methods. The quantitative underpinnings utilized online survey tools for data collection in this research. Moreover, the study conducted one-on-one physical interviews with language practitioners for the thematic analysis of the study.

Research Sample

This study aims to include language students and teachers as participants in the proposed study. The criteria for selecting language teachers have been selected because experts can better analyze the role of translanguaging in pedagogy. The study included data from 50 participants from the language learning domain in the form of a close-ended questionnaire. This questionnaire included 12 research statements. Furthermore, 22 language teachers or practitioners have been interviewed using semi-structured interviews.

Data analysis Method

For analysis, the current research followed quantitative and qualitative analysis of the data obtained from the sample of the research population. For quantitative investigation, a mean analysis of the Likert scale items has been carried out for close-ended questionnaires. For coding purposes, the researchers coded the Likert scale into numerical values. The analysis coded strongly agree=1, agree=2, neutral=3, disagree=4, and strongly

disagree=5. A total of 50 respondents participated in the study. Data from these 50 participants were analyzed, and the study included all responses. Data provided 100% numerical values of the participants. The overall mean value represents the influence of language users and practitioners on the phenomenon of translanguaging.

For qualitative understanding, a thematic analysis has been conducted by incorporating interview data in NVivo 12 plus software. Software provided substantial themes within the data collected from language teachers. The groundwork conducted a thematic analysis of the interviews, to gain linguistic insight about translanguaging pedagogy in multilingual classroom situations. Williams (1980) talked about the theory of translanguaging and its relationship with pedagogical practices in his investigation. The current research has analyzed translanguaging as a tool for pedagogy from the (Williams, 1980) theory of translanguaging. The results revealed that students in Higher Education in Pakistan see translanguaging as an effective tool when it comes to pedagogical practices and implications.

Theoretical Framework

The origin of the term “translanguaging” refers back to the 20th century. Williams (1994) initially introduced the term and associated it with the classroom students who leverage the use of their linguistic repertoire of two or more languages altogether. In their study, Arthur and Martin (2006) highlighted that using translanguaging practices becomes crucial when students cannot understand lessons in one language.

In a study, Garcia (2009) affirmed that using translanguaging in the classroom refers to the utility of the whole linguistics repertoire of a student. The linguistic repertoire represents all the knowledge of languages a student owns, and translanguaging provides the slightest regard to the socio-political ties a language represents. The main emphasis of practicing translanguaging phenomena in the classroom is to enable a child to comprehend a lesson and class discussion and participate without fear of being judged by peers. The particular emphasis of translanguaging practices is to promote inclusiveness among teachers and students toward other languages, cultures, and identities and endorse the language choice made by students from multicultural backgrounds.

In a research conducted by Li (2018), researchers asserted that earlier, researchers restricted the scope of translanguaging studies to mere code-switching. However, a recent spurt has revealed its significant association

with pedagogical practices and implications. Researchers such as Blackledge and Creese (2010) are working in the domain of classrooms where language teachers instruct multilingual students. They described that the term translanguaging is substantial in oral communication between peers and during teaching practices.

Findings and Results

The current research has been conducted by using triangulation of research methods. The two research instruments used in research are close-ended questionnaires and semi-structured interviews. The analysis conducted an average mean analysis of questions to represent language students' perception of the utility of translanguaging as a pedagogy tool (Williams, 2006) in classroom situations. In addition, the researchers incorporated transcribed data from semi-structured interviews in NVivo 12 plus for thematic coding. However, semi-structured interviews with teachers highlighted different factors that positively enhance the classroom in higher education in case language teachers practice the translanguaging phenomenon as a teaching tool.

Quantitative Analysis

The study analyzed the data collected through the close-ended questionnaire by computing the average mean score. All the question statements were kept in synchronization with the main three research questions of the proposed research. A study by Cavazos and Musanti (2021) discussed the constructive role of translanguaging in course design and lesson plans in curricula. In the first statement, researchers tried to investigate students about language that the higher education system promotes in Pakistan. It stated, "My institution promotes the use of the English language in classrooms." Most students agreed that their respective institutions encourage the use of the English language in classes. The mean value for this utterance appeared to be 2.300, representing a high degree of students agreeing with the first statement.

To reaffirm the first question, the researchers inquired by asking students about using their native language in classes. Omidire and Ayob (2020) described the impacts of translanguaging in teaching and learning at an institutional level. The second articulation was "Students are not promoted to speak their native languages." Most students agreed, mentioning they hardly get a chance to use their native languages in classrooms. The collective response mean was 1.850 for this question. The third question asked students about classroom language usage and preferences. The

question appeared as a suggestion "Classroom lessons should be bilingual between L1 and L2." Students agreed on bilingual lesson plans with a mean value of 2.125. This response asserted the role and opportunities that may appear if institutions promote bilingual lesson plans.

