

Exploring Translanguaging Praxes in Pakistani Multilingual ESL Classrooms of First-Year Students at University Level

AQSA ATTA
Department of English,
Foundation University Islamabad, Pakistan
&
Department of English,
University of Sialkot, Sialkot, Pakistan
aqsaatta@gmail.com

SWALEHA BANO NAQVI
Department of English,
Foundation University Islamabad, Pakistan

ABSTRACT

Though the use of L-1 in multilingual ESL classrooms is abandoned; recent research suggests the significance of using a complete linguistic repertoire. The use of a complete linguistic repertoire implies the free use of all kinds of knowledge of languages. It is linked with translanguaging, which involves the use of two languages in a fluid way to organize mental processes in learning. Adopting the framework of translanguaging and theory of language mode this study has identified the specific ESL classroom situations where students used their complete linguistic and semiotic repertoire during English reading and writing, particularly and during general interaction in the classroom. Moreover, it also explores the motives behind the use of complete linguistic repertoire in identified situations. The data for this experimental study were collected through field notes of classroom observations, video recordings during the intervention, and interviews of teachers and students after the intervention. The findings show that students use their complete linguistic repertoire to negotiate meaning, develop metalinguistic awareness and communicate fearlessly and without anxiety in various situations like brainstorming, outlining, instructions, question statements, jokes, and normal interaction with a teacher and their pairs. The study concludes that by paying attention to the mentioned specific situations, teachers may opt for translanguaging pedagogy in their lesson plans to enhance the L-2 learning process.

Keywords: translanguaging; linguistic repertoire; functions; reading; writing

INTRODUCTION

It has been a strong assumption on the part of ESL teachers that English-only classrooms show better results during second language learning, and it should be learned monolingually (Espino et al., 2021; Phillipson, 1992). The dominant view has been the exclusion of learners' other languages from the university classroom, but now with new research, the inclusion of learners' multilingual repertoires as a pedagogical resource is being advocated. In this context, in recent years, studies have discussed the need to improve English as Second Language (ESL) teaching practices (Eaton et al., 2018). This suggests the need to understand the ecology of ESL classrooms that is maintained through student-teacher interaction. This, in fact, links to the ecological perspective that emphasizes the recognition of new languages alongside the existing languages of individuals. The concept of ecological perspective has similarity with the theory of translanguaging, which

emphasizes the fluid language practices of learners by using their complete linguistic repertoire (García & Wei, 2014; García, 2009). Linguistic repertoire implies the free use of knowledge of all languages (Busch, 2012). Hence, it makes space for translanguaging pedagogy in ESL classrooms.

Translanguaging, according to Welsh tradition, refers to two separate languages. Conversely, García goes beyond the boundary of two languages and suggests that the concept of translanguaging neither adheres to additive bilingualism nor to two different language systems; rather, it refers to new language practices. During the interaction, people use different language patterns shaped by their different histories and experiences, thus makes it complex and as a new whole instead of different histories. During communication, linguistic signs, pictures, images and emoticons are used (García, 2009). For instance, I ♥ Pakistan, is read as I love Pakistan instead of, I heart Pakistan. Here in the example, a verb is replaced by an image of a heart; thus, the grammatical status of a verb is given to the image. Such sort of examples illustrate that speakers bring complex and rich resources, either linguistic or semiotic, to communicate.

Pakistan, as a multilingual country, has a rich linguistic profile. Along with five major indigenous languages, including Punjabi, Pashto, Sindhi, Siraiki, Balochi, and Urdu as the national language, English is an official language (Rahman, 2003). Thus, it indicates that students' linguistic repertoire is composed of three languages. With such linguistic background, it can be argued that native languages have a strong role in such students' linguistic repertoire and should not be ignored. Due to globalization, the role of English has been established as a lingua franca across the globe, and it is considered a language of development and progress (Shamim, 2008, Alimi et al., 2021). English is a medium of instruction and is taught as a compulsory course of 3-6 credits at university. Considering the significance of L-1, numerous studies are conducted that manifest a strong role of L-1 in ESL education. One of the benefits of using L-1 while teaching L-2 is that students can compare the structure of both languages. Moreover, it provides them with a sense of security, and ultimately it may prove helpful for them to learn a second language. There is much research that suggests that L-1 provides cognitive support (Storch & Wigglesworth, 2003), consists of valuable resources if utilized properly and sparingly (Jadallah & Hassan, 2010), develop a positive learning environment (Tang, 2002), a sense of security (Mart, 2013) and assists low-level L-2 learners (Mouhanna, 2009). Considering the students' complete linguistic and semiotic repertoire, in recent years, translanguaging (García, 2009) has been greatly researched across the globe. Recent research suggests that translanguaging as a pedagogical tool helps students to improve learning enhance critical understanding (Moriarty, 2017; Al-Ahdal, 2020; Lau et al., 2017), sharpen academic comprehension (Sayer, 2013), improve reading comprehension (Li & Luo, 2017; Vaish, 2019; Bin-Tahir et al., 2018; Namrullah et al., 2020; Rafi & Morgan, 2022; Mbirimi-Hungwe, 2022), make a plausible prediction of reading text (Mgijima, 2021) and improve reading and writing skills of ESL learners in the Pakistani context (Atta & Naqvi, 2021). The research is also conducted to explore teachers' and students' perspectives on translanguaging (Rosen, 2017; Rivera & Mazak, 2017). The mentioned studies indicate that translanguaging is helpful for improving L-2 reading and writing; however, it has not been explored how students utilize their complete linguistic and semiotic repertoire when they are provided leverage to use translanguaging in ESL classroom situations (Atta & Naqvi, 2021). The current research covers this gap by identifying those situations and exploring the purpose behind their language practices. The research aims to answer in which situations students use their complete linguistic and semiotic repertoire and what is the purpose behind their language praxes.

LITERATURE REVIEW

Translanguaging is not only used as a theoretical lens but is also a pedagogical tool (García & Wei, 2014). Translanguaging, according to García, goes beyond the boundary of two languages. Hence, it suggests that the concept of translanguaging does not adhere to two different language systems. Rather it refers to new language practices. During the interaction, when people use different language patterns shaped by their different histories and experiences, they make it complex and a new whole. García defines translanguaging as “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (García, 2011, p. 122).

