

Practices of Translanguaging and Its Impacts on English Language Teaching and Learning at Tertiary Level



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Practices of Translanguaging and Its Impacts on English Language Teaching
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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



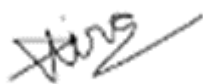
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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.



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Dedication

To my Abba and Ma, who spent their entire lives shaping my future. To my friends, colleagues, and peers at ULAB, who made my journey insightful and fun. And, last but not least, to the beauties; who made this campus akin to a magical cove that allures wanderers to its shore.

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Abstract

The purpose of this study is to investigate translanguaging strategies in English language teaching and learning at the university level, as well as the impact of teachers' perspectives on the success of this approach. Moreover, it also seeks to identify the features that influence teachers' perceptions and acceptance of translanguaging methods in the classroom, as well as the benefits and drawbacks of using this approach in the classroom. This study follows the qualitative research approach where ten participants from an urban private university in Bangladesh were interviewed, and their ten classrooms were observed to collect the data. To analyze the collected data, Ofelia Garcia's pedagogical aspects of translanguaging, Simon Borg's Teachers' Cognition Theory and Lev Vygotsky's sociocultural theory were used. Semi-structure interviews revealed that teachers believe that translanguaging is a natural phenomenon in classroom, and a strategy to boost students' confidence, aid in learning outcome, and create an inclusive learning environment. On the other hand, the classroom observation suggested that teachers practice translanguaging to explain complex contents, build class rapport, reduce anxiety, reinforce instructions and prompt speaking. This study highlights the effectiveness of translanguaging in the English as a medium of instruction classrooms. This study suggests that translanguaging is not an antithetical teaching tool in EMI classrooms, rather helps teachers to foster better teaching environment, and equip students with capabilities to exercise communication effectively in the wider context of Bangladesh.

Chapter 1: Introduction

1.1 Background and Problems of the Study

When teaching a foreign language, teachers must choose appropriate teaching strategies and approaches based on the needs of the class. Previously, it was thought that a monolingual approach was the best way to teach foreign languages; however, the effects of globalization and the rise of multilingualism around the world have necessitated a shift in teaching approaches (García & Wei, 2014). A significant number of educational activities now take place in a bilingual or multilingual setting, where outdated methods and processes must be reinterpreted or recast to match the demands of the students.

The concept and strategy of translanguaging are increasingly evolving in education to capitalize on university students' overall academic performance by using all their linguistic resources (Wang, 2022). Moreover, in recent years, translanguaging approaches to language teaching and learning have risen in popularity, notably at the tertiary level of English language learning and teaching. Translanguaging means using many languages in the classroom, including the student's first language, to improve learning and meaning-making (García, 2009). Students who are concerned with translanguaging will revel in a language practice in which two or more languages are used for pedagogical purposes.

Translanguaging strategies, according to research, can lead to enhanced academic achievement and engagement among English language learners (Creese & Blackledge, 2010). In contrast, translanguaging methodologies in university English language teaching and learning are a very new and understudied area. Baker and Wright (2017) previously researched language teachers' attitudes and perspectives on translanguaging in language teaching and learning, as well as the influence of such activities on language learning outcomes (Garcia & Wei, 2014).

Language politics, ELL intolerance, and language support are all linked to diversity inclusion in teachers' attitudes toward English language learners (ELLs). Language politics refers to widely held cultural beliefs regarding the role of the target language. Ignoring injustices and discriminating against students based on their ability to communicate in the target language are examples of ELL intolerance. The relevance of linguistic support for students is demonstrated through logistics and training facilities. In rural areas, negative or deficit perspectives are common (Murphy et al., 2004), putting low-income students at risk of academic failure.

Teachers' attitudes about ELL inclusion and relevance change over time as a result of professional development and training (Mitchell, 2016; Nieto, 2017, as cited in Saha, 2023). Teachers with more experience are less supportive of ELLs than bilingual-certified teachers (Fraser, 2014 as cited in Saha, 2023). Teacher training has a substantial impact on instructional decisions and learners' academic success by addressing and seeking to overcome instructors' biases and negative attitudes (Mellom et al., 2018). Furthermore, instructor perspectives on learner language maintenance and bilingualism are influenced by earlier experiences with second language acquisition and instruction. Despite the fact that all instructors need to improve their grasp of the critical role and functions of linguistic minority students' learner capital (Lee and Oxelson, 2006), non-trained teachers have negative or neutral attitudes toward it.

In order to adapt teaching approaches to the changes that have occurred over the previous numerous years, teachers have emphasized the need for entirely fresh teaching norms and practices that take into account the diversity of the classroom, which includes the students' backgrounds, linguistic abilities, and competencies. Although new strategies are not always easy to implement for a variety of reasons, such as a lack of materials, a limited range of lessons, and a curriculum that must be followed, teachers are still expected to adopt a learner-centered

approach that takes into account the desires of the language learner. However, further study is needed to identify how English language teachers incorporate translanguaging approaches into their classroom instruction, as well as the factors that influence their assessments of the strategy's effectiveness.