Infante and Licona (2018) investigated bilingual practices by implementing translanguaging pedagogies in their research. Considering the multilingual nature of classes in Higher Education Institutions in Pakistan researchers highlighted the application of translanguaging. The fourth statement suggested, "Teachers should encourage the use of native languages or at least Pakistani Lingua Franca: Urdu if students feel comfortable in their native language." The mean of students' perception is 2.625. Students positively responded to the subject matter by asserting their interest in the use of native language or commonly used language. In the following question, researchers introduced the phenomenon of translanguaging to its pedagogical role. The statement "Translanguaging can be used as a useful pedagogical tool in higher education" secured a 2.250 mean value from students. Students appreciated the role of translanguaging in teaching.

The next question asked students about their perception of translanguaging opportunities in pedagogy. The researcher analyzed the 2.300 means on the "I have observed an increase in communication potential when allowed to practice translanguaging" statement. This statement referred to the first research question highlighting translanguaging pedagogical opportunities. Creese and Blackledge (2010) studied translanguaging teaching and learning for cultural endorsement among peers in classrooms; translanguaging can play a substantial role. To receive responses on inclusiveness, researchers asked, "I feel more inclusive in the classroom when given a chance to speak in both English and my native language (translanguaging)." To this utterance, the 1.85 mean value proclaimed the association between translanguaging teaching and inclusiveness from the students' end.

The following two questions were based on the communicative response of translanguaging practices among peer groups. Addressing pedagogical issues, Canagarajah (2011) highlighted that translanguaging enhances students' learnability, cultural endorsement, and understanding of other narratives. Students were asked, "Translanguaging pedagogical practices can enhance communicative response among peers," to which they showed relative agreement. The mean for these questions was 1.90 and 1.65, respectively. To analyze students' cultural inclusiveness, they were asked, "I love to participate in something about my local culture in my native language."

The majority stated positive sentiment toward promoting their cultural values with a 1.800 mean value.

In the last section, the research is kept focused, and the third research question is about the study's implications. Researchers asked students if "Translanguaging can help to bridge the gap as our Pakistani languages are not promoted at higher levels of education." The response rate revealed a mean value of 1.800, where students strongly agreed that by practicing translanguaging, Higher Education could take the initiative toward our local languages. The use of translanguaging in educational and other settings opens gateways to communication potential, meaning construction, and identity development (Lewis et al., 2012). In the last question, researchers posed if "Education policy should include our provincial and regional languages along with English. Translanguaging is an excellent mediation in this regard". The student's response was 1.850 mean this statement. The majority agreed to the need for language preservation by promoting local language practices in educational sectors. The corresponding mean value of every research statement has been provided in the table given below.

Table 1: Descriptive statistics of the average mean of close-ended questionnaire

| Sr. | Statement | Mean |
|-----|--|-------|
| 1 | My institution promotes the use of the English language in classrooms. | 2.300 |
| 2 | Students are not promoted to speak their native languages. | 1.850 |
| 3 | Classroom lessons should be bilingual between L1 and L2. | 2.125 |
| 4 | Teachers should encourage the use of native languages or at least Pakistani Lingua Franca: Urdu if students feel comfortable in their native language. | 2.625 |
| 5 | Translanguaging can be used as a useful pedagogical tool in higher education. | 2.250 |
| 6 | I have observed an increase in communication potential when allowed to practice translanguaging. | 2.300 |

| | | |
|----|---|-------|
| 7 | I feel more inclusive in the classroom when given a chance to speak in both English and my native language (translanguaging). | 1.850 |
| 8 | Teachers should promote translanguaging practices in class discussions and lessons. | 1.90 |
| 9 | Translingual pedagogy can enhance communicative responses among peers. | 1.65 |
| 10 | I love to participate in something about my local culture in my native language. | 1.850 |
| 11 | Translanguaging can help to bridge the gap as our Pakistani languages are not promoted at higher levels of education. | 1.800 |
| 12 | Education policy should include our provincial and regional languages along with English. Translanguaging is an excellent mediation in this regard. | 1.800 |

Translingual pedagogy also carries the potential to promote Pakistani languages in curricula. In a study, Liu and Fang (2020) described the perception of translanguaging pedagogy in the education sector. The study focused on the theoretical underpinnings of translanguaging and its application in real-life educational settings. The mean analysis of respondents' data was compiled into a numerical value using the statistical formula of computing mean. The average mean result appeared to be 2.025.

From the result, it is analyzed that participants showed agreement with the hypothesis that translanguaging can play a substantial role when using it as a tool for teaching practices. The results of quantitative data revealed that students showed a positive sentiment toward the application of translanguaging as a tool for pedagogy. Furthermore, the results also interpreted that at the initial stages of the preservation of regional and national languages, translanguaging can serve as an effective mediating tool. Translanguaging pedagogy and practice occupies a substantial role in its application to language classes (Cenoz & Gorter, 2022).

Qualitative Analysis

For qualitative data analysis of semi-structured interviews conducted with teachers, the research utilized the thematic analysis model described by (Braun & Clark, 2006). The conduction of thematic analysis is in the NVivo 12 plus corpus tool. All phases of thematic analysis were carried out in the software. The research initially transcribed the spoken discourse. It was then manually coded in NVivo 12 plus. The researcher then referred to relevant thematic fringes of data and associated them with codes, which are also the main themes of the study. Data coding encompassed the role of translanguaging in shaping pedagogical strategies, teachers, students, multilingual classroom situations, and students' L1 (native language).