Translanguaging is not something that individuals use when they lack words in one language for communication. The prefix ‘trans’ refers to multilinguals’ fluid language practices that go beyond the societal boundaries of language systems. Translanguaging as a theory emphasizes on single semiotic repertoire instead of two interdependent repertoires, and it integrates various lexical, morphological, and grammatical features in addition to social practices and features (García & Wei, 2014). Based on the translanguaging definition, it can also be deduced that monolinguals can also use their complete linguistic repertoire and can thus use translanguaging (Otheguy et al., 2015). The concept of linguistic and semiotic repertoire and translanguaging are presented in Figure 1 to show the relationship between terms:

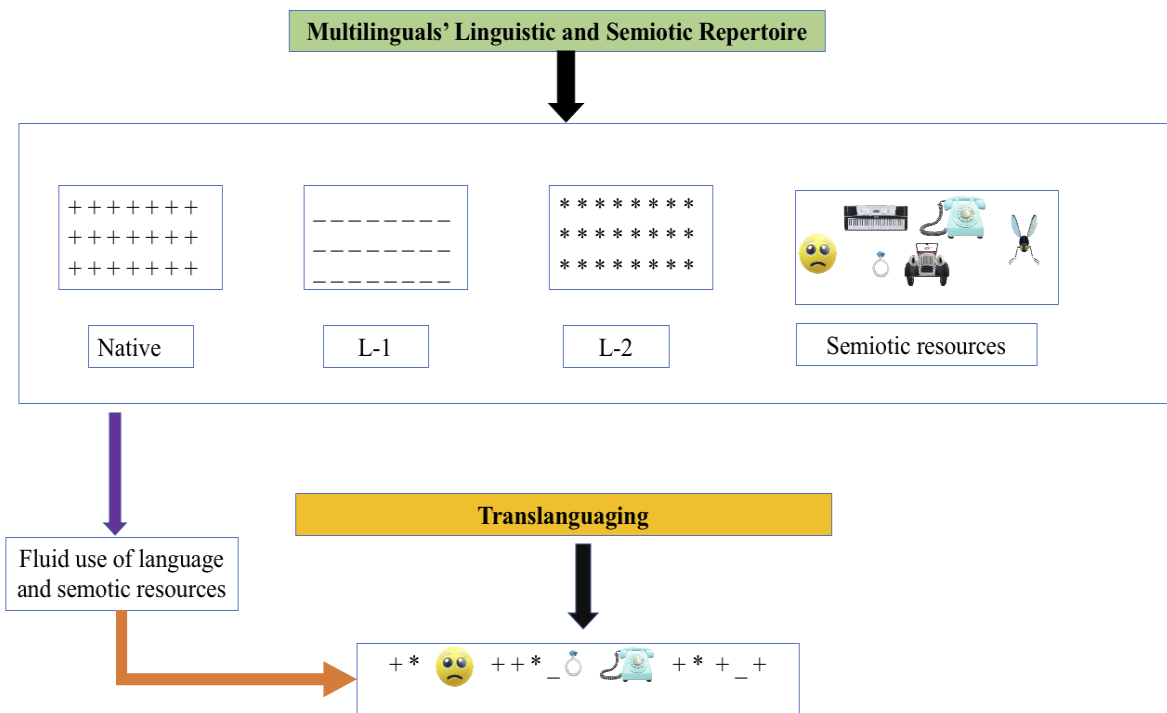


FIGURE 1. JPEG image of an instance of translanguaging

Translanguaging is an unavoidable phenomenon in bi/multilingual societies, and such instances exist in the classrooms of different contexts where translanguaging remains helpful for multilingual students. The research indicates the existence of unconscious use of translanguaging (Ke & Lin, 2017), favour to use bilingualism flexibly (Creese & Blackledge, 2015) and gaining benefits like co-constructing meaning (Portolés & Martí, 2017). However, Kiramba (2017)

highlights that students are penalized for mixing of languages in written work despite their text being well developed, coherent, and organized with their voice; however, it was lacking in the English version. This suggests that translanguaging pedagogy offers voice to the silenced voices; hence, students' whole repertoire can be used as a cognitive tool. Other benefits of using translanguaging include developing comprehension in low proficiency students (Adamson & Coulson, 2015), sharpening communication skills, serving as a scaffolding technique (Hamman, 2018), develop weaker language skills in general (Lewis et al., 2012), nourishes English language (Champlin, 2016), develops critical understanding (Lau et al., 2017) and increases retention level (Bartlett, 2018).

Translanguaging helps to improve L-2 reading and writing skills (Makalela, 2015; Mbirimi-Hungwe, 2016; Li & Luo, 2017) and serves as a bridge between linguistic and cultural boundaries (Namrullah et al., 2020). Also, it helps to improve vocabulary, develops interest, enhances reading comprehension and develops metalinguistic awareness (Vaish, 2019; Li & Luo, 2017; Mgijima, 2021). Bin-Tahir et al.'s (2018) research findings show that experimental groups' reading comprehension improved at literal, inferential and comprehension levels. Similarly, Rafi and Morgan (2022) and Mbirimi-Hungwe (2022) also stress that translanguaging is helpful in the comprehension of L-2 reading material. The results of Hungwe (2019) show that paraphrasing as a tool with a translanguaging approach helped learners to understand the meaning of the text. Maseko and Mkhize (2021) recommend using the multilingual teaching practices officially as it is beneficial for meaning-making.

Translanguaging is also helpful in sharpening the writing skills of students. Velasco and García (2014) show that students use multilingual repertoire and multimodalities, the intentional effort to learn vocabulary, and self-regulate to select language for inner and outer speech. Additionally, it also helps to transform the reader to use translanguaging for transformation and use of translanguaging for rhetorical engagement of the reader. Chen, Tsai and Tsou (2019) mentioned that students use translanguaging to convey more information, express ideas and use more academic vocabulary. Apart from that, translanguaging practices in writing are used by students to consider audience orientation, build bilingual identities, and perform sociolinguistic and metalinguistic perspectives (Lee and García, 2021). Besides, translanguaging also helped students to build multicompetence (Rafi & Morgan, 2022) and improve their performance (Turnbull, 2019).

Translanguaging research is limited in Pakistan. Few studies have identified the existence of translanguaging practices (Zahra et al., 2020; Ashraf, 2018) and using translanguaging to improve communication (Alam et al., 2016) in Pakistan. All these studies are limited by identifying mere natural translanguaging (García & Wei, 2014). On the other hand, the current study has implemented pedagogical translanguaging as an experimental intervention to locate the situations in which students use their complete linguistic repertoire. Moreover, the above-cited studies indicate that though literature exists on translanguaging pedagogy is supportive for L-2 learning; however, this literature does not highlight the specific situations in ESL classrooms generally and during reading and writing where participants use their complete linguistic repertoire. Hence, the current study covers this gap.

