

Translanguaging as Learning Startegy of Multilinguals: A study of Pakistani English Language Classrooms

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ABSTRACT

Aim of the Study: This paper explores translanguaging as a teaching and learning technique in English language classes in Pakistan whereby multilingual learners operate in English, Urdu, and some regional languages like Punjabi and Saraiki. Despite the spread of recognition of translanguaging as a mechanism to increase understanding and the inclusion of people, there is a paucity of empirical studies on its application in the Pakistani context of higher education, where one-sided policies now tend to prevail.

Methodology: To fill in this gap, a qualitative study at the Ghazi University was conducted, involving interviews with graduate students and teachers using a semi-structured design, as well as computer-based non-participant classroom observation, being processed with the use of thematic analysis.

Findings: The results indicate that having translanguaging considerably enhances conceptual clarity, vocabulary learning, and grammar context, and also decreases the levels of anxiety among the students, as well as increases confidence and active involvement. It also reduces cognitive load and creates metalinguistic awareness and allows teachers to have better-managed classes, as they believe in L1 as an asset instead of a burden.

Conclusion: Wrapping up, the findings of the research indicate that translanguaging is an excellent teaching strategy not only a spontaneous practice but also a common language that supports high-stake learning outcomes, democratic accessibility in the classroom, and compatibility between language education and sociolinguistic facts on the ground in Pakistan. It suggests policy changes to embrace inclusive multilingual pedagogies to promote performance in academic work and recognition of linguistic identities of the students.

Keywords: Translanguaging, Learning Startegy, Multilinguals, English Language Classrooms.

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1. INTRODUCTION

1.1 *Background of the Study*

Language education is changing in a social world that is becoming increasingly global and no longer a purely monolingual paradigm but should recognise the reality of multilingual learners (García & Lin, 2017). The shift highlights translanguaging as a dynamic process that leverages the full linguistic repertoire of bilingual and multilingual speakers to enhance communication and meaning-making. The present study explores the concept of translanguaging as an English as a Second Language (ESL) learning strategy in Pakistan, a country that boasts of a diverse culture of languages.

The sociolinguistic situation currently exists in Pakistan, whereby there is a paradigm difference in the medium of teaching. Urdu is the national language and English is very important in the higher education and there are a lot of regional languages such as Punjabi, Pashto, Sindhi, Balochi and Saraiki (Rahman, 2002). Despite policies favoring monolingual instruction, translanguaging strategies are increasingly adopted in Pakistani universities as students seek to utilize their full range of linguistic resources.

Translanguaging From Welsh trawsieithu used by Cen Williams (1994), translanguaging is the language-planned and structured language-based instructional delivery or language-learning that is undertaken during one session (ONS) and within subject-specific educational settings. Translanguaging surpasses code-switching by viewing language users as having a unified linguistic repertoire, which they strategically use to create meaning (García & Wei, 2014; Otheguy et al., 2015). Translanguaging empowers bilinguals to communicate effectively by utilizing various linguistic elements, fostering meaningful interaction and expanding knowledge (Garcia, 2009a).

1.2 *Statement of the Problem*

Adopting translanguaging in English language classrooms in Pakistan does not come easy. Challenges include potential over-reliance on the first language, which may hinder English development, and teachers' difficulties in managing the diverse languages spoken by students. Participation disparity may also arise due to uneven ability of the students to use the language. Also, it is feared that it may interfere with immersive environments in English and make assessment tricky. The purpose of this study is to assess the impact of the translanguaging strategies on the learning of students in multilingual graduate school university classes.

1.3 *Objectives of the Study*

The objectives of this study are:

1. To investigate the effectiveness of translanguaging in teaching the English language.
2. To explore how translanguaging facilitates learning the target language.
3. To explore the implications of translanguaging as an instructional method in the English language classroom.

1.4 *Research Questions*

To achieve these objectives, the study seeks to answer the following research questions:

1. How does translanguaging affect the process of teaching and serve as a valuable strategy in the English language classroom?
2. How does the phenomenon of translanguaging create ease in learning the target language?
3. Why do English language teachers use translanguaging as an instructional method in the English language classroom?