Thematic Coding of Semi-Structured Interviews

| Word | Length | Count | Weighted Percentage (%) |
|-----------------|--------|-------|-------------------------|
| translanguaging | 15 | 48 | 6.16 |
| students | 8 | 33 | 4.24 |
| language | 8 | 23 | 2.95 |
| languages | 9 | 23 | 2.95 |
| native | 6 | 22 | 2.82 |
| teachers | 8 | 12 | 1.54 |
| teaching | 8 | 11 | 1.41 |
| classes | 7 | 10 | 1.28 |
| english | 7 | 10 | 1.28 |

Figure 1: Frequently used words in interviews transcript

Figure 1 above has been exported from NVivo 12 plus. A total of 22 teachers participated in the interviews. The data in the figure reveals the teachers' most frequently used words in the interview data. As the fundamental subject matter, the term Translanguaging proved to be the most repeatedly occurring entity. Moreover, it indicates that the word with a minimum of five alphabets has been enlisted in the above figure. The purpose was to locate commonly used content words by language teachers.

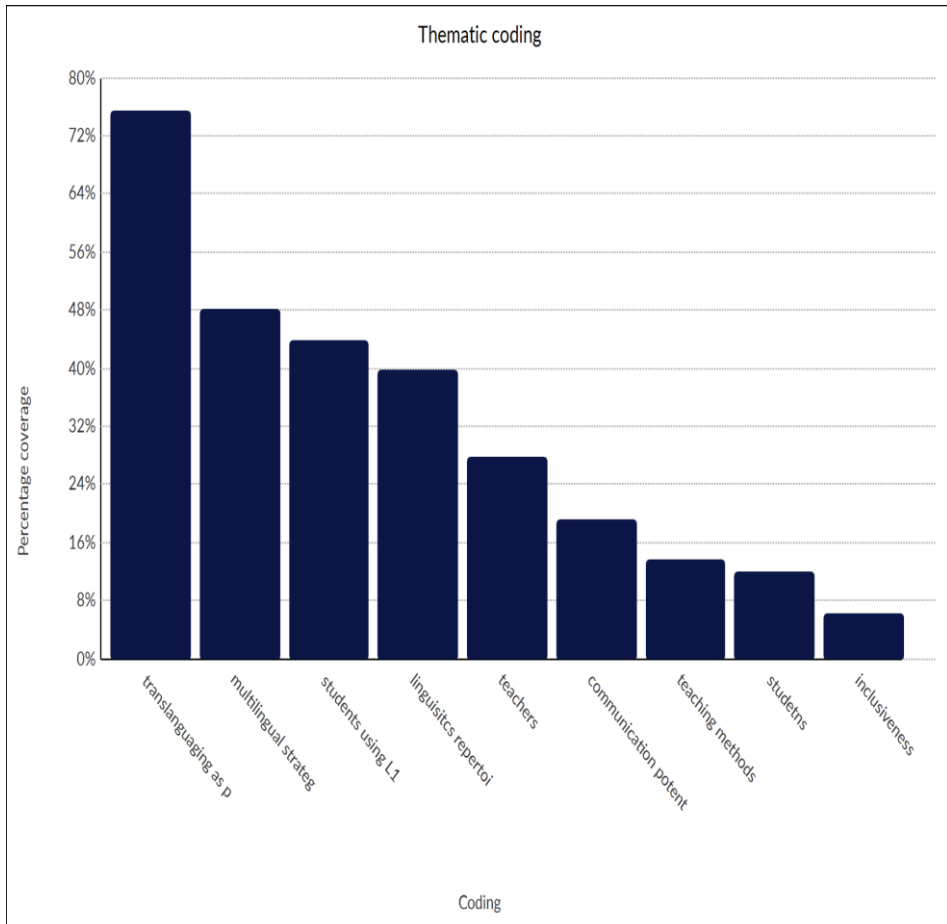


Figure 2: Thematic coding of semi-structured interviews

Figure 2 reports the main themes that are known as codes in the language of NVivo 12 plus. Among all the significant themes, teachers represented a degree of positive sentiment toward the utilization of translinguaging in the interviews. It is important to note that themes in the software have developed with relevance to the study's main research questions. For example, the theme of communication potential refers to the first research questions related to opportunities the translingual approach provides. Similarly, thematic coding of inclusiveness refers to the first research questions, and the list goes on. The main themes coded in the software synchronize with the underlying study's leading questions. However, more than 70% of the language teachers preferred translingualism for inclusiveness, class discussion, cultural endorsement, and communication potential of the students.



Figure 3: Word cloud representing frequently occurring words.