METHODOLOGY

The study is part of a larger experimental study conducted at a private university in Punjab, Pakistan. The qualitative data, including interviews, observations and video recordings, are elicited from the larger experimental study that is based on a mixed-method approach. The participants of the research are teachers and students. The experimental intervention was done in the classrooms of two English teachers named Ms Nayab and Ms Hadia (pseudonyms). For the larger study, control and experimental were formulated, and Ms Nayab and Ms Hadia (pseudonyms) instructed these groups through English Medium Instruction (EMI), which is a normal practice at university and translanguaging pedagogy as an interventional strategy, respectively. Lesson plans were developed according to the university curriculum, and both teachers shared similar lesson plans; however, translanguaging strategies were used in the experimental classroom. Considering the need to implement translanguaging, bilingual pairs according to similar native languages were formulated in the experimental group (García & Wei, 2014). Though random sampling is preferred for data collection to minimize extraneous factors, however, in real-life contexts such as language classrooms, it is quite difficult to collect data through random sampling (Woodrow, 2014). Therefore, considering the nature of the study, purposive sampling was used. For the experimental intervention, 4 classrooms were used, and two faculties (Basic Science and Computer Science) were selected other than majoring in English. The selection of the faculty was based on the factor of an equal number of students in sections A and B of both faculties. Moreover, two different faculties were selected to generalize the findings. Hence, the student participants were 200 beginner-level university students from Physics and Computer Science departments.

It is particularly important to develop trustworthiness while conducting the research. For this matter, data were collected through different sources, including interviews with teachers and students, fieldnotes during observations and video recordings of the classroom language practices. The data collected through multiple sources not only helped to triangulate findings but also helped to present a mosaic of reality by incorporating researcher and participant voices (Erlandson et al., 1993). Five focal students from each class and two teachers using pseudonyms were interviewed after the intervention. The students' individual interviews spanned over the duration of 20 minutes, whereas the teachers' interviews spanned over 40 minutes. So a total of twenty students and 2 teachers were interviewed. Moreover, 200 students were observed and video recorded to explore their language practices.

The data were analyzed using the constant comparative method (Strauss & Corbin, 1997) and Discourse Analysis (Gee, 2014). Interviews were transcribed in the languages in which students and teachers gave responses using the Roman script; however, only those instances were translated into English which is quoted for reference in the current paper. Field notes were taken in the classroom in real-time; later on, only those field notes were typed in Microsoft Word document, which were used in this work.

The analysis of video recording took place in three phases. During the first phase, the coding of classroom activities took place, and the researcher reviewed the data of 40 Hrs video comprising the language practices of students and teachers. During this stage of analysis, to facilitate the process of analysis of video recordings, event maps (Table 1 attached in Appendix) were constructed as suggested by Brown and Spang (2008) and Kelly and Chen (1999) after repeatedly watching the videos of all events of the classroom. The event map helped to organize summaries of the classroom based on the sequence in which all classroom events occur (Brown & Spang, 2008). These were created by using a bottom-up approach in which we coded all classroom

activities and interactions at the micro and macro levels. The micro-level analysis helped us to understand how individual students used language(s) to complete their assigned activities, whereas macro-level analysis showed us different types of language practices inside the classroom. Videos were coded according to the frequent classroom language practices of students and teachers. During this stage, we categorized data in the major events of the classroom according to the date and time, events, interactional spaces, and resources for conducting classes.

During the second phase of analysis, all data for the coding purpose were reviewed. The data were codified by using the constant comparative method (Strauss & Corbin, 1997). During this stage, all the situations were labelled where students were engaged in using only English, only Urdu, a mix of English and Urdu, and the use of native languages and were classified. The third step included the transcription of the instances where translanguaging was used. Only those parts of videos were transcribed and were quoted during analysis.

ANALYSIS

TEACHING PRACTICES

Students encounter difficulties due to English medium instruction at the university level. However, to reduce these challenges, teachers use simplified English to negotiate the meaning. As Ms Nayab informed:

It was monolingual. I used English throughout when I was teaching them the content...There were some problems with many of the students because some prefixes were difficult to understand... [Page 3, Line 18]

Contrarily, additional languages' (native and Urdu languages) resources are not only used to sharpen the content understanding but are also used to understand the grammar of the target language and improve critical thinking skills. Ms Hadia used L-1 resources strategically, and she explained parts of speech through the example of *Meal* and quoted examples from the cultural part. For instance, she used the metaphor bread for nouns. Afterwards, she quoted different cultural examples of bread (roati), for example, cornbread (makai ki roati), etc., to develop interest and understanding. The following screenshot from the video shows her language practices:

