



Pakistani Higher Education Teachers' Perceptions on Translanguaging Practices in Multilingual Classroom

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Abstract- This study employed a quantitative approach to explore and gauge EFL's teachers' perceptions and practices towards adapting translanguaging as a teaching strategy in their multilingual classrooms. This study consisted of 93 participants among which 33 are male, and 59 are female teachers working in different private and public sector universities in Lahore. A three sections questionnaire of five Likert-Type scale was administered online with the help of Google Form. The questionnaire was analyzed by descriptive statistics to calculate the percentages of each Likert-type item in the questionnaires. In order to determine the psychometric properties of the measurements, Structural equation model (SEM) was used with Partial least squares (PLS), especially SmartPLS v. 3.2.8. The results show that all the alpha coefficients, composite reliability (CR) estimates and average variance extracted (AVE) values were greater than the criteria of 0.7, 0.7 and 0.50 respectively (Hair et al. 2015; Henseler, Hubona, & Ray, 2016). The percentage of variance explained of factors Pedagogical Technique, Implementation and Translanguaging were 59, 61 and 47 respectively. Whereas the both reliability coefficients, i.e., Cronbach's alpha and composite reliability were ranging from 83 to 93. The study concludes that the teachers are aware of the basic concept of translanguaging but they are not using translanguaging as a scaffold strategy in their multilingual classroom. The study suggests that the teachers might be trained in implementing translanguaging in a systematic way to enhance the learning skills of the students.

Key Words: Translanguaging, Code-switching, Multilingual Classroom, Perception, Practice

I. INTRODUCTION

Translanguaging, has developed to be the topic of interest in the pedagogical world as an effective teaching technique with regard to second language acquisition (Cenoz&Gorter, 2015) due to the radical expansion of multilingual and multicultural academic settings all over the world. Same is the case in Pakistan, specifically, as a major chunk of Pakistani students comes from diverse cultural backgrounds where they use mother-tongue (Kalyar, 2019) at home and therefore, they usually do not have enough exposure to the target language (L2) which in this case is English. A gradual proliferation of translanguaging has been observed (Abrahamsson, 2009), in the multi-lingual settings of the classrooms of Higher Education Institutes of Pakistan as teachers are becoming more prone towards adopting translanguaging as a pedagogical technique for catering the learning needs of the multilingual students rather than adopting a prescribed monolingual pedagogical technique by the Higher Education Commission of Pakistan when teaching a foreign language (Shah, Mujahid, Pillai, Stefanie, Sinayah, Malarvizhi, 2019). In this scenario, the present study attempts to shed some light on the conceptual understanding of Pakistani teachers with respect to translanguaging and it also encompasses the perception of teachers towards the implementation of translanguaging as a pedagogical technique in multilingual classrooms for effective result oriented learning. This study employs quantitative approach to explore and analyze the teachers' perceptions on practicing translanguaging in delivering lectures and classroom interaction. The focus of this research is to gain deeper understanding of the teachers of higher education institute of Pakistan related to their opinions, perspective, feelings, or attitudes towards the implication of translanguaging in the classroom. The results from this study may help higher education policy makers to see the benefits and advantages of adopting translanguaging as a pedagogical approach in the classroom.

It is a belief that the native language practices improve the competence of individuals while learning a foreign language. This theory gave rise to a number of bilingual language pedagogies, a prominent among them is translanguaging. A renowned educationist, Cen Williams coined the term 'translanguaging' in 1980s. Initially, he used the term 'trawsietu' to define the teaching practice in which both native and target languages were being used systematically to teach a lesson. Later, the whole concept was translated into English and termed as 'translinguifying'. In 2012, Lewis stated the work of Baker (2001) and states the definition of translanguaging as "translanguaging is a language practice that involves a deliberate alternation between the language of input and output in the classroom". The given definitions, aim to explain the process of language switching and theoretical framework of it. Canagarajah (2011) defined translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system". This explanation not only refers of switching between two languages, but, it includes a systematic usage of two languages in a specific language teaching activity. Later in 2009, Garcia described translanguaging as "the act performed by bilinguals of accessing different linguistic features or various modes of what is described as autonomous languages, in order to maximize communicative potential". One of the main contributors in the field of translanguaging is Jeff MacSawan (2017) who described translanguaging as "a new term in bilingual education; it supports a heteroglossic language ideology, which views bilingualism as valuable in its own right" in a book titled *A Multilingual Perspective on Translanguaging*. He is of the view that languages are seen neither as separable, nor associated with the nation state as it is not boundary restricted but rather it is a language system that occurs in continuous overlapping.

In recent studies, Garcia and Wiley (2016) acclaimed that translanguaging is an effective and flexible pedagogical technique to learn a foreign language. According to them, translanguaging allows multilingual student to use an entire linguistic repertoire to acquire knowledge, articulate their ideas, and converse effectively with their multilingual fellows. Since then, a number of new notions and debates have been carried out on multilingualism and translanguaging in education context. Another prominent debate regarding translanguaging is that whether it is similar to code switching or not as both terms serves the same purpose.

Translanguaging and Code Switching

In the previous work of Garcia (2009) code switching was viewed and taken as translanguaging while later in García and Li Wei (2014) discovered these two ideas to be at chances against one another. As per their understanding, code switching is the alternate use of two languages in a clause or sentence and utilizations separate linguistic codes while translanguaging could go beyond the clause level. They contended that code-switching is a cycle of just changing two dialects, a variation happens between independent monolingual codes of the two dialects. Through translanguaging speakers utilizes their whole linguistic collection to convey meaning more effectively and make deliberate communication. One of the conspicuous highlights of translanguaging is that it surmises a dynamic and practically coordinated utilization of various dialects and language assortments. Translanguaging underpins a heteroglossic perspective which sees language frameworks in ease and doesn't have unbending limits between language frameworks. Then again, code-switching underpins monoglossic perspective in which bilinguals are considered to work among independent and disconnected linguistic frameworks. Translanguaging is regularly observed as a cycle of information development that goes beyond the linguistic outcome in contact situation (Wei, 2018).