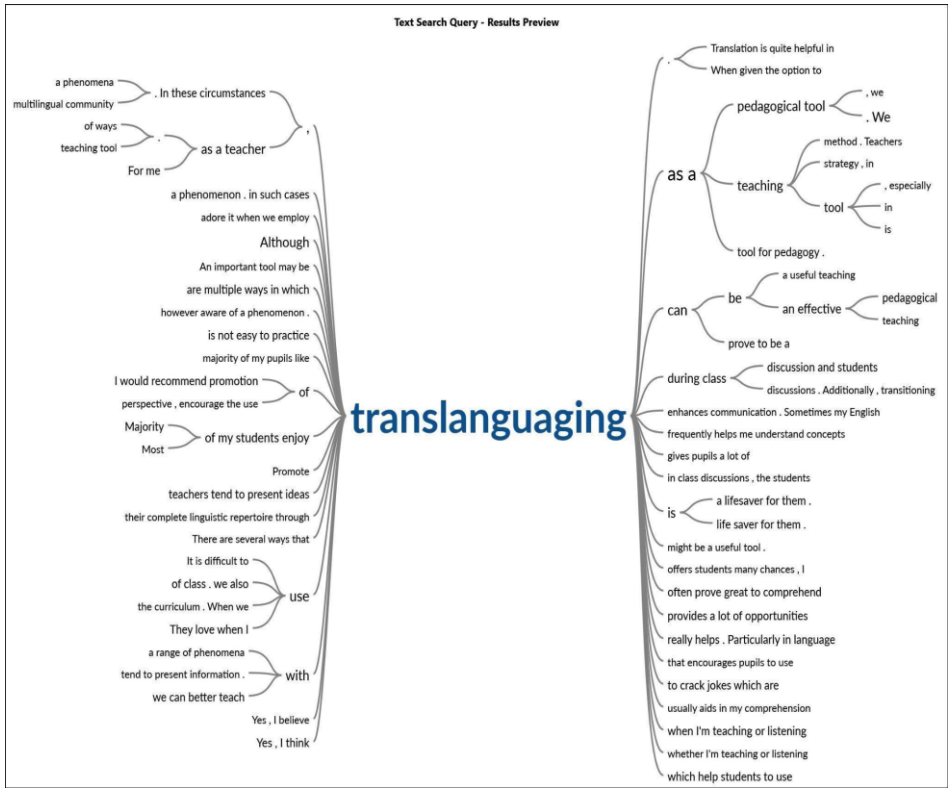


Figure 4: Word tree of the thematic code “Translanguaging”

The semi-structured interviews consisted of a total of 7 questions. The construction of these questions is in synchronization with the three main research questions. Figure four represents the word tree of the thematic code “translanguaging”. The fringes of data on each side of the text represent reference data from interviews with the language teachers. Figure 4 revealed that teachers showed a positive attitude towards using translanguaging as a pedagogical tool in classrooms of the higher education system of Pakistan. Cummins (2019) highlighted the emerging role of translanguaging practices in educational institutions. While talking about their teaching experiences, many teachers share that translanguaging helps students comprehend ideas in a better way.

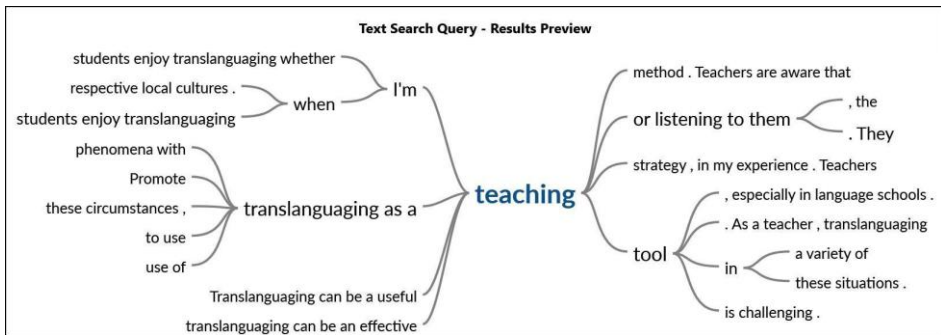


Figure 5: Word tree of the thematic code “Teaching”

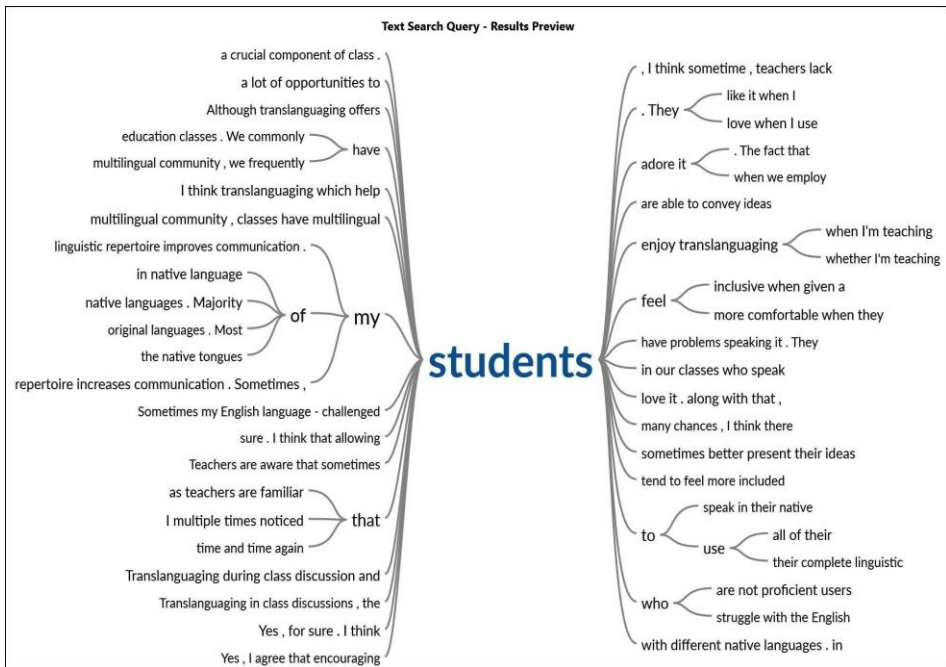


Figure 6: Word tree of the thematic code “students”