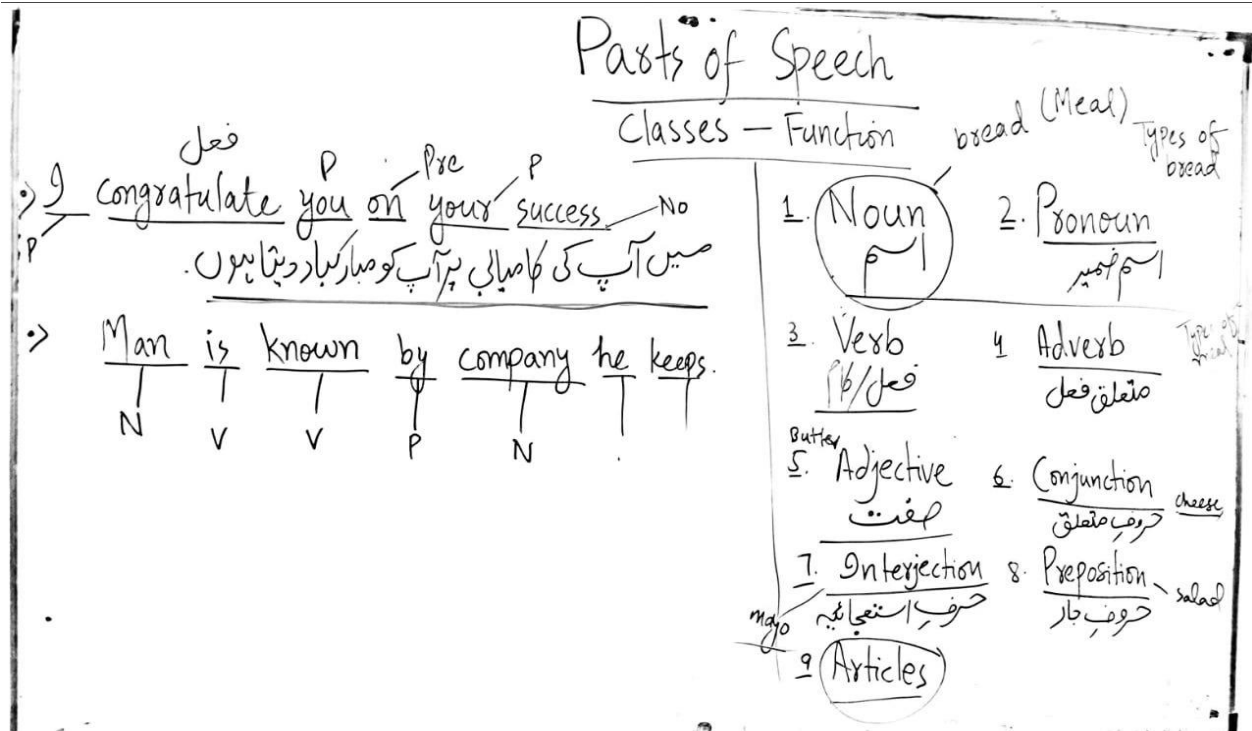


FIGURE 2. JPEG Image of experimental group teaching practices

LANGUAGE PRACTICES DURING WRITING

GENERATION OF IDEAS

During writing, generating ideas on a specific topic is a vital component. Students in multilingual settings employ multiple techniques to generate ideas. Students in both classrooms used similar techniques to generate ideas during the writing stage. These include brainstorming pair and group interaction and negotiation of meaning. Brainstorming is used by the teachers and students to deal with problems or generate different ideas on specific topics. Also, brainstorming is used as a starting point for other activities. For instance, during writing and discussion, teachers use brainstorming mostly at the start of the lecture to get students' knowledge activated on certain topics. Control group students said that their teacher conducted brainstorming in English; however, they could not generate ideas on the same topic in English. Nabeela said:

Ma'am used to tell about the topic in class in English however if we had some idea in our mind and we were unable to generate ideas related to it in English so we used to give a little hint in Urdu... [Page 44, line 13]

On the contrary, in the experimental classroom teacher used Urdu during brainstorming to develop comprehension:

... teacher speaks in Urdu then this clarifies ideas in our mind and it develops interest. [Hina, Page 138, line 30]

BRAINSTORMING

Pakistani students' linguistic repertoire comprises any one native language (Punjabi, Pashto, Sindhi, Saraiki, Balochi, Balti etc.), national language (Urdu) and official language (English). With this diverse linguistic background, students' brainstorming on certain topics for writing purposes within pairs took place differently by using Urdu and native language. Bilingual pairs were formulated so that if students want to use their home languages for meaning-making, they can discuss it with their partners. On the other hand, there were no specific bilingual pairs in the control group, so students chose their pair themselves. In such scenarios, Urdu was the dominant language that students used. However, there are some instances where students of the control group used English during the generation of ideas, but it lacked in normal discussion with peers. The following conversation in Table 2 provides evidence of such interaction:

TABLE 2. Generation of ideas in control group classroom among students

8/11/2019 4J (16:30-18:07)

ST-5: I was late
ST-6: Yes why was you late
ST-5: because the van is not coming bus is not coming
ST-6: this is fine here (addressing camera man in Urdu)] Why were you late
ST-5: Yes because the van is not coming
ST-6: Yes the car is not coming the private you are going in private transport
ST-5: Private bus
ST-6: Yes
ST-5: I was late
ST-6: you are very slow in writing
ST-5: I was late
ST-6: Because last night
ST-5: Because
ST-6: Because last night I was reached to home very late
ST-5: Because
ST-6: You did not write last night. (In Urdu)
ST-5: Last night I reached to home
ST-6: Reached
ST-5: Reached to home
ST-6: Reached to home Late so
ST-5: So
ST-6: After that I eat a meal I eat dinner
ST-5: I eat
ST-6: Dinner and I fall to sleep
ST-5: And
ST-6: And I f-a-l-l fall to sleep
ST-5: Fall to
ST-6: Sleep

Thinking takes place in native/L-1 so it helps to generate ideas. Ms Hadia used translanguaging strategy and encouraged students to use their complete linguistic repertoire to generate ideas during brainstorming:

...when I asked them to write all the ideas related to one topic so they will write in Urdu ...so coming up with ideas was the one thing that made them to use Urdu language for written expression. [Page 18, Line 24]

STUDENT-STUDENT INTERACTION

Pair and group interaction show the language choices of individuals to discuss activities or tasks. This classroom situation particularly informs the students' preferences of languages for the completion of a cognitively arduous task. The majority of students mentioned that they preferably used Urdu or their native language in the pair/group tasks, and fewer students reported the use of English. Students used Urdu because they could better explain and communicate in Urdu as it is a national language and is a lingua franca in Pakistan. Classroom observations also reveal similar language practices. In the experimental group, students freely used their language resources, including native, Urdu and English. However, they were a little reluctant to use their native language only. The following field notes extract from the Experimental group show this:

Afterward, the teacher provides them Activity-2 which carries 8 steps including an exemplary paragraph that students can read and consider a sample for drafting their work. Students are provided the same text in Urdu as well. The teacher gives these paragraphs to students to make a comparison between different writings to make them understand how descriptive vocabulary is used. These texts also carry translations to help them understand. Students in the group start reading the English version of the text first and take help from the Urdu version when they are struck. They communicate with each other in Urdu, but few students also discuss and try to communicate their point of view in Pashto and Punjabi. However, they become reluctant when I go around them, and they shift to Urdu. All girls start reading English first whereas the majority of the boys start reading Urdu first. Students seem comfortable while doing the activity they discuss actively regarding activities with the teacher thus shows their enthusiasm while doing the given tasks. [19-12-19 Exp. PHY-B]

Video recordings of students' conversations also show that students used Urdu (National language) as a predominant language to make sense of the given task for the identification of nouns and pronouns from the given paragraph. Also, the extract shows that being L-2 learners, their conversation also builds their identity as low proficient students who find it difficult to perform the task. For instance, Student 1 (ST-1) tells his pair ST-2 that 'when' is a pronoun, and he translates when as 'jub' in Urdu. ST 2 agrees with the given solution. Thus, it also manifests that the student is also not familiar with the word class. Also, this shows not only their less understanding of parts of English but also shows their lack of understanding of Urdu parts of words. Moreover, students use Urdu translation of words about which they are not clear, for instance, use of translation for 'when' and 'stars'. In this 'Conversation', students' interaction while using 'social language' builds a specific situation where students fail to build their identity as successful English learners (Gee, 2014). Following conversation shows this:

TABLE 3. An instance of experimental group classroom interaction to develop an understanding of tasks

<i>24/10/2019 1B (00:00-04:24) {CS-EXP}</i>
<i>St-1: We are to encircle the noun and underline the pronoun from it.</i>
<i>St-2: Right</i>
<i>St-1: Scientist When is 'jub' (jub is the transliterated form of Urdu word and its translation is when) so it is pronoun</i>
<i>St-2: Yes, scientist is noun</i>
<i>St-1: 'When' is pronoun</i>
<i>St-2: Right</i>
<i>St-1: looked... Looked is also pronoun</i>
<i>St-2: See this shows action so it is verb</i>
<i>St-1: So we will ignore it, 'at' is also a preposition so we will not consider it</i>

St-2: Stars are 'sitare'(Urdu word transliterated in Roman)