Another divergence that happens between code-switching and translanguaging occurs, is with respect to the purposes which translanguaging serves. Since starting, translanguaging has consistently been associated with academic practices while code-switching is utilized to characterize the variation of dialects in all types of situational settings. Translanguaging has been relegated another significant function in training to frame a translanguaging space, made for and by translanguaging rehearses (Li Wei, 2011) where students can switch among dialects and imaginatively utilize their linguistic abilities to make important connections. Code-switching is "once in a while institutionally embraced or academically supported" (Creese and Blackledge 2010, p. 105) and centers "not on keeping up bilingualism essentially yet on educating in or just showing another dialect" (Garcia & Lin, 2016, p. 3) paying little mind to instructive purpose.

Translanguaging and Identity:

Translanguaging plays a significant role in second language acquisition and benefit language learners in developing their bi-lingual identities. It also benefits teachers in many ways, e.g. translanguaging helps teachers in cultivating students' knowledge by utilizing the whole repertoire of students' native language. Translanguaging also helps students by creating a safe environment in which their identities are valued along

with their culture and language and helps students to pursue the main purpose of education i.e. attaining knowledge. (Martin, 2005). When teachers implement translanguaging in classrooms, they are removing language barriers and giving importance to knowledge acquirement. Furthermore, it also allows students to practice and utilize their native language as a linguistic resource while learning a second language. In 2009, Cummins researched on the concept of identity construction and stated that if we want to reset the imbalance which was created by the monolinguals who were of the perception that native language is subordinated to target language, we must realize the importance of native languages and recognize it as a valuable resource in learning.

The research work of Reyes explored a new aspect of translanguaging and took it one step ahead. Reyes explained the use of translanguaging in the development of 'biliteracy' in bilingual students. She defined 'biliteracy' in such a way; "the ability to decode and encode meaning from writing texts in two languages" (Reyes 2012, p. 249). She backed up her perception of 'biliteracy' with two ethnographic case studies of two young Latino students that were being observed for four years. Both students were not able to speak English upon enrollment, this led to preliminary biliteracy. Through this research, she advocated the idea that if teacher supports and create such learning environment which values both languages equally, then students will be able to acquire natural biliteracy. Humberto was one of the two students, who was being taught in English. In the period of three years, he could comprehend the English, provide short answers in English but could not convey the whole concept in English yet. Upon giving choice in language, he was to explain the whole concept in Spanish more efficiently. This study shows that throughout their early education, their translanguaging served to develop their bilingualism and biliteracy to the point where they could perform similar functions in either language. Reyes research depicts the strongest example, which explains that the native language learners plays a significant role in helping student affirm their identities. Norton defined the concept of language as "is a social practice in which experiences are organized and identities negotiated" (Norton, 2014, p.103). Through literature review, we came to know the importance of translanguaging in the construction of a student's identity. If teachers adopt this approach as a pedagogical technique, they would be able to nurture such language learners who utilize their native language as well as the target language to better understand the social situation and educational concepts.

Translanguaging in foreign language teaching

Translanguaging in FLT implies heteroglossic approach and empowers the usage of various language practices. The homeroom that offers the correct setting for pupils and instructors can be viewed as a network of training (Wenger, 1998) to build up their etymological collection and language abilities. According to Williams (2002) (as quoted by Lewis et al. 2012, p.40), translanguaging in instruction "alludes to utilizing one language to fortify the other, to build understanding and to enlarge the student's action in the two dialects".

Regardless of the fact that there is no commonly acknowledged meaning of translanguaging up until this point yet there is proof that translanguaging practices happen in numerous instructional frameworks everywhere in the world. For instance, in Pakistan instructors utilizes Urdu and English Language at the same time in order to take care of the requirements of bilingual students and encourage them to comprehend the idea of L2 all the more precisely.

Bread cook is the main master on bilingualism, he likewise instituted the term translanguaging in English. As indicated by him (Cook, 2001), one of the critical points of interest of translanguaging in schooling is that it makes students to better comprehend the topic which is being instructed in the foreign language; along these lines, "to peruse and examine a theme in one language, and afterward to expound on it in another language, implies that the topic must be prepared and processed." Baker (2001) additionally referenced different favorable circumstances of translanguaging with respect to a foreign language, for example the turn of events and protection of more fragile language, the incorporation of familiar speakers with early students and furthermore the help of self-teach connections and participation.

Translanguaging practices can be portrayed in various manners, contingent upon the language capability and phonetic foundation of students. The study hall is a network of training which incorporates the two understudies and instructors as members who cooperates towards a shared objective; in such a class which has assorted and blended language abilities, distinctive etymological foundation and capabilities, translanguaging go about as a connecting component and fills in as an apparatus to master the social and phonetic contrasts. As such, we can say that translanguaging fills in as a connecting component that abbreviates the hole between members with various phonetic foundations and go about as a platform gadget

that encourages new bilinguals to coordinate their movement with more developed learners and improve their linguistic abilities.