1.5 Significance of the Study

The importance of the study is that translanguaging promote a deeper understanding as the students use their first language knowledge to acquire a second one. The study helps create teachable practices, enhance academic performance, and awareness of languages among multilingual students by throwing light on the Pakistani and Asian under-studied translanguaging practices.

1.6 Delimitations

This study aimed at translanguaging in oral and written discourse in the English department in Ghazi University Dera Ghazi Khan in Pakistan. The participants in the study are exclusively graduate-level students, and they provide subtle information about the implications of translanguaging in an academic setting with greater confidence in language proficiency. Such an approach that is based on a single institution enables the analysis of the institutional factors affecting translanguaging.

2. LITERATURE REVIEW

2.1 Overview and Introduction

Literature review summarizes the main concepts of translanguaging as seen in the multilingual education. It talks about world-level standards, application, and effect which makes it unique to bilingualism, multilingualism, code-switching, and plurilingualism. This section addresses the historical roots of the concept of translanguaging, its introduction in pedagogical policies, and its distinction with other similar terms, proving that it can be used to frame the concept of multilingual education.

2.2 Translanguaging

There are controversies surrounding the use of L1 in L2 classrooms. The components sought in and by the educational institutions are profound comprehension and critical thinking (Rebelo et al., 2023). The study of translanguaging has not been extensive in Pakistan, but it represents an emerging practice abroad (Rafi & Fox, 2021). This paper is about its applicability and adaptability in the Pakistani higher education, which fills the gap in the knowledge of teachers and their perception and use of translanguaging (Ticheloven et al., 2021).

Garcia and Wei (2014) present translanguaging as a teaching method in which bilinguals and multilinguals integrate items of a single linguistic repertoire to comprehend and collaborate in communication (Otheguy et al., 2015). It also opposes previous notions and accepts and takes advantage of the various linguistic practices among students and shows how the colonial language concepts were used to generate social injustices (Dolsa, 2020). Translanguaging plays a crucial role in explaining the language practices of bilinguals as it gives them the upper hand to the performances of bilinguals (Hungwe, 2019).

There is controversy around its application in education (García & Lin, 2017) yet it is coming into popularity in the rest of the world, partially due to the encouragement of plurilingualism (Council of Europe, 2000). In Pakistan, translanguaging is becoming more commonplace among the teachers addressing the demands of multilingual students regardless of the monolingual policies (Cenoz & Gorter, 2020; Hussain & Khan, 2021). This research project has the purpose of learning how Pakistani teachers conceptualize and view translanguaging as a pedagogical approach.

2.3 Emergence of Translanguaging

In Welsh-bilingual schooling, translanguaging appeared, in the 1980s, in the form of trawsieithu Welsh or translingual teaching: the intentional use of two languages in education (Williams, 1994). It has now been acknowledged in terms of pedagogic potential in EAL. It corresponds to the theories of Cummins (2001) of, so-called, common underlying proficiency (CUP) and linguistic interdependence focusing on transfer

in studying language. Translanguaging exists as it interprets language as a process and not a thing which opposes conventional concepts of ELT.

It is however controversial and some academicians wonder why it was necessary in light of other concepts such as code-switching. Nevertheless, its supporters claim that the concept questions imaginary lines between monolinguals and multilinguals, experiments with typical notions of the standard and the target language, and promotes language learning as an issue of social justice (Blackledge et al., 2014). The established monolingualism in ELT policy usually disregards the first language of students (Hall & Cook, 2012), whereas translanguaging pedagogies are initiated due to researcher-teacher collaboration.

2.4 Translanguaging Education

Translanguaging has acquired currency in education; it has been after globalization and the rising trend in the multilingual student body. Although it has traditionally been regarded in structuralist terms, it is being accepted all over the world as spurred by the advocacy of plurilingualism in Europe (Council of Europe, 2000). Garcia and Lin (2016) write on what its benefits are, and why it is desirable to teach more than one language and help national languages, and in the same way, support language transfer (weak version) or all languages as one repertoire (strong version).

There is a lot of student-led translanguaging in the classroom; however, there are evolving teacher-directed translanguaging practices (Celic & Seltzer, 2013). It encourages neutral learning, and refutes discriminatory attitudes towards being bilingual and becomes popular despite arguments (Vogel & Garcia, 2017). It is considered to approach languages as a single mass of information, which allows impartial learning (Garcia & Wei, 2014).