St-1: This is noun

St-2: Person, place, things and objects stars

St-1: Stars is a noun so we will encircle it

OUTLINING

Outlining is a vital component of the writing stage; it not only helps to pen down the ideas on the page rather it also helps to organize content and improve the flow of the work. Students' responses in this situation were different from each other. All students of the control group mentioned the use of only English in outlining stage. On the other hand, Rida (Exp.-Group) shared dissimilar experiences and mentioned the free use of semiotic resources while outlining. She reported:

In outlining I used both languages for example if I construct outline, I use Urdu but when convert those points into sentences I used English... [Page 77, Line 10-22]

Ms Hadia (Experimental group teacher) also informed that students used their language resources freely during the writing process as it was helpful for students to do the task in two languages. During their first draft (outlining), they used their complete linguistic and semiotic repertoire, including the free use of languages, drawings, images, gestures, symbols, and signs, and this helped students to improve their written performance. She mentioned:

...it is easy for them to write and it sounds like it is improving their performance it is improving their written expression [Page 19, Line 12]

CONSULTATION OF DIFFERENT RESOURCES AS AN AID

Students are often involved in the classroom and at home while doing assignments, and they gather information through various sources, for instance, books, magazines, and websites. The majority of participants from the control and experimental group informed that they consulted resources in English. One of the possibilities could be they could find material related to the topic in English easily as compared to Urdu or their native languages. Secondly, they used it as an aid to do their task, so it was easy for them to use the vocabulary and words directly from the consulting resource. Asma (Cont.-Group student) mentioned:

... You can take it this way like I consult many websites together I open different websites and read from there, this makes the concepts clear in mind and I could understand the different perspectives of writers. [Page 14, line 15]

FINAL DRAFT

After outlining, students organized their work as a final draft, and all students used English for the final drafting of their work. However, experimental group students mentioned the difficulties that they encountered while writing in English. Arham (Exp.-Group student) mentioned that he had plenty of ideas in native/Urdu language in outlines. However, it became difficult to write in English because he was unable to translate the ideas into English due to sentence construction difficulty. However, he confessed that he improved it gradually:

Ma'am because we can write in Urdu, we can write in English but when we constructed sentences in English then we encountered difficulties at the beginning. However, now with the passage of time it has improved. [Page 114, line 15]

FEEDBACK

Giving learners information about their performance is significant in their learning process. Students from control and experimental groups shared their different experiences. The control group's students mentioned that their teacher gave feedback in English. However, experimental group students mentioned that their teacher used at least two languages to give them feedback. However, the predominant language was English. Faiza (Exp.-Group student) informed:

Mostly she used to give feedback in English but sometimes she used Urdu as well. But predominantly it was English. [Page 86, Line 22]

USE OF TRANSLANGUAGING DURING READING

Reading is a complex academic activity for students in the classroom. They often encounter difficulties while performing the tasks based on reading (John et al., 2021). According to the lesson plans, control and experimental groups were given English texts and translated texts, respectively. So, students from the control group used only English to understand text, whereas experimental students had the freedom to use their complete linguistic repertoire for their understanding of new vocabulary and text.

COMPREHENSION THROUGH COMPARATIVE ANALYSIS OF TWO LANGUAGES

Rida (Exp-Group student) mentioned that Urdu translation was helpful in understanding the English language through making the comparison of sentences and words in English and Urdu and their meaning in two different languages. She believed that this was quite helpful in understanding English:

Yes ma'am because it has been given to us so that we can avail it for our understanding. One can understand the text in a way that how vocabulary is used in Urdu and how it is used in English, we can also compare how can we answer it in our language. If we use compare and contrast technique this can be beneficial for the learning of any other language. [Page 76, Line 16]

USE OF TRANSLATION FOR MEANING-MAKING

In Ms Nayab's classroom (control group), students also used Urdu through Google translator for the meaning-making of a persuasive text. However, students' interaction in Urdu also could not help them to understand the text, and they used wrong guesses about the nature of the text. The following interaction presented in Table 4 shows their lack of comprehension of the written material given to them. Thus, it also implies that only peer discussion in Urdu is not helpful for them.

TABLE 4. Instances of Control Groups' meaning negotiation while reading a text

12/12/2019 4P (35:45-35:58) {PHY CONT.}

ST-7: It is informative because it gives us information
ST-8: This is not informative
ST-9: We will tell it as informative
ST-7: It is giving us information; it is informative because we are to get information.

TEACHERS' INSTRUCTIONS DURING PRACTICE OF TASKS

Instructions passed by the teachers to students are really important for performing classroom-associated tasks. Similarly, question statements are also significant. Students' responses were diverse. Four students found it easy, and 16 found it difficult. Control group students mentioned that they encountered fewer difficulties in understanding statements and instructions, and one of the major reasons was the teacher's intentional effort to make students understand the instructions. However, control group students mentioned that they found question statements quite difficult to understand due to difficult vocabulary. This situation was different in the experimental classroom because of the freedom given to students to use their complete language resources to develop an understanding of the content. Uzair (Exp-Group student) mentioned:

For developing understanding of the question statements were provided in English and Urdu both languages. Most instructions were easy, and I could understand them in English but teacher had directed us to read those instructions or question statements in Urdu as well. When we used to read it in Urdu this developed more understanding to 110 percent... [Page 104, Line 7]

Only English does not help students to understand the instructions. In English monolingual classrooms, teachers use other strategies like repetition and the use of simplified English to develop comprehension. Moreover, in multilingual classrooms where students share similar languages, their preference for understanding the instruction is their L-1. Thus, monolingual instruction remains on the part of the teacher, whereas students use their linguistic repertoire freely. As Ms Nayab (control group teacher) mentioned:

Many times, students had problem understanding my instructions, and they ask questions. I try to you [sic] know repeat it, repetition was the only tool I used... and I tried to explain them, you know more in a more simplified version ... I found that between the pair, one member I found a little more active and the one was passive. And, you know, one usually who was the active member tries to explain the questions and the statements that I did in English into Urdu language to the other students... [Page 4, Line 24]

STUDENTS' QUESTIONING

Questioning is another important part of classroom interaction between teachers and students. Though there were fewer questions asked to the teacher, however, students used Urdu to ask questions. The following example is taken from a video recording of classroom language practice where a student questions the teacher:

TABLE 5. Example of questioning from the teacher in an experimental group classroom

24/10/2019 2B (3:47-3:59) {PHY-EXP}

Teacher: Examples of noun, which examples of noun can you quote Alright yes Maryam you?
Student: Scientist stars
Teacher: Scientist stars
Tell me a complete sentence in which pronouns are used, yes Natasha

Student: reading aloud a sentence in English

Teacher: Tell me the pronouns in the sentence

Student: Ma'am can feelings like worried and surprising can serve as noun? [Asked in Urdu]