FLT and Translanguaging in Pakistan

Pakistan is generally understood regionally and globally as a state which is known for its enriched cultures and bilingualism. Pakistan is also called “Land of Many Languages” (Agency, 2018). In Pakistan, a child is born with a range of languages which are learnt at a later stage and embedded into a child’s linguistic repertoire (Karim, Saeed&Akber, 2019). This is among one of the major reasons that Pakistan has irregular policies when it comes to teaching and medium of instructions, and choice of language used by teachers and students. In the past, monolingual approach has always been encouraged when it comes to teaching foreign languages (Wang, 2019). The monolingual approach has been influenced by the various language policies and national ideologies of different countries (Blackledge 2000; García 2009; McMillan and Rivers 2011; Igboanus 2014; Makalela 2015). The critiques of Linguistics purism put forward a number of theories in order to define the complexity of multilingualism in various context and social domains for example the concept of codemeshing was given by Canagarajah (2011), Otsuji and Pennycook coined the term metrolingualism (2010), the continua of biliteracy was given by Hornberger (2003) and translanguaging was defined by Hornberger and Link (2012) and later it was defined by García and Li (2014).

Reviewing the existing literature on translanguaging, there is a need for further research on translanguaging in Pakistani context. As translanguaging is an emerging pedagogical technique in foreign countries. The study in hands wants to investigate the adaptability and effectiveness of translanguaging in the context of Pakistan’s Higher Education. This research will help to examine the effectiveness of adopting translanguaging in the multilingual classrooms and disclose the perception of higher education institutes’ teachers towards the usage of both native and target language at the same time in the classroom. This study will help the higher management of higher education institutes to get them acquainted with the effective tool of teaching and accordingly they can arrange training/seminars for the continuous professional development of teachers.

Numerous studies have also been conducted on the multiple aspects of translanguaging but only few studies focused on teachers’ understanding, perception and implementation. Therefore, the researcher decided to explore this key area and know more about the perception of teachers regarding translanguaging. This paper aims to answer the following three research questions based on previous research and the data that has been collected through survey.

Research Questions

1. What is the understanding of Pakistani higher educational institute teachers regarding the concept of ‘Translanguaging’?
2. What is the perception of teachers towards the translanguaging as a pedagogical technique in multilingual classrooms?
3. How effective is the implementation of translanguaging as a pedagogical strategy in multilingual classrooms of Pakistani higher educational institutions?

II. RESEARCH METHODOLOGY

This study employed quantitative approach to explore and gauge EFL’s teachers’ perceptions and practices towards adapting translanguaging as a teaching practice in their classrooms. The focus of this research is to gain deeper understanding of the teachers of higher education institute of Pakistan related to their opinions, perspective, feelings, or attitudes towards the implication of translanguaging in the classroom. In order to determine the psychometric properties of the measurements, Structural equation model (SEM) was used with Partial least squares (PLS), especially SmartPLS v. 3.2.8. The reliability, convergent validity and discriminant validity of the questionnaire has been assessed through Confirmatory factor analysis (CFA)

Population and Sampling

The population of this study was all the private and government universities of Punjab. In order to choose subjects for the study, the method of availability sampling was used so that participants could have been found easily. While collecting the data, it was ensured that ethical considerations were taken into account.

The names of participants and the names of their universities have not been disclosed and hence tagged as U1, U2, U3, and others. This study consisted of 93 participants among which 33 are male, 59 are female teachers and 1 choose not to disclose identity.

Table 1: Percentage of various demographics of participants

	U1	U2	U3	Others
Gender				
M	13.97%	7.52%	2.15%	13.97%
F	22.58%	6.45%	21.50%	10.75%
Age				
30-45	23.65%	11.82%	10.752%	15.053%
46-60	7.52%	2.150%	8.602%	3.225%
60 & above	4.301%	1.075%	4.301%	1.075%
Education				
Mphil	27.956	9.677	12.903	13.978
PHD	11.827	4.301	7.526	8.602
Post Doc	0	0	3.225	0
Experience				
Less than 5 years	19.354	1.075	2.150	7.52
5-10 years	3.22	6.451	5.376	4.301
11 years and more	16.12	6.451	15.053	10.75

Table 1 shows the percentage of various demographics of participants of different universities. Section 1 shows the percentage of males and females who participated in the study. 87 participants out of 93 respondents answered the question of Age. 66.7% of the participants were between 30-45 years, 21.8% were in between 46-60 years and 11.5% were above 60 years old. Section 2 of table 1 shows the Percentage of various age groups of participants ranged from 30-60+. 93 responses were received on the question of education. Four females of U1, a female of U3 and a female of other institutes chose not to disclose their age. Section 3 of table 1 provides the detailed information on the participant's education which includes MPHIL, PHD and Post-Doctoral. 64.5 % of the respondents were Mphil, 32.3% participants had PHD and only 3.2% of them had a post-Doctoral degree. Section 4 shows the information about the experience of respondents. In total 92 responses were received. 30.4 % of the respondents were having working experience less than 5 years, 20.7% of them were having work experience of 5-10 years and 48.9% of them were having work experience of 11 years and above. One female of U1 and one female of U3 didn't mention their experiences.

Instrument

The primary source of data was derived from self- developed questionnaire which was developed to explore higher education teachers' attitudes and practices towards the adaptation of pedagogical technique of translanguaging. The questionnaire included four sections. The first section included the general information about teacher's demographics i.e. age, gender, education, years of experience, name of institute etc. the second section of the questionnaire included the six questions to check the basic understanding of the teachers on the topic. The third section of the questionnaire included five questions on the perception of teachers regarding translanguaging to check whether they see it is as a helpful approach to be adapted in the classroom or not. The fourth section is developed on the implication of translanguaging in the classroom. The purpose of developing this section is to know if they are already using 'translanguaging' as a pedagogical technique in their classroom consciously or unconsciously. Apart from the first section, all the questions of the other three sections were presented in Likert-Type scale items to examine how the use of native and English language by the teachers and the students is perceived by the teachers and how they apply translanguaging in their classrooms. The survey was administered online with the help of Google Form. The questionnaire was analyzed by descriptive statistics to calculate the percentages of each Likert-type item in the questionnaires.