2.5 Translanguaging in Today's Classroom

Translanguaging has been subject to academic interest where multilinguals are then said to have access to a coupled repertoire through which they can communicate (Canagrajah, 2006). Studies about translanguaging may end up substituting the outcome with the process, the same case being evident with Blommaert (2008). There is more to be done research wise on the strategies multilinguals involve and the process thereof. Research should not be restricted on the use of verbal communication but it should be further to include other genres and modalities, including writing (Lam, 2004).

Translanguaging is common that it tends to be automatically fulfilled even in institutions where language mixing is not allowed in classes. Teachers who actively adopt it facilitate using multilingual repertoire as resource to students (Hornberger, 2003). Although certain cognitive theories imply that translanguaging is just a natural phenomenon (Bhatia et al., 2004), the researcher is hypothesizing about some kind of practice-based model of building these skills in the socializing processes under contact situations (Canagrajah, 2007).

2.6 Foreign Language Teaching and Translanguaging in Pakistan

The ELT situation in Pakistan is adequately defined by its colonial heritage, where the interests of English imperialism were commonly serviced with the help of naming systems, divisions, and monolingualism (Motha, 2014). Translanguaging breaks these colonialized perceptions and monoglossic standards, and it has the potential to liberate unrecognized language practices. It perceives multilingual learners as using linguistic elements of one repertoire (Vogel & Garcia, 2017) and urges the teachers to apply the entire linguistic resources that students possess.

There are ideological and organizational barriers to translanguaging pedagogy in education. This paper is responding to them through analyzing collaborative translanguaging pedagogy in the context of Malaysia (Garcia et al., 2021). There are many instances where ELT has been divorced with multilingual realities of students. The language classification and stratification are based on colonial agenda (Makoni & Pennycook, 2005). Translanguaging pedagogy can also decolonize ELT by breaking up the concealed languages and instead taking a collaborative view to promoting collectivist notions.

2.7 Translanguaging and Multilingualism

Pakistan is a country where linguistic contact occurs, and there is the development of such consequences as multilingualism and diglossia (Heller, 2007). Translanguaging enhances heteroglossia, and it embraces bilingualism as community heritage. Other researchers believe that the existence of certain languages cannot be true because these are social, cultural, and political phenomena (Makoni & Pennycook, 2007). The refutation of the possibility of multiple languages and cumulative code-switching has large implications in the scientific argument against a deficit perception of bilingualism.

2.8 Multilingual Language Diversity in English Classes (Pedagogical Consideration)

The recent approaches tend to disregard or minimally accommodate use of L1 in L2 classrooms (Cook, 2001). Nonetheless, existing knowledge in the cognitive schemas of L1 among the ELLs plays a vital role in learning (Bransford, Brown, & Cocking, 2000). Interconnection between the English concepts and L1 schemata is important and this would not be successful provided L1 is prohibited (Lucas & Katz, 1994). L1 writing and peer scaffolding English production supports English output, and higher-order London thoughts (Cummins, 2001; Reyes, 2001).

The principle of monolingualism does not treat the English teachers and learners fairly, where it propagates an unproved hypothesis that focuses on the idea that native speakers are the head of the academic world, and the native languages of children are barriers to learning (Esser, 2006; Porter, 1990). This compels novice students to work hard until finally become fluent as natives.

2.9 Translanguaging and Bilingualism

Earlier definitions about bilingualism were restrictive in that it demanded that the speaker needed to be able to speak two language fluently at a native level, creating methodological weakness (Dewaele & Housen, 2002). The techniques of measuring bilingualism devised by Dewaele and Stavans (2014) rely on the patterns of worldwide migration. Multilingualism defines the apt communication in three or more languages and the vice versa (monolingual) is an exception and not the rule (Auer & Le Wei, 2008).

Colin Baker (2011) demonstrated the role that translanguaging (Welsh trawsieithu) can play in allowing students to learn and understand things, including offering four advantages in the classroom. Traditionally, bilingual programs both tended to be additive to majorities, and to be subtractive to minorities. But a novel form of flexible bilingualism has developed where speakers are said to be working across the languages (Blackledge & Creese, 2010). Based on a number of studies conducted on flexible bilingualism of students, Creese and Blackledge (2010) explain how teachers exploit this to teach and propagate cross lingual transfer."