GENERAL CLASSROOM INTERACTION

Apart from academic discourse taking place inside classrooms, normal interaction also takes place. Students of both groups specifically mentioned the use of Urdu or native languages in humorous situations. Mikail (Cont.-Group student) mentioned that he used his native language in a humorous situation during interactions with friends:

Because we want another person to understand and enjoy that humorous situation and this can be best achieved by using native language. If we start speaking English, we will not be able to understand the purpose of that joke. [Page 92, Line 23]

Both groups' teachers reported that humour in English is a big no for them. They cannot understand the humor in English. Ms Nayab mentioned:

It is all all [sic] Urdu for them, English is not at all for them, for them it is a difficult language for them it is something very serious it is something very hard. [Page 8, Line 4]

DISCUSSION

Students in both groups used languages freely to negotiate the meaning of assigned classroom tasks and conversations. The findings reveal that translanguaging instances were found in both classrooms. However, translanguaging instances on the part of the teachers were only found in the experimental group. The situations where students have freely used their language resources are broadly categorized into major events. These include teaching, reading and writing process, instructions and question statements, student-students and student-teacher interaction and lastly, general classroom interaction apart from academics among students and teacher.

The findings indicate that the experimental group teacher used multiple languages in the classroom to develop an understanding of the content. Teachers' strategic input and activation of L-1 (García, 2009; Grosjean, 2001), for example, the use of Urdu alternatives to teaching kinds of sentences, helped them to understand the four kinds of sentences. In such a scenario, Urdu or the native language function is not of mother-tongue instruction. Rather L-1 language resources are effectively used by the teacher. The free use of linguistic resources without the restriction of named languages helped to generate ideas effectively (García, Johnson, & Seltzer, 2017). Thus, such instances indicate that translanguaging serves as a scaffolding function to bridge between Urdu/Native and English. Moreover, the teacher's use of translanguaging also performs an epistemological function as the purpose of the teacher is to enhance the content comprehension and language knowledge.

Based on the investigation of language practices in both groups, this study provides significant information for bringing awareness to translanguaging practices and their potential in ESL classrooms at the university level. The results of the current research support and extend the concept of translanguaging (García, 2009). During translanguaging, individuals deploy linguistic resources freely for interaction purposes. This study suggests that individuals use these resources frequently during the interaction when they do not have sufficient linguistic resources in the target language. This study extends the concept of translanguaging not only according to individual

speech behaviour or how these resources are used within the interaction but also according to major classroom activities that how students use their linguistic resources. In other words, this study shows that understanding translanguaging requires attention to how individuals use language resources in response to each other and the context in which they are provided. We emphasize that the differences in translanguaging in Ms Nayab and Ms Hadia's classrooms are primarily due to differences in teaching practices and also due to the linguistic proficiencies of the students.

The results of this study support and extend the argument of García and Wei (2014) that individuals, regardless of their language level, can use different codes to negotiate to mean. For example, the difference in the way bilingual individuals change codes with each other during class interaction to understand text are different in degree and not in kind. This study begins to look at the different situations in which participants engage in translanguaging. Though there are numerous situations in ESL classrooms, as mentioned above. However, the strategies of creating meaning through the use of multiple languages are influenced by the extent to which participants communicate with each other. Moreover, this study also supports Canagarajah's (2012) conclusion regarding translanguaging praxes insisting that the creation of meaning can occur when meaning is not imposed. Rather, individuals use different codes to negotiate the meaning. During the process of negotiating to mean, students use their native languages, and this may have a negative impact on the mother tongue in the L-2 learning process. However, this influence can be avoided through the strategic planning of L-1 usage.

As specified in the introduction, a major goal of this research was to better understand in which situations and for what purposes participants take part in translanguaging pedagogies in ESL classrooms. A major step in meeting this goal was to describe how these practices take place in the classroom. This study directly contributes to a growing body of literature that suggests the power of leveraging native languages in the classroom. Other studies conducted in diverse contexts have only researched the bilinguals' interaction in diverse ethnicity-based classrooms. Whereas this study has particularly focused on how native languages are used in the English classroom during English reading and writing and in which situations during English reading and writing students use their free use of linguistic and semiotic repertoire. Though the diverse range of situations is identified as mentioned above, however, the purposes behind the use of translanguaging situations are akin. These include summarizing diverse kinds of information during reading, clarifying information, demonstrating expertise in the critical understanding of the texts, deepening understanding of complex vocabulary, and promoting students' metalinguistic awareness. Sharing these results and various activities with teachers whose aim is to improve multi/bilingual students' English reading and writing skills may serve as the first step to implementing translanguaging pedagogy in ESL classrooms at the university level.

Moreover, this study adds to the understanding of practitioners, teacher trainers and policymakers about how translanguaging pedagogy can be implemented in similar classroom contexts. As researchers and educators continue to explore the possibility of specific activities that promote translanguaging, this research offers a way to understand how these activities can perpetuate or become a legitimate part of ESL classrooms where native or L1 use is discouraged or banned. The results of this study demonstrate significant discourse patterns that participants use during translanguaging. Researchers, practitioners, teacher trainers and policymakers that seek to help teachers in implementing translanguaging pedagogy can be an advantageous starting point.

Language as a resource and language as a process has implications for ESL classrooms. Although the findings of the current study are much similar to other research works that support L-1 performs a variety of functions in the foreign language classroom, such as helping to establish

the social relationships necessary for classroom interaction (Antón & Di Camilla, 1998), developing a deeper understanding of the linguistic structure of L-2 (Scott & de la Fuente, 2008) and scaffolding of different aspects of writing in L-2 (Adamson & Coulson, 2015; Canagarajah, 2013; Lorimer, 2013). However, approaches to communicative language teaching have emphasized the importance of focusing on L-2 to engage in meaningful learning activities and thus encourage educators to limit their use of L-1 (Brandl, 2008). The current study suggests that one way to address this tension between L-1 and L-2 usage is to consider the relationship between the goals of participants and the available resources of language. For instance, the generation of ideas during brainstorming requires the students to freely use their linguistic repertoire. In such situations eliminating students' L-1 in ESL classrooms ultimately becomes counterproductive.

CONCLUSION

The current research has implications for second language teachers, researchers, policymakers and students. Considering the findings of the current study, second language teachers should consider how the language works in real life and teach according to the student's requirement in this age of mobility where in one classroom, ethnic and schooling diversity exists. Moreover, there is a need to consider students' multi-competence instead of target language competence, as *outlining* stage clearly shows students' ability to use their multiple language resources freely. In addition, the use of translanguaging strategies should be used in the ESL classrooms to focus on the ability to communicate while using their complete linguistic and semiotic repertoire. Findings also manifest that teachers should engage ESL students in multilingual group discussions, allow students to brainstorm ideas for reading and writing tasks, and allow them to use their cultural background to co-construct the knowledge. Considering the significance of L-1 in ESL classrooms, teachers should also educate students regarding the benefits of their L-1 and the knowledge they bring to the classroom. Hence, ESL classroom situations generally and particularly during English reading and writing demand the active utilization of students' complete linguistic and semiotic repertoire to learn effectively.