III. RESULTS AND DISCUSSION

The data analysis was carried out in two phases, in phase I validation of the questionnaire took place. While in phase II, teachers' perceptions of translinguaging practices in multilingual classrooms were analyzed. Structural equation model (SEM) using Partial least squares (PLS), especially SmartPLS v. 3.2.8 (Ringle, Wende, and Becker 2015) to determine the psychometric properties of the measurement too. Confirmatory factor analysis (CFA) was employed to assess reliability, convergent validity, and discriminant validity of the questionnaire. As shown in table 1, all the alpha coefficients, composite reliability (CR) estimates and average variance extracted (AVE) values were greater than the criteria of 0.7, 0.7 and 0.50 respectively (Hair et al. 2015; Henseler, Hubona, & Ray, 2016).

To assess convergent validity, factor loadings of scale items on their respective constructs were examined. All item loadings were above the minimum threshold value of 0.40 for newly developed m (Haire et. al., 2010). The percentage of variance explained of factors Pedagogical Technique, Implementation and Translinguaging were 59, 61 and 47 respectively. Whereas the both reliability coefficients, i.e., Cronbach's alpha and composite reliability were ranging from 83 to 93.

Figure 1

First order Confirmatory Factor Analysis of Pedagogical Technique, Implementation and Translinguaging.

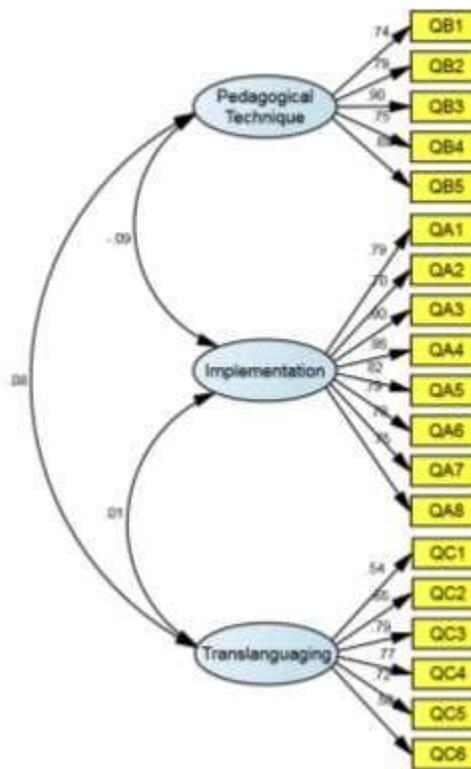


Table 2

Psychometric Properties of Pedagogical Technique, Implementation and Translinguaging (94)

Variables	λ	A	CR	AVE
Pedagogical Technique		.83	0.877	.59
1. People should avoid mixing L1 and L2 in the classroom	.740			
2. It is negative to use another language than English during the lecture	.790			
3. Translinguaging helps students to better understand the information	.896			
4. Teachers should use translinguaging for a better understanding	.747			

of students in the multilingual classroom

5. Students should have the liberty to use another language than English (Which is common among all students) in the multilingual classroom	.650			
Implementation		.92	0.928	0.61
1. As a teacher, I am bound to use English as a medium of instructions in the classroom by the policy	.785			
2. I use translanguaging to remove the language barrier in the multilingual classroom	.696			
3. Students are bound to use only English in the classroom by the policy	.798			
4. Students give more response to the lectures which are delivered in mixed language (L1 and L2) than the lectures completely delivered in English	.861			
5. Students feel comfortable in expressing their views/thoughts in English during the lecture	.821			
6. Students prefer to use both languages at the same time to convey their thoughts more effectively during class	.787			
7. Teacher doubts the students' competence if they use other Language in the classroom other than English	.777			
8. HEC should change its policy and allow teachers to use both languages (Urdu and English) as a medium of instruction to cater the needs of bilingual classrooms	.755			
Translanguaging		.86	0.837	0.47
1. A bilingual person has the ability to use more than one language	.544			
2. Translanguaging is a process in which multilingual speakers use their languages as an integrated communication system	.646			
3. Translanguaging is a Pedagogical technique	.791			
4. The purpose of translanguaging and code switching is similar.	.767			
5. Translanguaging is used to ease the language barriers of multilingual students	.723			
6. Translanguaging encourages students to use their native language in the classroom.	.583			

Note. CR = composite reliability, AVE = Average variance extracted, λ (lambda) = standardized factor loading α = Cronbach's alpha

Discriminant validity was tested in two different ways (Henseler, Hubona, and Ray 2016; Voorhees et al. 2016). First, the square root of the average variance extracted AVE values for each scale was greater than the construct's respective correlation with all other factors (Fornell and Larcker 1981) (see Table 2). Second, we used the heterotrait-monotrait ratio of correlations (HTMT; Henseler, Ringle, and Sarstedt 2015). In this vein, all values were under the more conservative threshold value of 0.85 (Clark and Watson 1995; Kline 2011). Together, the above results provided evidence for convergent and discriminant validity.

Table 3: Fornell and Larcker, Heterotrait-Monotrait Ratio and Descriptive Statistics (N=95)

Variables	1	2	3	MaxR(H)	M	SD	Scoring
1. Pedagogical Technique	0.769			0.899	18.85	4.83	20

2. Implementation	-0.091	0.786	0.958	25.25	9.23	26	
3. Translanguaging	0.085	0.011	0.682	0.966	20.75	5.19	21

Scoring procedure.