2.10 Translanguaging and Code Switching

The code-switching involves alternating between two languages (Cook, 2001) which has been discouraged traditionally during L2 classes. But in most cases this happens where multilingual situations have arisen to serve some purpose of communication e.g. to create identities and to put across some ideas (Reyes, 2004; Zentella, 1997). Translanguaging is equivalent to a phenomenon of natural language switching called code-switching but was initially viewed as a pedagogical strategy in the Welsh bilingual classrooms (Williams, 2002). It seeks to provide assistance to the multilinguals in the making sense; shaping experiences; and deepening their understandings about languages and contents (Cenoz & Gorter, 2011).

Translanguaging questions the established distinction between languages, and it is an epistemological opposition to code-switching. Although teachers through code-switching may scaffold learning, it is not accepted by the young learners with diverse backgrounds fearing that it may contaminate their target language. Nevertheless, research evidence demonstrates its pedagogic validity when students do not understand lessons well (Arthur & Martin, 2006). The approach of translanguaging is quite different as it questions the vision of switching among individual languages (Creese & Blackledge, 2010).

2.11 Code Mixing and Translanguaging

Code-mixing is more of a code-switching concept which entails speakers alternating between two languages in a single utterance (Wardhaugh, 1998) or borrowing lexicals as well as grammatical elements of two languages in a sentence (Muysken, 2000). Garcia (2009) has broadened an aspect of translanguaging into encompassing discourse practices in which students' un-hindredly add different norms of a language. According to Wei, translanguaging gives social space to the multilingual speakers, as it combines personal history, experience, and the environment (2011).

Although such practices as code-switching and translanguaging are broadly accepted, they are rarely used in the systematic manner. To what degree these strategies help to achieve academic success and learn a language is not clearly understood (Canagrajah, 2011). Introduction of multilingual is something language educators would want so that multilingual persons can embrace rich communication repertoires (Hornberger & Link, 2012).

2.12 Concept of Code Meshing

Translanguaging seems to be a kind of phenomenon that emerges naturally in the educational system with many cases occurring secretly even among banned ones. Active teachers modify environments in which the multilingual repertoire is utilized as a tool by students (Canagrajah, 2011). Instructional strategies such as the biliteracy workshop (Garcia, 2009) and continuum of biliteracy model (Hornberger, 2003) hypothesises about the shift implemented in learning the two languages by the students.

Canagrajah has coined the term code-meshing to refer to a communicative tool on purposeful incorporation of local and academic discourse by a multilingual speaker with a view to rhetorical effect or ideology (Michael-Luna and Canagrajah, 2007). Recent studies suggest that translanguaging tends to be a common occurrence throughout multilingual students, and even monolingual classes are not able to ward it off completely. It can come naturally (Bhatia et al., 2004), but the scholar of these skills suggests a model based on practice to acquire these skills through the process of socialization (Canagrajah, 2007).

2.13 Bilingualism and Plurilingualism

Plurilingualism is going to be a plus because it expands the concept of mastery to accommodate hybrid language activities beyond balanced bilingualism. Translanguaging pedagogy, to which plurilingualism pedagogy is usually equated, has empirical evidence as the cognitive and linguistic benefits and enhanced academic interest have been proven (Picardo, 2018). It is very important to urge teachers to pursue instructor innovativeness. The role of language and power in shaping the emergence of plurilingualism has to be known to the TESOL teachers.

The historical origins and the possibilities of the plurilingualism vision can be regarded as a theoretical support to language training. Translanguaging has brought in its wake new multilingual speaker epistemologies, and distinct sociopolitical assumptions and education forms, alongside plurilingualism. Translanguaging shakes the thinking that bilinguals possess two lexico-grammatical systems.

2.14 Application of Translanguaging in Pakistani ESL Context

Global communication can be achieved without English. Approximately, there are 7.5 billion students who study ESL and are either bilingual/multilingual (Beare, 2020). Nevertheless, conventional ELT usually leaves learners exposed to English-only environments. The concurrent and systematic application of L1 and English is a new approach to developing ESL skills, translanguaging. Its pedagogical promise is evidenced in many studies, but it is occasionally confused with code-switching. Translanguaging is the mixing of linguistic resources of a variety of languages into a single framework that can be used as a learning and communicating instrument (Garcia, 2009).