Figures 5 and 6 represent the thematic codes of teachers and students. While discussing translanguaging, teachers shared that sometimes language practitioners dwindle while representing ideas in English. The reason sometimes is the lack of vocabulary in English that leads to the utilization of linguistic repertoire from the native language of the teachers. Liu and Fang (2020) investigate the utilization and comparability between the theory and practice of the translanguaging approach in teaching. Moreover, teachers observed an enhancement in the communication potential of students who are allowed to practice translanguaging in classes. While answering the close-ended research questions, students also shared that they feel inclusive in the classrooms when allowed to use their native language. Some students shared that they feel more confident speaking in their native language.

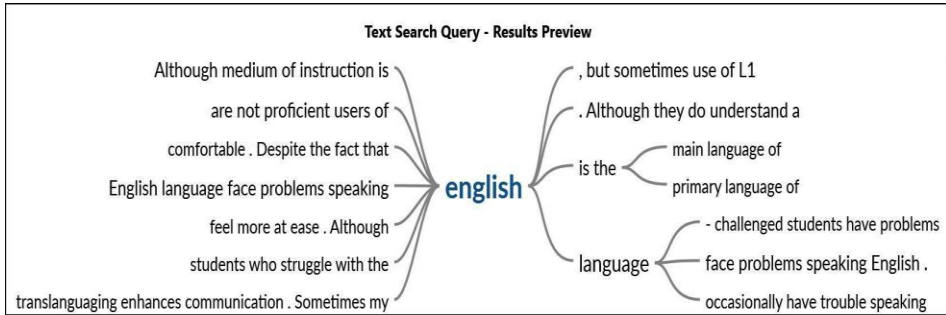


Figure 7: Word tree of the thematic code “English”

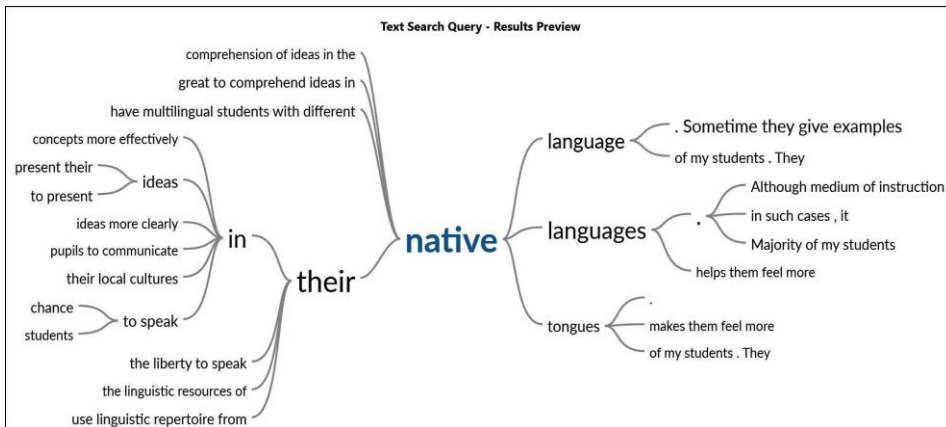


Figure 8: Word tree of the thematic code “Native language”.

Figures 7 and 8 show word trees of thematic codes "English" and "native language". Mukhopadhyay (2020) conducted an exploratory study to observe the impact of translanguaging in teaching at primary schools. Language teachers shared that the practice of translanguaging not only improves the communication potential of the students but also develops a

comprehensive environment for learners in classes. Moreover, peers love to endorse the languages and cultures of their multilingual class fellows. However, when teachers were asked about the limitations of translanguaging, they shared that lack of resources is one of the fundamental limitations of practicing translanguaging in Pakistan's higher education system.

The thematic analysis results revealed that language practitioners showcased positive sentiments towards translanguaging as a tool for pedagogy. Thematic analysis conducted in this study followed the framework of (Braun & Clark, 2006). The current research followed coding, themes, and reporting themes as stated by a thematic analysis model. A study by Khairunnisa and Lukmana (2020) in Indonesia revealed a positive attitude of EFL teachers towards translanguaging.

Discussion

In Pakistan's Higher Education System, universities follow English as MOI (medium of instruction). However, English is L2 or L3 for most students in these universities. The scenario of Pakistan restricts students from using their L1 in their classrooms and formal settings. Higher Education's urge to practice the English language pertains to many challenges. One of the significant challenges students with less fluency in English face is the restrictions of presenting their ideas clearly due to their restricted linguistic repertoire of English.