The cutoff scores of the scales were determined using median values. Median divides the data into two equal halves. So, the values above the median scores represents high a level while low scores from the median represents the lowest level of the constructs. The cut off scores for pedagogical technique, implementation and translanguaging were 20, 26 and 21 respectively.

Table 4: Mean value of the perception of pedagogical technique

Variable	Test Value	M	SD	t (94)	p	95% CI	
						LL	UL
Pedagogical Technique	20	18.85	4.83	-2.31	.023	-2.13	-0.16
Implementation	26	25.25	9.23	-0.79	.432	-2.62	1.13
Translanguaging	21	20.75	5.19	-0.24	.651	-1.30	0.82

Note. CI = Confidence Interval, LL= Lower Limit, UL = Upper Limit.

The table 4 showed that the mean value of the perception of pedagogical technique was significantly lower than the cut of value ($t=-2.31$, $p<.05$). Which showed that the perception of teachers towards the translanguaging as a pedagogical technique in multilingual classrooms was adverse. Moreover, the mean value of translanguaging was found to be non-significantly different from the cutoff value ($t=-0.79$, $p>.05$). Which indicated that the teachers had a moderate level of understanding regarding the concept of 'Translanguaging' in the Pakistani higher educational institute. Likewise, the mean value of implementation of translanguaging was also found to be non-significantly different from the cutoff value ($t= -0.24$, $p>.05$). Which depicted that the implementation of translanguaging as a pedagogical strategy in multilingual classrooms was moderately effective of Pakistani higher educational institutions.

After checking the reliability and validity of the question, the result of each section of the questionnaire has been discussed in detail. The first section of a research questionnaire consisted of six questions which were developed to check the understanding of teachers regarding the concept of translanguaging. Figure 1 shows the results which was probed through a questionnaire and analyzed by calculating percentages in descriptive statistics. 38.6% of the participants were strongly agreed and 52.7% were agreed and familiar with the ability of a bilingual person that s/he has the ability to use more than one language, however, 2.2% teachers were not familiar with the features of a bilingual person, 1.1% teachers disagreed with the statement and 5.4% teachers strongly disagreed. In the second question, a definition of translanguaging was stated to know that whether teachers are familiar with it or not. Results show that 22% teachers were strongly agreed and 67 % teachers were agreed and familiar with the definition of translanguaging, however, 4.4% teachers were neutral and 2.2% disagreed and remaining 4.4% were strongly disagreed with the definition. In the third question, a main feature of translanguaging was highlighted to know that whether teachers are acquainted with the fact that translanguaging is a pedagogical technique or not. 18.3% teachers were strongly agreed and 63.6% teachers were agreed with the question, however, 13.6% teachers had no information and 3.4% teachers disagreed and 1.1% of them strongly disagreed with the statement. As there is a long debate between code switching and translanguaging that both serves the same purposes, a question (fourth) was added in this section particularly to check the knowledge of teachers regarding this subject. Results depicted that 4.3% teachers were strongly disagreed and 32.3% were disagreed who actually had knowledge about the different purposes that code switching and translanguaging serves. On the other hand, 29% teachers were neutral and 31.2% teachers agreed and 3.2% were strongly agreed which shows that they consider the function of translanguaging and code switching alike.

In the fifth question, another function of translanguaging was described that it is used to ease the language barriers of multilingual students. 20.4% teachers were strongly agreed and 69.9% teachers were agreed over the statement, however, 4.3% teachers were neutral and 5.4% strongly disagree. The last question addresses that statement that Translanguaging encourages students to use their native language in the classroom. 17.2% teachers were strongly agreed and 54.8% teachers were agreed with the statement; however, 18.3% teachers stayed neutral and 6.5% teachers disagreed and 3.2% strongly disagreed with the statement. The results of section 'Understanding of Teachers' shows that the majority of teachers are familiar with the basic

concept and functions of translanguaging but still there are numbers of teachers who needs to get acquainted with the this latest pedagogical technique.