2.15 Translanguaging in Bilingual Classroom

Bilingualism maintains distinction between one societal and individual level to emphasize the use of each language per the individual. Plurilingualism dwells on interrelations among languages, but it involves the continuous process of learning and using languages. Bilingual students are also advised to apply every single bit of linguistic skills to understand material. By translanguaging, the teachers is able to understand that the learning is not two-dimensional, that a bilingual or multilingual speaker has not two slices of brain, but that they have one whole brain where different languages are integrated (Honegger & Link, 2012).

The classroom investigations of translanguaging should be conducted to overcome the challenges experienced by the children of other languages. By using the language resources of students, educators can address the education opportunity and improve education access and eliminate the problem of marginalization (Honegger & Link, 2012).

2.16 Identifying Teachable Strategies through Translanguaging

Investigations are carried out to analyze the effectiveness of teacher training programs supporting African languages being introduced to the speaker of other African languages to develop multi-competent teachers (Makalela, 2014). The emotional, social and comprehension development of the students was promoted with the use of translanguaging techniques. This promotes a multilingual pedagogy assuming a worldview of the concept of ubuntu as an approach in spreading translanguaging as pedagogy.

Translanguaging, born in Wales, means a paradigm shift in the perspective on language, breaking the prescriptivist discourse and monolingual prejudice (Canagrajah, 2013). It promotes a multilingual theoretical model that takes cognizance of the variety of speakers to employ an interlinked, diversified linguistic repertoire. Translanguaging normalizes the common practices of every culture, as it is termed to be a set of behaviors whereby a speaker does not think about careful compliance with the socially and politically determined limits of the correctly spoken languages (Otheguy, Garcia, & Reid, 2015).

Pedagogical strategy is also a concept of translanguaging. In the situation where theory aligns with the practice, it embraces and extends the fluid discursive practices of multilingual students and instructors to render the meaning of teaching and learning, to transfer subject knowledge, and to produce academic language practices (Garcia, 2014). It gives control to the students as they are encouraged to make use of all the linguistic tools and makes the learning context to be a pedagogy of possibilities.

2.17 Advantages of Pedagogical Translanguaging

The theoretical and practical aspects of translanguaging have been broadly researched as far as teaching is concerned. One of the purposes of this review is to shed some light on the existing body of knowledge regarding translanguaging pedagogies across the world since the existing knowledge is based on empirical research in ELT (Otheguy et al., 2015). Translanguaging refers to the transforming use of linguistic repertoire of bilingualism without much consideration of the language label influence. It has been vital in enhancing bilingual language-use and development of novel pedagogical paradigms (Prada & Turnbull, 2018).

According to Cen Williams (1994, 1996), the term translanguaging was used to describe a planned and teacher-directed two language activity. The study is conducted related to translanguaging in the classroom that is seen as a mobilisation of the full linguistic repertoire of students and the facilitation of productive language across all languages, that is, instructional (Cummins, 2019). A very important distinction is to recognize that there is educational translanguaging (facilitated by teachers) and spontaneous translanguaging (naturally occurring) (Lewis et al., 2012).

2.18 Co-Language and Translanguaging

Garcia (2009) translates co-language with that of translanguaging by addressing arrangement of languages in the classroom. The term co-language explains such a situation where curriculum resources are simultaneously used in Welsh secondary and higher education as has been observed (Lewis, 2010). We experience it when teachers lead students through activities in two languages, students are able to understand both of them and use them (Jones and Lewis, in press).

2.19 Research Gap

Bilingual and multilingualism have a lot of study but there is limited research in the aspect of translanguaging practices in English classrooms in Pakistan. There is little empirical evidence of its application and results in the Pakistani whose graduate English programs. This paper fills the gap by looking at the way Pakistani graduate students can leverage their linguistic capital through understanding English academic discourse and yet still can relate to their native tongue. The findings provide an answer to the question of feasibility and suitability of using translanguaging as one of the teaching methods in Pakistan and inform on policy-making.