In this regard, there is a need to recognize and legitimize the English language varieties as World Englishes; however, it is yet a challenge. Second language syllabus and materials are designed according to the standard of natives, and both teachers and students aspire to native-like competence. Despite the consistent struggle of teachers and students, native-like competence remains a challenge for them. Therefore, they need to work together towards the transformation of existing paradigms to create a balanced and decolonized power system. Decolonized power system can be associated with the 'disinvention' of languages (de Los Ríos & Seltzer, 2017), thus implying resistance to standard English. During this process of resistance, students construct their own form hence denying the standard language practices. This paves the way for a decolonized power system. The study concludes in such conditions, there is a need to develop awareness among teachers and students of such pervasive ideologies and policies. Moreover, it offers a call to curriculum designers to use translanguaging strategies in the books so students' complete linguistic and semiotic repertoire can be activated.

REFERENCES

- Adamson, J., & Coulson, D. (2015). Translanguaging in English academic writing preparation. *International Journal of Pedagogies and Learning*, 10(1), 24-37.
- Al-Ahdal, A. A. M. H. (2020). Translanguaging and the bilingual EFL learner of Saudi Arabia: Exploring new vistas. *Asian EFL Journal*, 27(1), 14-26.
- Alam, M. F., Amin, R. U., Ahmed, F., Shah, S. R., & Raffay, A. (2016). Translanguaging Practices in an Academic Setting: A Case Study of a Pakistani University Classroom, *Sci. Int.(Lahore)*, 28(4), 767-775.
- Alimi, K.F., Ayob, A.H., Abdullah, A.R., Sultan, F.M.M., Karuppanan, G. (2021). Effectiveness of English Language E-learning Among Tertiary Education Students During The Covid-19 Pandemic. *3L: Southeast Asian Journal of English Language Studies*, 27(4), 56-71.
- Antón, M., & DiCamilla, F. (1998). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *Canadian modern language review*, 54(3), 314-342.
- Ashraf, H. (2018). Translingual practices and monoglot policy aspirations: A case study of Pakistan's plurilingual classrooms. *Current Issues in Language Planning*, 19(1), 1-21.
- Atta, A. & Naqvi, S. B. (2021). Translanguaging as a Pedagogical Strategy to Improve English Reading and Writing Skills at University Level. *Asian EFL Journal*, 28(2.3), 181-218.
- Bartlett, K. A. (2018, June). Applying translanguaging techniques in Japanese EFL settings. In *Asian Conference on Language Learning 2018: Official Conference Proceedings* (pp. 239-251). International Academic Forum.
- Bin-Tahir, S. Z., Saidah, U., Mufidah, N., & Bugis, R. (2018). The impact of translanguaging approach on teaching Arabic reading in a multilingual classroom. *Ijaz Arabi Journal of Arabic Learning*, 1(1), 22-29.
- Brandl, K. (2008). *Communicative language teaching in action*. Cognella San Diego.
- Brown, B. A., & Spang, E. (2008). Double talk: Synthesizing everyday and science language in the classroom. *Science Education*, 92(4), 708-732.
- Busch, B. (2012). The linguistic repertoire revisited. *Applied linguistics*, 33(5), 503-523.
- Canagarajah, S. (2012). *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
- Canagarajah, S. (2013). Moving out of the monolingual comfort zone and into the multilingual world: An exercise for the writing classroom. In J. Hanson (Ed.), *Literacy as Translingual Practice* (pp. 215-222). Routledge.
- Champlin, M. J. (2016). Translanguaging and bilingual learners: A study of how translanguaging promotes literacy skills in bilingual students [Master's thesis, St. John Fisher College]. Fisher Digital Publications. <https://fisherpub.sjfc.edu/>
- Chen, F., Tsai, S. C., & Tsou, W. (2019). The application of translanguaging in English for specific purposes writing course. *English Teaching & Learning*, 43(1), 65-83.
- Creese, A., & Blackledge, A. (2015). Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics*, 35, 20-35.
- de Los Ríos, C. V., & Seltzer, K. (2017). Translanguaging, coloniality, and English classrooms: An exploration of two bicoastal urban classrooms. *Research in the Teaching of English*, 52(1), 55-76.
- Eaton, S. E., Wagner, S., Hirashiki, J., & Ciancio, J. (2018). Understanding and exploring signature pedagogies for TESOL teacher education. University of Calgary.
- Erlandson, D. A., Harris, E. L., Skipper, B. L., & Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods*. Sage.
- Espino, J. D., Gonzales, D. H. F., & Martin, I. P. (2021). Multilingual English Language Teaching in the Philippines. *International Journal of TESOL Studies*, 3(3), 110-126.
- García, O. (2009). Emergent Bilinguals and TESOL: What's in a Name?. *Tesol Quarterly*, 43(2), 322-326.
- García, O. (2011). Bilingual education in the 21st century: A global perspective. John Wiley & Sons.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Pivot. .
- García, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon.
- Gee, J. P. (2014). *How to do discourse analysis: A toolkit*. Routledge.
- Grosjean, F. (2001). The bilingual's language modes. In J. Nicol (Ed.), *One mind, two languages: Bilingual language processing* (1-22). Oxford: Blackwell.
- Hamman, L. (2018). Translanguaging and positioning in two-way dual language classrooms: A case for criticality. *Language and Education*, 32(1), 21-42.
- Hungwe, V. (2019). Using a translanguaging approach in teaching paraphrasing to enhance reading comprehension in first-year students. *Reading & Writing-Journal of the Reading Association of South Africa*, 10(1), 1-9.