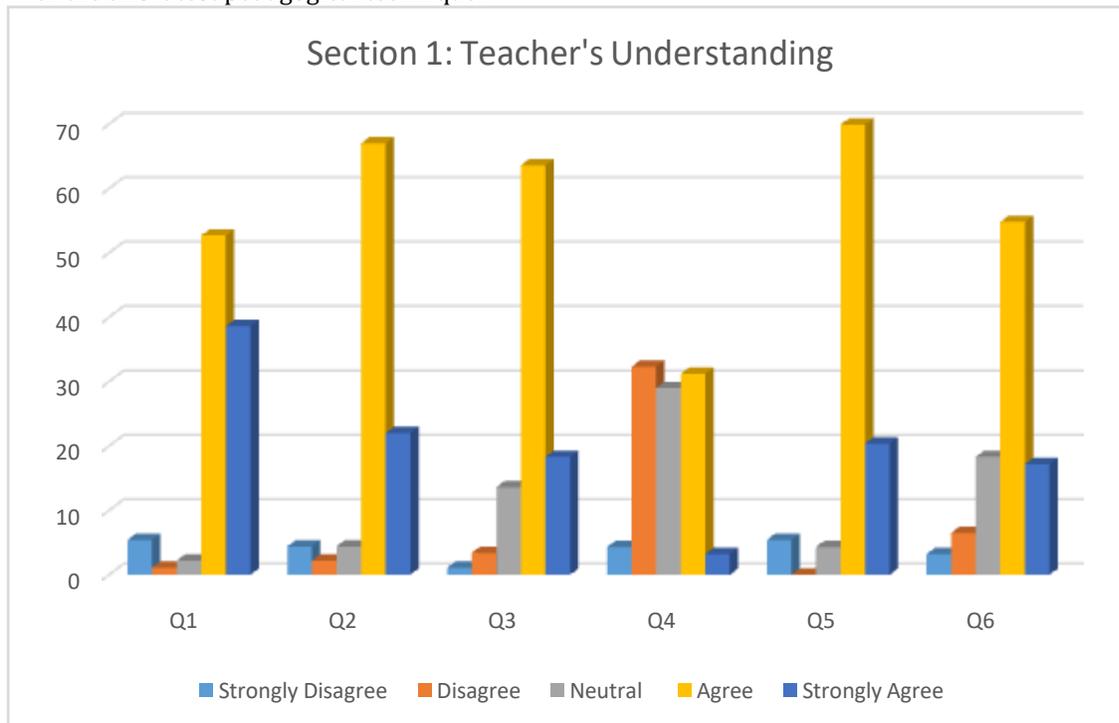


Figure 2: Results of Teachers' understanding of the concept translanguaging

The second section of the questionnaire was particularly designed to know about the perception and attitude of teachers towards translanguaging that whether they consider it a beneficial tool in teaching or not. The first question of this section is about whether People should avoid mixing L1 and L2 in the classroom or not. 16.5% teachers were strongly disagreed and 57.1% teachers were disagreed, however 7.7% teachers were neutral, 17.6% teachers were agreed and only 1.1% teachers were strongly agreed with the statement. This shows that the majority of teachers were in favor of using L1 in teaching to make students understand the concept. The second question of this section states that if teachers uses another language than English while delivering lecture creates a negative image. Results show that 26.9% teachers were strongly disagreed, 54.8% were disagreed and 4.3% of the respondents stayed neutral. However, 14% teachers were agreed with the statement. In the third question, 22.8% teachers were strongly agreed and 67.4% teachers were agreed that translanguaging helps students to better understand the information and 5.4% of them were neutral. However, a very small chunk 3.3% of the respondents were disagreed and only 1.1% were strongly disagreed. In the fourth question, it was asked that whether teachers should use translanguaging for the better understanding of students in the multilingual classroom or not. 28.2% teachers were strongly agreed and 65.2% teachers were agreed with the statement that translanguaging should be adopted by teachers if they want students to learn more effectively. On the other hand, only 2.2% teachers were disagreed, 1.1% of them were strongly disagreed and 3.3% teachers were neutral about the subject. In the last question, the researcher, aimed to know about the perception of teacher regarding the usage of another language than English by students in the multilingual classroom. 25.8% teachers were strongly agreed and 57% teachers agreed that students should have liberty to use another language in the classroom which is common among all. 5.4% of the respondents disagreed with the statement and 4.3% were strongly disagreed while 7.5% were neutral.