3. METHODOLOGY

3.1 Research Design

The research design in this study is qualitative, which seeks to establish the nature of translanguaging within Pakistani English language classrooms. The qualitative approach is appropriate in comprehending perceptions, experiences, and behaviors in a natural context of education (Creswell & Creswell, 2018). It tries to tell more profound things and contextual situations, going beyond figures. This particular qualitative study applies a descriptive approach that qualifies it as a qualitative study aimed at describing how translanguaging takes place and how it is envisioned by teachers and graduate students.

3.2 Research Paradigm

The research paradigm supporting the study is the interpretivist (constructivist). The paradigm argues that the reality is socially constructed and that there is a need to interpret the meaning of individuals who attach meaning to what has been experienced (Crotty, 1998). This has been incorporated in language learning and teaching that learning and teaching are constructed through subjective interpretation, cultural settings and social processes and this centrally fits in the vision of the study to understand perceptions and implications of translanguaging.

3.3 Research Setting and Participants

The research is carried out in Ghazi University, Dera Ghazi Khan, Pakistan, which is a linguistically diverse place. The scale of interest lies on the graduate programs of the English department because it is expected that these students have more knowledge regarding their language. The variety will include graduate students on the one hand and their teachers of the English language on the other.

Sampling Strategy: Purposive sampling- sampling of about 15-20 graduate students and 5-7 English language teachers. The selection criteria will involve enrolment/ experience on participation in related courses and desire to participate. The process of data collection will be carried out until saturation (Guest, Bunce, & Johnson, 2006).

3.4 Research Instruments and Data Collection

Triangulation as defined by Denzin (1978) was adopted to increase the credibility by use of multi instruments. These were semi-structured interviews which provided rich insights about the perception, beliefs, experience, and attitudes of both the students and the teachers on the idea of translanguaging; they were recorded with participant consent on audio. Moreover, by observing non-participant classroom

observations several times through a checklist/rubric and detailed field notes, the actual translanguaging practices were observed in real-time.

3.5 Data Analysis

Qualitative data is analyzed using thematic analysis (Braun & Clarke, 2006). Steps include:

1. **Familiarization:** Transcribing and repeatedly reading data.
2. **Generating initial codes:** Assigning codes line by line.
3. **Searching for themes:** Grouping codes into potential themes.
4. **Reviewing themes:** Refining themes for distinctness and coherence.
5. **Defining and naming themes:** Clearly defining and naming each theme.
6. **Producing the report:** Writing an analytical narrative with textual examples.

4. DATA ANALYSIS/RESULTS

The results were analyzed based on the data collected during interviews and classroom observations within the framework of the topics connected with the effectiveness of translanguaging, convenience of learning and motives of using translanguaging in the classroom of the Pakistani English language.

Research Question 1: *How does translanguaging affect the process of teaching and serve as a valuable strategy in the English language classroom?*

Translanguaging plays an important role in understanding and clarity of an idea. Both the students and the teachers observed that complex terms or culturally enriched terms that were difficult to understand could be reduced by teaching L1 (Urdu or Saraiki) along with English.

Table 1: *Perceived Impact of Translanguaging on Comprehension*

| Category | Description of Impact | Frequency of Mention (Students) | Frequency of Mention (Teachers) |
|-------------------------------|--|---------------------------------|---------------------------------|
| Concept Clarity | Helps in understanding difficult or abstract concepts. | High | High |
| Vocabulary Acquisition | Aids in explaining new vocabulary and idiomatic expressions. | Medium | High |
| Grammar Explanation | Simplifies complex grammatical rules. | Medium | Medium |
| Cultural Context | Bridges cultural gaps in understanding content. | Low | Medium |

Translanguaging as the cognitive bridge in simplifying theories came about as shown by students who discovered that L1 explanations enabled "clicking" of harder theories (Cummins, 2001). Teachers employed L1 strategically so as to make them understand, hence they considered it as a communicative tool.

It is also through translanguaging that active participation and confidence are encouraged. Students became less afraid to make mistakes, they were freer to express themselves.

Table 2: Impact of Translanguaging on Student Participation and Confidence

| Category | Description of Impact | Frequency of Mention (Students) | Frequency of Mention (Teachers) |
|--------------------------------|---|---------------------------------|---------------------------------|
| Increased Participation | Students feel more comfortable asking questions and participating in discussions. | High | High |
| Reduced Anxiety | Lowers fear of making mistakes in English. | High | Medium |
| Enhanced Confidence | Boosts self-assurance in expressing ideas. | Medium | Medium |
| Deeper Engagement | Allows students to engage with content more profoundly. | Medium | Low |

Less affective filters were created when students were not afraid of speaking as they could use words in L1 (Krashen, 1985). It has been found that shy students engaged more in L1 group discussions, which excited teachers. Translanguaging also created rapport and cultural connection, in which respect toward the linguistic identities of the students was cascaded (Norton, 2013).