Due to globalization, migration is prevalent in all regions of Earth. Mobility increases the complexity of language practices in Higher Education classrooms (Li, 2018). Students from diverse areas of the country fail to clearly state their ideas in the classroom due to linguistic restrictions. Their native languages are not kept into consideration, and only standard languages have been emphasized. Students stated that classes not only lack an inclusive learning environment but also fail to nurture a constructive relationship with their teachers. The current research is an attempt to implicate ways in which language teaching and learning can be improved by utilizing translanguaging as a pedagogical tool.

The analysis revealed that the mean result appears to be 2.025 on average, implying that participants agreed with the idea that translanguaging can play a significant role when used as a tool for teaching activities. The quantitative data suggested that students had a favorable attitude regarding the use of translanguaging as a pedagogical tool. The results of the thematic analysis suggested that language practitioners had favorable attitudes towards translanguaging as a pedagogical tool. Furthermore, the

findings suggested that, in the early stages of regional and national language preservation, translanguaging can be a useful mediating technique.

Talking about the role of translingual teaching for ESL learners, Lukmana (2020) asserted that translingualism carries the potential to boost the communication potential of students in classrooms. In the current research, language teachers implicated that by incorporating translingual practices, classroom environments may foster learning. Furthermore, teachers also stated that in a bilingual and multilingual setting, maintaining a sense of social equality among different speakers is crucial for inclusivity. In their study, García and Lin (2017) highlighted the urge to utilize the notion of translingual practices in bilingual classroom settings.

Opportunities Translanguaging Provides in Language Education

The current research paper draws upon three main research questions. The central core of this research is an attempt to highlight the features, influences, and opportunities that translanguaging can provide in the Higher Education System of Pakistan, where English is the primary language. In a study, Liu and Fang (2020) asserted the importance and positive attitude towards translanguaging in language teaching. The study stated that students with the freedom to express themselves in their native tongue and the primary language perform better and provide more real-life examples.

- **Enhances communication potential**

In his research analysis, Yilmaz (2021) asserted that the languages of students who have been recognized as minority groups in society are often limited. These students belong to different ethnic and linguistic groups. Students from minority groups may feel marginalized in class and this may prevail a sense of social inequality among peers in the classrooms. To minimize the repercussions of existing issues, Garcia and Lin (2017) highlighted the use of translingual pedagogy in diverse classes. Due to this discrimination, students fail to develop communication potential. In countries Like Pakistan, these situations are prevalent. Punjabi, Saraiki, Pushto, and Urdu is the native language of the majority of the student body in Pakistan. Addressing the issue in interviews, teachers emphasized that, particularly at the beginner level, language teachers should give their students the freedom to express themselves in the language they feel

comfortable in. This practice enhances communication potential and confidence among students in classroom situations.

- **Elevates inclusiveness among peers in the classroom**

In their investigation, Leonet et al. (2017) studied the challenges minority groups of language face in schools. These minority groups include immigrants and students from faraway countries who get admission to universities in metropolitan cities. The situation that draws out is equivalent to cultural shock for them. The study by Omidire (2020) suggests that to make such students feel inclusive, language practitioners should give them the liberty to share their ideas and cultures in the language of their preference. The only criterion is that of mutual intelligibility of that language among peers. Promoting translingual pedagogy and peer practice also gives rise to cultural responsiveness among students. Communicative response increases when students share their narratives and enhances the acceptance of other languages and cultural norms. In classrooms, translanguaging can serve as a culturally responsive technique to teach students from multilingual backgrounds.

- **Promotes acceptance of other cultures and languages**

Agnihotri (2014) revealed that translanguaging is one of the fundamental tools to promote cultural harmony among peers in a classroom. In their interviews, teachers also suggested that there exists language-specific jargon. In a language education class, students should be free to share their beliefs, ideology, identity, and norms associated with their languages. These practices promote inclusiveness and endorsements among students, and they learn to respect cultures associated with their peers. Blackledge and Creese (2017) researched migration discourse and the role of mobility in promoting translanguaging. Translanguaging pedagogy can help new students to communicate and utilize linguistics resources from their own cultures and hosts' language choices. The translingual practice gives rise to cultural inclusiveness and minimizes discriminatory sentiment among classroom peers.

- **Aids to solve comprehension issues among ESL students**

To help students with comprehension and learning problems in ESL and EFL classrooms, translanguaging proves to be very substantial (Khairunnisa and Lukmana, 2020). Teachers who provide students the liberty to express their ideas using translingual practices receive more appreciation. This is so because students feel they encounter fewer

comprehension and understanding challenges when the instruction code is based on a translanguing approach. For ESL students, teachers can provide parallel examples from students' cultures and languages for better understanding, particularly at the initial stages of learning.

In a study, Wei (2014) observes multilingual interactions among Chinese students. The students belong to minority groups and use translanguing practices in their activities in complementary schools. The study highlighted how practicing translanguaging could benefit from using multiple communication channels for better understanding. It also helps solve comprehension ties when students cannot acknowledge some ideas in English; switching to their L1 can be fruitful.