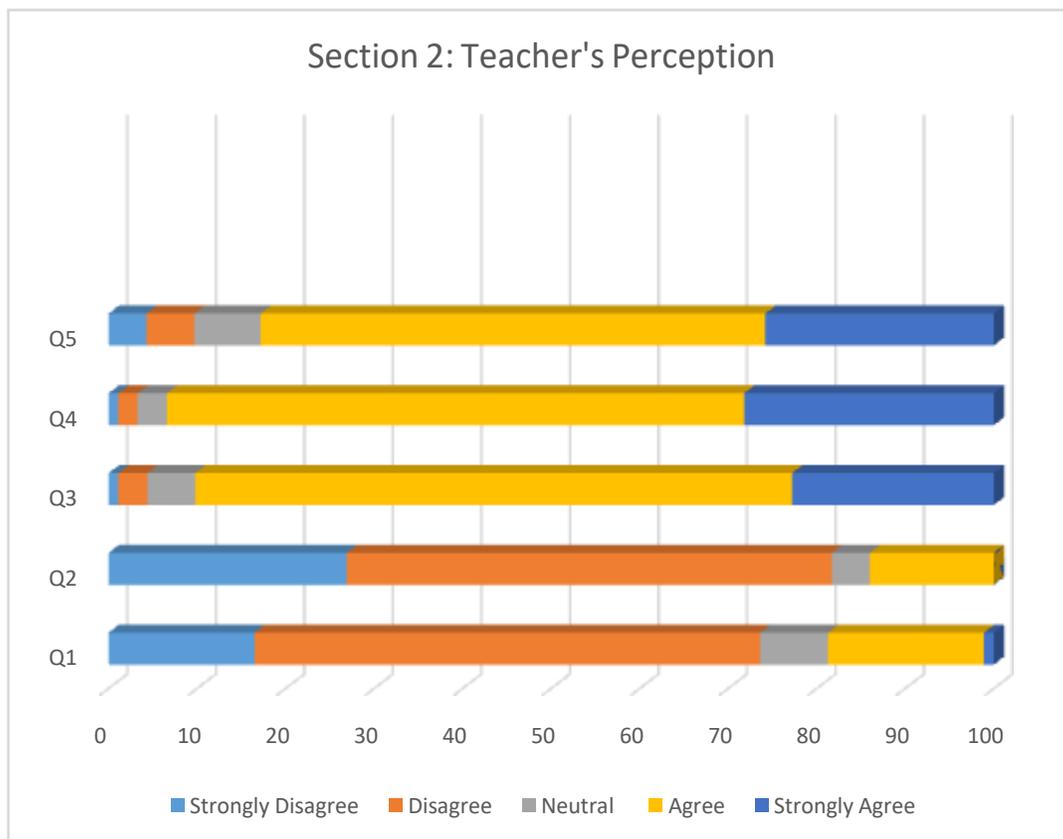


Figure 3: Results of Teachers Perception towards the translanguaging

The third section of the questionnaire was developed to inquire about the existing teaching strategies that higher education institute teachers are using in the multilingual classroom and to know about their perception regarding the policy of HEC that bounds teachers to adopt English as a medium of instruction. The researcher also aims to have a deeper understanding of the effectiveness of the pedagogical technique if adopted. Therefore, a couple of questions were developed for those teachers who are actually using translanguaging as a pedagogical technique to cater the multilingual classroom consciously or unconsciously. The first question inquires if teachers are bound to use English as a medium of instructions in the classroom by policy 19.4% teachers were strongly agreed and 54.8% teachers were agreed with the statement, however, 16.1% teachers remained neutral, 7.5% disagreed and 2.2% teachers were strongly disagreed with the statement. In the second question, it is inquired that if the responded her/himself uses translanguaging as a pedagogical technique to remove the language barrier in the multilingual classroom. 14% teachers were strongly agreed, 75.2% teachers were agreed, 7.5% teachers stayed neutral and only 2.2% disagreed and 1.1% strongly agreed. The results of this question show that the majority of teachers are already using translanguaging to facilitate the multilingual students despite of the existing policy of HEC. The third question asked to the teachers to know about whether Students are bound to use only English in the classroom by the policy. 18% teachers were strongly agreed and 50.6% teachers were agreed, however, 11.2% teachers were neutral and 19.1% teachers were disagreed and 1.1% were strongly disagreed with the statement.