Research Question 2: How does the phenomena of translanguaging create an ease in learning the target language?

Translanguaging makes learning light by offloading the mind and cognitive processing. It also enables the students to adapt to what has already been learned linguistically, cutting down the stress of the mind.

Table 3: Ways Translanguaging Eases Target Language Learning

| Category | Description of Impact | Frequency of Mention (Students) | Frequency of Mention (Teachers) |
|---------------------------------|---|---------------------------------|---------------------------------|
| Cognitive Scaffolding | Provides a bridge for understanding new concepts. | High | High |
| Reduced Cognitive Load | Lessens mental effort by allowing use of familiar languages. | High | High |
| Metalinguistic Awareness | Helps in comparing and contrasting linguistic structures. | Medium | Medium |
| Problem-Solving | Enables students to solve linguistic problems more effectively. | Medium | Medium |

Students reported the use of full brain by thinking in L1 and then the linguistic global repertoire was supported (Garccia & Wei, 2014). It facilitated the presentation of complicated issues by teachers without confusing students.

It helps too in the development of metalinguistic consciousness. There are implicit and explicit comparisons of linguistic structures of languages that enable students to understand more about both L1 and English. L1 was consciously utilised by teachers to demonstrate features of an analytical language.

Research Question 3: Why do English language teachers use translanguaging as an instructional method in the English language classroom?

Teachers' reasons for using translanguaging include student needs, classroom management, and personal beliefs.

Table 4: Reasons for Teachers' Use of Translanguaging

| Category | Description of Reason | Frequency of Mention (Teachers) |
|---------------------------------|--|---------------------------------|
| Student Comprehension | To ensure all students understand complex material. | High |
| Student Engagement | To encourage participation from all students. | High |
| Time Efficiency | To explain concepts quickly when English-only would be too slow. | Medium |
| Building Rapport | To create a comfortable and inclusive learning environment. | Medium |
| Personal Beliefs | Belief that L1 is a resource, not a hindrance. | High |
| Addressing Diverse Needs | To cater to varying proficiency levels within the classroom. | Medium |
| Lack of Resources | Sometimes, L1 is used when appropriate English resources are scarce. | Low |

The needs of students are among the priorities of teachers in order to implement inclusion and no student should be left behind because of language barriers. Translanguaging is also effective in teaching classroom management since there will be less wastage of time on exposition. Importantly, educators believe in L1 as the resource that should be used and apply it as an alternative to monolingualism and language diversity (García & Lin, 2017). Translanguaging backed by student initiative also contributed to the teachers incorporating them.

Conclusively, translanguaging can be discussed as a tactical pedagogical approach to Pakistani English language classrooms. It helps to understand, enhances confidence, reduces mental load and brings about metalinguistic awareness. The driving forces of teachers are based on their concern with understanding, efficiency, and progressive philosophy of students regarding their complete linguistic choices.

5. DISCUSSION

The results of the present study give even stronger evidence of the usefulness of translanguaging in the Pakistani classes in English language teaching at graduate levels. The findings have continued to refute the conventional use monolingualism where it has been shown that translanguaging is a very good pedagogical tool that improves vocabulary and promotes inclusive education in schools.

The greatest implication is on the fact that the translanguaging is a massive way of enhancing understanding and clarity of concepts. This accords with the theory of Common Underlying Proficiency put forward by Cummins (2001) which proposes that cognitive and academic skills are moved across languages. When explaining complex English concepts by using L1, teaching becomes more effective as the teachers engage the existing knowledge of the students and therefore deeper understanding and learning takes place, and the cognitive burden is lessened. This is more so imperative in Pakistan where English is commonly a second or foreign language and the knowledge base of the students is their regional language or Urdu. Translanguaging is a good way out to cover this linguistic gap; it offers practical solutions to pedagogical issues.