- Jadallah, M., & Hassan, F. (2010). A review of some new trends in using L-1 in the EFL classroom. Retrieved from <http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/drMufeed.pdf>
- John, P. W., Mohamad, M., Mahmud, S. N. D., & Fuad, N. I. M. (2021). The Perceptions of Tertiary Level Learners on the Use of Mobile App 'Balloon Vocabulary' in Improving Vocabulary for Reading Comprehension. *Theory and Practice in Language Studies*, 11(9), 1007-1017.
- Ke, I. C., & Lin, S. (2017). A translanguaging approach to TESOL in Taiwan. *English Teaching & Learning*, 41(1), 33-61.
- Kelly, G. J., & Chen, C. (1999). The sound of music: Constructing science as sociocultural practices through oral and written discourse. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 36(8), 883-915.
- Kiramba, L. K. (2017). Translanguaging in the writing of emergent multilingual. *International Multilingual Research Journal*, 11(2), 115-130.
- Lau, S. M. C., Juby-Smith, B., & Desbiens, I. (2017). Translanguaging for Transgressive Praxis: Promoting Critical Literacy in a MultiAge Bilingual Classroom. *Critical Inquiry in Language Studies*, 14(1), 99-127. <https://doi.org/10.1080/15427587.2016.1242371>
- Lee, C., & García, G. E. (2021). Understanding Korean-American first-graders written translanguaging practices. *Linguistics and Education*, 66, 1-16.
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641-654.
- Li, S., & Luo, W. (2017). Creating a Translanguaging Space for High School Emergent Bilinguals. *CATESOL Journal*, 29(2), 139-162.
- Lorimer, R. (2013). Writing across languages: Developing rhetorical attunement. In S. Canagarajah (Ed.), *Literacy as translingual practice* (162-169). Routledge.
- Makalela, L. (2015). Translanguaging as a vehicle for epistemic access: Cases for reading comprehension and multilingual interactions. *Per Linguam: a Journal of Language Learning= Per Linguam: Tydskrif vir Taalaanleer*, 31(1), 15-29.
- Mart, Ç. T. (2013). The facilitating role of L-1 in ESL classes. *International Journal of Academic Research in Business and Social Sciences*, 3(1), 9-14.
- Maseko, K., & Mkhize, D. N. (2021). Translanguaging mediating reading in a multilingual South African township primary classroom. *International Journal of Multilingualism*, 18(3), 455-474.
- Mbirimi-Hungwe, V. (2016). Translanguaging as a strategy for group work: Summary writing as a measure for reading comprehension among university students. *Southern African Linguistics and Applied Language Studies*, 34(3), 241-249.
- Mbirimi-Hungwe, V. (2022). Translanguaging to enhance reading comprehension among first-year medical students: An empirical corroboration. *Translation and Translanguaging in Multilingual Contexts*, 8(1), 67-85.
- Mgijima, V. D. (2021). Advancing text prediction skills through translanguaging. *Reading & Writing*, 12(1), 1-10.
- Moriarty, M. (2017). Developing resources for translanguaging in minority language contexts: A case study of rapping in an Irish primary school. *Language, Culture and Curriculum*, 30(1), 76-90. <https://doi.org/10.1080/07908318.2016.1230623>
- Mouhanna, M. (2009). Re-Examining the Role of L-1 in the EFL Classroom, *Multilingual Matter*, 8, 1-19.
- Namrullah, Z., Syawal, S., & Nasrullah, A. (2020). Enhancing Reading Comprehension through Translanguaging Strategy. *Journal of Language Teaching and Research*, 11(6), 970-977.
- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281-307. <https://doi.org/10.1515/applirev-2015-0014>
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.
- Portolés, L., & Martí, O. (2017). Translanguaging as a teaching resource in early language learning of English as an additional language (EAL). *Bellaterra Journal of Teaching & Learning Language & Literature*, 10(1), 61-77.
- Rafi, A. S. M., & Morgan, A. M. (2022). Translanguaging and power in academic writing discourse: the case of a Bangladeshi university. *Classroom Discourse*, 13(2), 1-23.
- Rafi, A. S. M., & Morgan, A. M. (2022). Translanguaging as a transformative act in a reading classroom: Perspectives from a Bangladeshi private university. *Journal of Language, Identity & Education*, 21(1) 1-16.
- Rahman, T. (2003). Language policy, multilingualism and language vitality in Pakistan. In Anju, S. & Lars B. (Ed.) *Lesser-known languages of South Asia: Status and policies, case studies, and applications of information technology* (73-104). De Gruyter Mouton.

- Rivera, A. J., & Mazak, C. M. (2017). Analyzing Student Perceptions on Translanguaging: A Case Study of a Puerto Rican University Classroom. *How*, 24(1), 122–138. <https://doi.org/http://dx.doi.org/10.19183/how.24.1.312>
- Rosen, L. (2017). Multilingualism and translanguaging in Swedish upper secondary school: An exploration of English teacher candidates' attitudes [Bachelor's thesis, Stockholms universitet]. Diva Portal. <https://www.diva-portal.org/>
- Sayer, P. (2013). Translanguaging, TexMex, and Bilingual Pedagogy: Emergent Bilinguals Learning Through the Vernacular. *TESOL Quarterly*, 47(1), 63–88. <https://doi.org/10.1002/tesq.53>
- Scott, V. M., & Fuente, M. J. D. L. (2008). What's the problem? L2 learners' use of the L1 during consciousness-raising, form-focused tasks. *The Modern language journal*, 92(1), 100-113.
- Shamim, F. (2008). Trends, issues and challenges in English language education in Pakistan. *Asia Pacific Journal of Education*, 28(3), 235–249. <https://doi.org/10.1080/02188790802267324>
- Storch, N. and G. Wigglesworth. 2003. Is there a role for the use of the L-1 in an L-2 setting? *TESOL Quarterly*, 37(4), 760–70.
- Strauss, A., & Corbin, J. M. (1997). *Grounded Theory in Practice*. Sage.
- Tang, J. (2002, January). Using L-1 in the English classroom. *English Teaching & Learning*, 41(1), 33-61.
- Turnbull, B. (2019). Translanguaging in the planning of academic and creative writing: A case of adult Japanese EFL learners. *Bilingual Research Journal*, 42(2), 232-251.
- Vaish, V. (2019). Challenges and directions in implementing translanguaging pedagogy for low achieving students. *Classroom Discourse*, 10(3-4), 274-289.
- Velasco, P., & García, O. (2014). Translanguaging and the writing of bilingual learners. *Bilingual Research Journal*, 37(1), 6-23.
- Woodrow, L. (2014). *Writing about Quantitative Research in Applied Linguistic*. Springer.
- Zahra, T., Khan, Q., & Abbas, A. (2020). Exploring Logos of Translanguaging in Language Planning of Pakistani Education System. *Kashmir Journal of Language Research*, 23(1), 59-78.

APPENDIX

TABLE 1. Categorization of classroom video recordings according to date, time, event/topic, interactional space, and material

Date/Time	Event/Topic	Interactional Space	Materials
24/10/2019 1A [00:00-00:37] {CS-EXP}	Teacher takes a recap of previous lecture	T-WC	Oral
24/10/2019 1A (00:38-00:54) {CS-EXP}	Teacher introduces parts of speech and brief overview of nouns and pronouns	T-WC	White board
24/10/2019 1A (00:55-14:26) {CS-EXP}	Asks students about instruction of activity Solar System	T-S	Oral
24/10/2019 1B (00:00-04:24) {CS-EXP}	Students discuss about instruction of activity and do it	S-S	Activity pages
24/10/2019 1B (04:25-07:40) {CS-EXP}	Teacher takes feedback from students, asks different students one by one	T-S; T/WC	Oral
24/10/2019 1B(07:40-10:43) {CS-EXP}	Explanation of nouns and pronouns	T-WC	Whiteboard