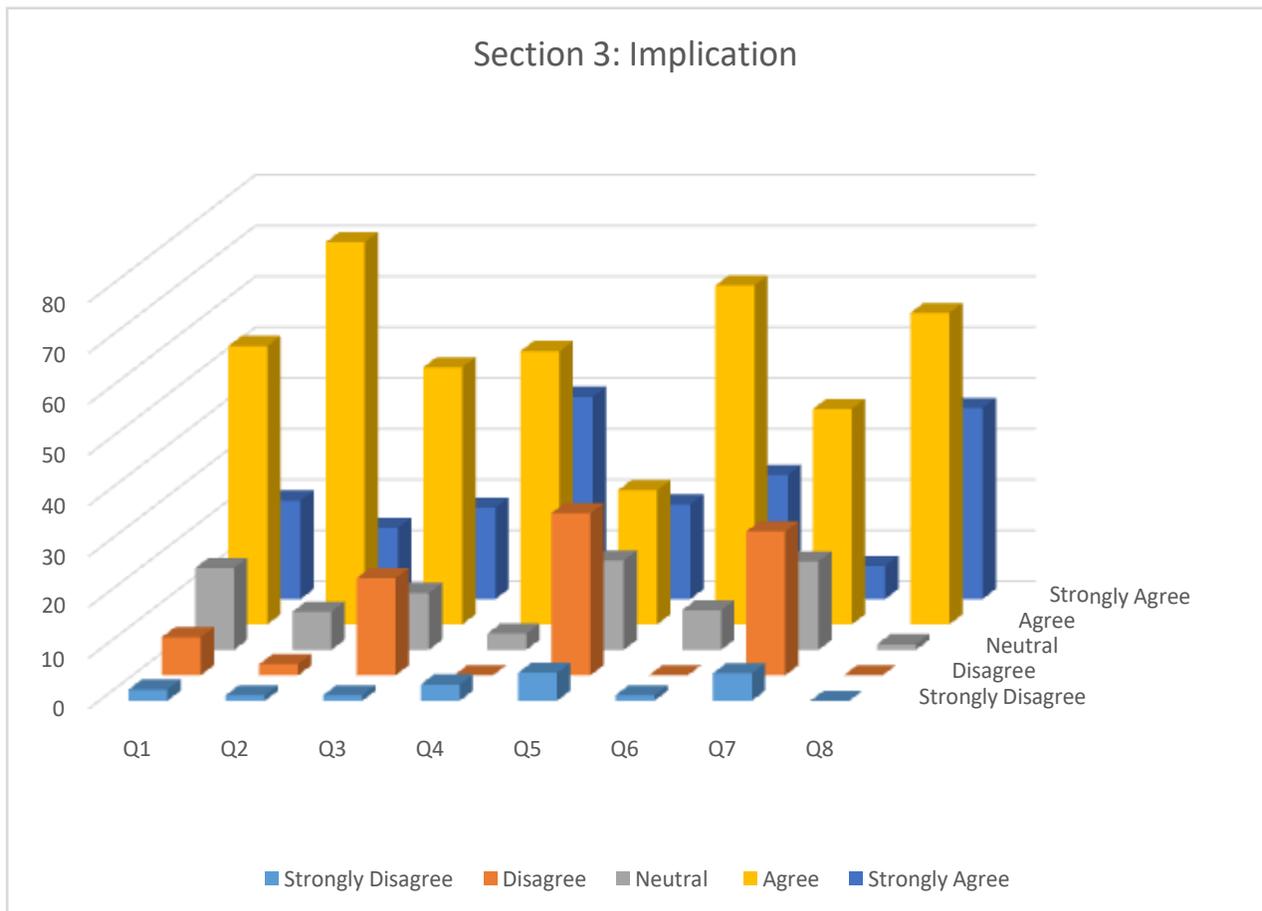


Figure 4: Results of Teachers' Implication of translinguaging in the classroom

As the main purpose of translinguaging is to help students understand and learn the concepts better which is being taught in L2. So in order to check the authenticity of this information, a question (fourth) was included in the questionnaire which states that 'Students give more response to the lectures which are delivered in mixed language (L1 and L2) than the lectures completely delivered in L2'. Result depicts that 39.8% of the respondents were strongly agreed and 53.8% teachers were agreed that translinguaging helps students to learn more effectively. On the other hand, only 3.2% teachers were neutral and only 3.2% teachers strongly disagreed and differed about the statement. Results of fifth question shows that 18.6% teachers were strongly agreed and 26.4% teachers agreed that students feel comfortable in expressing their view/thoughts in English during the lecture while 17.6% teachers remained neutral, and 31.9% teachers disagreed and 5.5% teachers strongly disagreed with the question and had a view that students can better express their thoughts and question when they are not bound to English because; students are reluctant to speak in English and therefore chose not to ask question over asking it in English. Sixth question is related to the fifth question as it aims to find out that do students prefers to use both languages at the same time to convey their thoughts more effectively during class or not. 24.4% teachers were strongly agreed and 66.7% teachers were agreed, though, 7.8% teachers remained neutral and only 1.1% were strongly agreed. In the seventh question was developed by keeping in view the perception of many people of Pakistan who considers speaking fluent English as a mark of being educated. We aim to know whether teachers doubt the students' competence if they use other Language in the classroom other than English. Through results, it is depicted that 6.5% of the respondents strongly agreed, 42.4% teachers agreed, 17.4% teachers were neutral, however 28.3% teachers disagreed and 5.4% teachers strongly disagreed. The last question states that 'HEC should change its policy and allow teachers to use both languages (Urdu and English) as a medium of instruction to cater the needs of bilingual classrooms'. Astonishingly, the results do not show only a single respondent who disagreed with the statement, on the other hand, 37.6% teachers strongly agreed, 61.3% teachers agreed and only 1.1% of the respondents remained neutral.

IV. CONCLUSION

It is an undeniable fact that globalization and the rise in multilingualism, requires a new approach to teaching to cater the educational needs of multilingual world. This education research highlights the demand of updated and new pedagogical techniques which are flexible enough to cater the needs of diverse classrooms with respect to their various backgrounds, linguistics skills and competences. In this regards, the pedagogical technique of translanguaging caught attention of many researchers and they embraced the idea of the systematic usage of L1 in teaching a foreign language. The research works discussed in the section of literature review also indicates that if teachers incorporate this technique into their classrooms that will enhance student's competence in L2. The basic purpose of conducting this study was to analyze the EFL teachers' understanding, perception and practices of translanguaging. The most obvious finding to emerge from this study is that EFL teachers have a basic understanding of the concept translanguaging but have little knowledge of code switching and translanguaging. It seemed like many of the teachers are using translanguaging in the classroom, but are unaware of this pedagogical technique and holds a view that they use code switching in the classroom to make students understand concepts clearer. There can be another reason that they use code switching to save time and deliver the concept more effectively. Most of the Pakistanis are multi-linguals and learning/uses more than one language at a time, therefore majority of teachers of Pakistan Higher Education System believes that translanguaging is something essential to be adapt while teaching a foreign language in Pakistan because students comes from various backgrounds where they do not have direct exposure of the foreign language so translanguaging helps them to comprehend the idea. As it has already been stated in the Literature review section, the Pakistan Education policy in higher education institution is English. While conducting this research, an alarming finding emerged from this study that teachers are not following the HEC policy but rather more inclined towards using translanguaging in their classroom because they are concerned about their multilingual students' knowledge and learning. Teachers also shown their high concern that HEC must change their policy of using only English as a medium of instructions. It is probable that the policy makers of Pakistan HEC view translanguaging as a barrier in learning a foreign language and holds a view that if students are being taught in only English Medium then students will acquire native like competence in English. The pressure from HEC policy and institutional factors lead teachers to prioritize English medium over translanguaging, however, teachers covertly incorporate translanguaging in the classroom as depicted in this study. The study of Canagarajah (2011) claims that translanguaging occurs naturally in foreign language classes with minimum pedagogical efforts by teachers and it cannot be limited by monolingual education policies.

The analyses of the data exhibited that although the teachers are using translanguaging in the classroom but they do not seem to understand or implement the systemic way of using translanguaging to increase student's performance. They are aware of the basic concept of translanguaging but most of them may be using this technique to lessen the time to explain the lesson. This negates the actual purpose of translanguaging as stated by Ebe and Chapman-Santiago (2016) state, translanguaging is a scaffold that needs careful and systematic implementation although it is usually perceived as the translations of materials. It can occur in the teaching of the four skills (reading, writing, speaking, listening) in the form various interactions (teacher-to-student, student-to-teacher, student-to-student, student-to-self).

The work of Garcia and Wei (2014) suggests that the translanguaging must require a systematic use of students' whole linguistic repertoire (L1 and L2) in order to enhance students' metacognition and critical thinking skills. Lubliner's research and Grisham (2017) also put emphasis on the same idea that translanguaging focuses on the purposeful incorporation of the student's repertoire into learning and teaching process. According to the results of this study, translanguaging is not an alien concept to the majority of the English teachers but they are unfamiliar with the systemic process of integrating students' repertoire with learning. They are not familiar with the potential of translanguaging in enhancing student's learning. If teachers adapt a translanguaging teaching environment, they will be able to help students in developing critical thinking skills and learn comprehension techniques that will help them in learning a foreign language. Furthermore, it will also deepen the students' understanding about the content and help them create a bilingual identity.

Due to the limited number of participants, the results of this study do not generalize the practices and perceptions of all English teacher and teaching context. Though, since we received data from 12 different higher education institutes of Punjab, we may suggest that the results offer an insight about their practices and perceptions. For further study, research can be conducted on the perceptions of students regarding translanguaging to know which teaching method helps them in speeding up the learning process.

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