Moreover, the research emphasizes the importance of translanguaging in which active participation and confidence among the students are promoted. One of the most frequent inhibitors of language in the ESL classrooms fear of error making is much reduced when students no longer have to inhibit their whole linguistic baggage (Krashen, 1985). This allows building of psychologically safe setting where students become free to experiment with language and become active participants. The higher involvement of less vocal learners highlights the potential of translanguaging to democratize communication in the classroom and make sure everyone is heard, which is in line with the social justice component of having the linguistic resources acknowledged (Blackledge et al., 2014).

Another important result is the development of metalinguistic awareness. The fact that the movement of fluids is between languages allows the student to engage in making comparisons and contrasts of linguistic elements thereby allowing them to know a lot more about their L1 as well as English. The analysis of language provides a more advanced linguistic competence and reiterates the fact that translanguaging is an interactional meaning-making in a single linguistic repertoire (García & Wei, 2014).

The motives to implement translanguaging may be found in the pragmatic and learner-centered philosophy expressed by teachers. Their main focus towards student understanding and engagement is the major reason why they incorporate L1, which is a turning point on the strict monolingual policies. This proves that even the most experienced teachers show awareness and responsiveness to the reality in linguistic practices of their students. Time saving and classroom management using translanguaging also add importance to the practicality of this approach. Importantly, the hyponymative views and the personal beliefs of the teachers as to L1 being a source of valued resources, but not a setback, are actually a progressive form of response and pose a threat to the more dominant deficit accounts of multilingualism. Such an attitude change is essential to effective translanguaging pedagogies as they establish a setting in which linguistic diversity is appreciated.

The findings of the study add to the empirical evidence in the translated language that has not been explored in the translation context of lingually wealth but underrepresented environment like Pakistan. The coherence of the themes between the student and the teacher views make it strong why translanguaging should be incorporated in the curricula and training programs of teachers in a similar multilingual environment in ELT contexts. It supports the idea that translanguaging is not the indicator of linguistic weakness, but a strong tool maximizing language learning experience, supporting cognitive growth, and ensuring a non-discriminative educational approach to multilinguals.

6. CONCLUSION

This research examined the effectiveness, flexibility in learning, and motivations towards the use of translanguaging in the Pakistani English language teaching classes at the Ghazi university. The qualitative way allowed gaining important information about the pedagogical worth and practical meaning of translanguaging in a multilingual ESL setting.

The results are beyond doubt since translanguaging is crucial towards development of understanding and explanation of some sophisticated ideas to graduate English language learners. Teachers can significantly support learning by using the entire linguistic resources they have, including Urdu and regional languages, in order to make learning more scaffolded, minimally burdening, and cognitively deeper. This negates rigid monolingual immersion methods which is an elastic and adaptive system in linguistically diverse environments.

Moreover, the translation of languages plays a significant role in making students more confident and active. The anxiety among students reduces because they know that they can utilize L1, which in turn preconditioned the increased willingness to get involved in discussions and share ideas. This establishes an open and dynamic learning setting, in which communication is given the first priority and multiple and varied linguistic identities are affirmed. This natural occurrence of translanguaging among learners further demonstrates how translanguaging is always an intrinsic acquisition of learning in the meaning-making processes among students.

The pedagogical efficacy and a progressive philosophical creed is what prompts teachers to adopt translanguaging. They mainly apply it in order to connect with students and make them understand the various language competencies. In addition to considerable practical advantages such as time efficiency, there is another growing importance of L1 of the students as a valuable linguistic resource that has challenged the conventional perspectives and adopted an integrated and comprehensive approach to multilingualism.

To sum up, translanguaging is a rather useful and efficient pedagogical solution to English language-teaching in the multilingual university contexts in Pakistan. It leads to a better understanding, students increase their participation and confidence, and it corresponds to the innate thinking patterns of multilingual learners. The paper argues in support of a paradigm approach to language education policy; that is, to an inclusive direction that benefits and takes advantage of the linguistic diversity. Through this effective incorporation of translanguaging, educators are able to design more effective, inviting, culturally responsive English classrooms which will eventually see an enhanced academic performance and the feeling of fresh appreciation towards multilingualism. The study offers a good base to further researches on the effects of translanguaging in the long-term aspect and a formation of relevant pedagogy in regard to the context on translanguaging in Pakistani and other related settings.

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