- **Translingual pedagogy can stimulate metalinguistics awareness**

In a study based on translanguing pedagogy, Vaish (2019) investigated how translanguaging helps bilingual students increase metalinguistics awareness. Teachers and students can benefit from translanguaging practices and pedagogies to stimulate metalinguistics. Students can better understand ideas, orthography, coherence, cohesion, grammar, and punctuation by receiving instructions from translanguing teaching. In the initial stages, the comprehension rate and students' ability to analyze increase as they know what can be possible errors in their text and how they can make corrections to it.

In a study on metalinguistic awareness, Altman et al. (2018) conducted a systematic analysis to evaluate the role of translanguaging in metalinguistic awareness. When students receive instructions in L1 or L2, there is a high degree of understanding. Examples from their real-life and L1 enable students to draw parallel rules and compare and contrast linguistics repertoire, leading to better performance, especially in language teaching classrooms. Translanguaging pedagogy implicates a better understanding of lexical, phonological, morphological, syntactical, and semantic. Students can generalize and compare linguistics data from their L1 and perform better in the targeted language.

Limitations of translanguing in higher education

Talking about the Limitations of translanguing practices, teachers shared that there can be multiple reasons behind these constraints. For example, in his research, Omidire (2020) describes that the lack of required educational resources can be a challenge or limitation for translanguaging.

Along with that, in higher education, teachers lack time. Therefore, the time constraint on practicing translinguaging to its fullest is challenging.

- **Lack of teachers training in practicing translanguaging**

In a study, kano (2012) described pedagogical practices in Japanese classrooms. The researcher emphasized teacher training for successful pedagogical methods. During their interviews, many teachers suggested that without proper teacher training, the phenomenon of translinguaging might not apply. William (2006) highlighted the importance of teachers in practicing and mediating between language choices. Hence, one of the crucial challenges the translingual approach as a tool for pedagogy faces is the lack of training sessions in Pakistan.

- **Time constraints in Higher Education classes**

Practicing translingual pedagogy may take more time in lesson plans and delivery, especially if teachers lack the training to implement it in classes. In Higher Education, the weekly class schedules require a lot of teacher input. Salmerón (2022) carried out a research investigation by focusing on writing pedagogy among elementary-level students and the implication of translinguaging in this practice. Students tend to process a lot of information they receive. If both teachers and students are unaware of translingual teaching, its use, purpose, and articulation in natural teaching flow, there is a high chance of a time management crisis. This challenge can be encountered in the short time of class lessons, a pre-planned strategy, and assigning specific time to each activity.

- **Wide range of L1 in multilingual classes**

In Pakistan, a wide range of languages are observable. Moreover, speakers of different languages study in Higher Education and belong to different localities and ethnicities of the country. Having this, multilingualism itself serves as a challenge for translinguaging. Sometimes, students of more than one native language study together and lack mutual intelligibility among peers. In such scenarios, teachers must restrict themselves to the primary languages, i.e., English. However the Urdu language is known as *Lingua Franca* in the country, but some other languages restrict and challenge the application of translinguaging as a pedagogical tool in Pakistan.

Implications of Translanguaging on Higher Education in Pakistan

Pakistan is a multilingual country with a different linguistic repertoire in different provinces of Pakistan. Cenoz (2017) studied translanguaging from an international perspective and stated that applying translanguaging provides mediation. Translanguaging serves as a mediator among native languages of speakers, second languages, and foreign languages. It opens ways for cultural responsiveness among peers and promotes inclusiveness in educational institutions. Cultural endorsement promotes harmony and eliminates discriminatory sentiments and language-based derogations. Carstens (2016) highlighted the role of L1 in learning L2 by using translanguaging teaching methods. Furthermore, translanguaging pedagogy can potentially increase students' academic performance due to L1 practices in classrooms.

On the way forward to preserve the national languages of Pakistan, the study further implicates policymakers to investigate the complex language situations of the country extensively. The utility and promotion of translanguaging as a pedagogical instrument may also strengthen the importance of national languages in youths' minds. The role of translanguaging pedagogy is crucial as it assists in building meanings related to the subject matter and enhances cultural knowledge among students (Carroll & Sambolín, 2016). To test the validity of the proposed research and instruments, the survey and interviews, along with the study's purpose, have been shared with language teachers for approval of existing phenomena. The study may also suggest a positive outgrowth of the linguistic repertoire of the national language, which is considerably lacking among students due to the negligible behaviors of language regulatory authorities.

In their study on educational settings, Creese and Blackledge (2015) describe the role of translanguaging in constructing identity. The communications patterns in higher education with a high degree of mobility are complex. Due to these multilingual interactions, embedding translanguaging pedagogy can play a constructive role in identity and ethnic constructions. Moreover, the study suggests that the application of translanguaging as a tool for pedagogy is still possible in a country like Pakistan. The research may indicate that language practitioners, education policymakers, and linguists analyze the linguistic situation on a core basis. Using the English language at a higher level may endanger Pakistan's many local, provincial, and regional languages. The prevalent lexical loss in L1s of Pakistani students is still controllable if students get the leverage

to practice their L1 in academics where possible. The research may implicate that initiating the permission of translanguaging pedagogy on official levels can serve as the first step toward preserving Pakistani languages under threat of near endangerment.

Conclusion

This research aims to investigate translanguaging in the Higher Education System of Pakistan. For this purpose, the study conducted close-ended questionnaires and semi-structured interviews with students and teachers in Higher Education. This study employs a sequential explanatory approach. To begin, the information was gathered by quantitative methods, such as closed-ended surveys. Following the questionnaires, semi-structured interviews were conducted to conduct an in-depth investigation of the translanguaging pedagogies. A close-ended questionnaire was used to collect data from 50 participants from the student body. There were 12 research statements in this questionnaire. Furthermore, semi-structured interviews were used to interview 22 language teachers and experts. The data were analyzed using Braun and Clarke's (2006) thematic coding model. The study followed William's (2006) theoretical framework on translanguaging pedagogies. The current research further analyzed the data using the NVivo 12 plus corpus tool. Using the statistical formula for computing mean, the mean analysis of respondents' data was gathered into a numerical number. The mean result of 12 statements appears to be 2.025 on average. According to the findings, participants agreed with the idea that translanguaging can play a significant role when used as a tool for teaching activities. According to the findings of the thematic analysis, language professionals expressed support for translanguaging as a pedagogical tool. The qualitative and quantitative investigation results revealed a positive attitude of language practitioners, language teachers, and students towards translanguaging. The results were presented in three levels in synchronization with the research questions. First, the results showed that teachers attributed specific opportunities to translanguaging teachings, which are fundamentally practical and adaptable. These include the way translanguaging contributes to enhancing the communication potential, cultural endorsement towards minority groups, confidence in students from diverse backgrounds, and promotion of regional languages. In terms of limitations, the research investigated the lack of teacher training and time in class discussions. These limitations in the Higher Education System of Pakistan lead to a lack of student assessment strategies, curriculum design, and language policing in classrooms. Finally, the study implies that language policymakers and educators

should consider translanguaging teaching as a mediator between English and our regional or provincial languages.

Future Implications

The current research is an attempt to explore the role of translanguaging as a pedagogical tool in the Higher Education System of Pakistan. Pakistan is home to diverse speech communities that gives rise to complex linguistics underpinnings. A major challenge is to foster an inclusive learning environment for students belonging to diverse multilingual areas. This study implies that by utilizing translanguaging in classes, language teachers may enhance communication potential, confidence, and inclusivity in their classrooms. However, many areas of translanguaging lack research in Pakistan. The current investigation may serve as a gateway to exhibit more insightful research in the area of translanguaging. It implicates the aspects of language policing on a regional and provincial level for a better implementation of translanguaging as a pedagogical tool. Future researchers can carry out longitudinal research to observe the impact of translanguaging on the student's behavior in classrooms. Furthermore, researchers may also work in collaboration with language policy-makers to implicate ways in which Pakistani languages (regional, provincial, and indigenous) can be fostered to reduce the risks of language endangerment in the coming times.

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Appendix A

Dear participants,

This questionnaire is designed to observe the role of translanguaging as a pedagogical tool. Translanguaging means a multilingual student can use all of their linguistic repertoires from one or more languages to discuss things in classroom situations. The research investigates the opportunities and challenges translanguaging provides students in Higher Education in Pakistan. It's a humble request to fill out this survey. Your data will be kept confidential and used for research purposes only. Thank you very much for your participation.

Demographics

Gender

| | | |
|------|--------|-------|
| Male | Female | Other |
|------|--------|-------|

Age

| | | | |
|----------|-------|-------|----------|
| Below 18 | 18-25 | 25-32 | Above 32 |
|----------|-------|-------|----------|

Close-ended questionnaire

1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly disagree

| No. | Question |
|-----|--|
| 1 | My institution promotes the use of the English language in classrooms. |

- 2 Students are not promoted to speak their native languages.
 - 3 Classroom lessons should be bilingual between L1 and L2.
 - 4 Teachers should encourage the use of native languages or at least Pakistani Lingua Franca: Urdu if students feel comfortable in their native language.
 - 5 Translanguaging can be used as a useful pedagogical tool in higher education.
 - 6 I have observed an increase in communication potential when allowed to practice translanguaging.
 - 7 I feel more inclusive in the classroom when given a chance to speak in both English and my native language (translanguaging).
 - 8 Teachers should promote translanguaging practices in class discussions and lessons.
 - 9 Translingual pedagogy can enhance communicative responses among peers.
 - 10 I love to participate in something about my local culture in my native language.
 - 11 Translanguaging can help to bridge the gap as our Pakistani languages are not promoted at higher levels of education.
 - 12 Education policy should include our provincial and regional languages along with English. Translanguaging is an excellent mediation in this regard.
-

Interview script

No. Interview Questions

- 1 Do you think students in the classrooms should be allowed to use their L1 and L2 (English)?
 - 2 What are your perceptions about Translanguaging as a pedagogical tool?
-

- 3 Do you think Translanguaging increases communication potential? If yes, please explain how?
 - 4 In what ways can translanguaging serve as an effective pedagogical tool?
 - 5 Did you ever notice that Students feel more inclusive when speaking their native language during class discussions?
 - 6 Do you as a teacher aspire to promote Translanguaging? Please explain why.
 - 7 What do you think can be some Limitations of translanguaging?
-