According to Canagarajah (2011), many English language teachers continue to subscribe to the monolingual paradigm, which assumes that students should exclusively utilize English in the classroom while ignoring their linguistic and cultural resources. This narrow approach to language learning has the potential to amplify anti-multilingual sentiments while weakening the benefits of translanguaging.

Furthermore, a recent study found that teachers' attitudes influence their practices and, as a result, the learning outcomes of their students (Borg, 2006). Understanding translanguaging approaches in English language teaching and learning at the university level is thus an important topic that requires investigation, with a focus on instructors' attitudes and their impact on teaching and learning.

1.2 Purpose of the Study

The purpose of this study is to investigate translanguaging strategies in English language teaching and learning at the university level, as well as the impact of teachers' perspectives on the success of this approach. Moreover, it also seeks to identify the features that influence teachers' perceptions and acceptance of translanguaging methods in the classroom, as well as the benefits and drawbacks of using this approach in the classroom. Finally, the study presents recommendations for improving the translanguaging approach in English language teaching and learning at the tertiary level by answering the following questions:

1. To what extent do English language teachers believe in the effectiveness of translanguaging in enhancing language learning outcomes at the tertiary level?
2. How do English language teachers integrate translanguaging practices into their English language teaching at the tertiary level?

Chapter 2: Literature Review

2.1 Translanguaging

Translanguaging is a considerably new concept in the field of language instruction and training. Linguists believe that second language learning should never be used to supplant first language acquisition, which contributes to the approach's popularity. The term "translanguaging" was originally used in the field of bilingual education in the 1990s to describe how bilingual pupils employed their entire language in the classroom (Garcia & Wei, 2014). The idea of translanguaging as a whole is intricate and dynamic, and it has the potential to revolutionize language learning and promote social justice. It dispels linguistic stereotypes while also giving a more accepting and inclusive viewpoint on multilingualism and language use. In recent years, the idea has been applied in a number of areas of linguistics, including second language acquisition and linguistic policy (Garcia et al., 2017). According to Garcia, Johnson, and Seltzer (2017), it is the dynamic process of using one's entire linguistic repertoire, which includes all languages, dialects, and communication styles, to comprehend and navigate social and cultural situations. By highlighting the fluidity and complexity of language use in multilingual situations, translanguaging challenges preexisting notions of language as distinct and separate systems (Garcia, 2009). According to Wei (2017), the purpose of learning a new language is to become multilingual rather than monolingual in another language. As a result, the notion of translanguaging is gaining popularity in this discipline, which encourages the utilization of previously taught language and experience when learning a new language. Baker et al. (2011) describes translanguaging as the process of using two languages to generate meaning, influence experiences, and acquire comprehension and knowledge. Furthermore, translanguaging, according to Lewis et al. (2012), stresses communication and utility over form, cognitive effort,

and linguistic innovation. Because it is a method of language teaching in which students hear or read a lesson in one language and then generate work in the other. According to William (1994), translanguaging helps to maximize the learner's and teacher's linguistic resources for problem-solving and knowledge production.

It has been shown that translanguaging improves language learners' motivation, engagement, and intercultural competence (Garcia et al., 2017; Garcoa & Kleyn, 2016 as cited in Fine). Respecting and legitimizing all languages and linguistic variants, it can help to undermine linguistic hierarchies and improve social fairness (Garcia, 2009).

Moreover, translanguaging can help to improve language acquisition while simultaneously addressing social justice and equity issues in language education (Raja et al., 2012). The use of languages other than the target language (L2) in a range of speaking and listening situations, as well as in reading and writing skills, can also be encouraged or allowed through the use of translanguaging strategies. Powerful implementation of translanguaging pedagogy calls for a supportive environment, ongoing reflection, and essential analysis of language ideologies and pedagogical practices (Neupane, 2021). Translanguaging may also provide a method for building relationships with students, fostering a greater inclusive lecture room environment, and valuing students' linguistic and cultural backgrounds (Torff & Murphy 2022). Furthermore, the usage of translanguaging in EFL schools can create a supportive and inclusive mastering environment, in which university students feel valued and respected for their linguistic and cultural diversity (Yuvayapan, 2019).

However, there have been some difficulties with translanguaging in the classroom. Researchers and educators who still see multilingualism as a flaw rather than a strength may oppose initiatives to assist translanguaging (Garcia & Wei, 2014). According to Saha and

Rahmam (2022), teachers may fail to recognize the potential benefits of translanguaging in the classroom due to a lack of knowledge and training on how to use it. To encourage the use of translanguaging in the classroom, there is also a need for teacher training and professional development (Garcia et al., 2017).

2.2 Teachers' Beliefs and Attitudes

Teacher beliefs and attitudes are considered as a significant element in shaping classroom practice and learners' learning growth (Borg, 2003; Pajares, 1992). Teacher attitudes are a teacher's attitudes and thoughts about their students and their education, whereas teacher beliefs are a teacher's beliefs about teaching and learning (Borg, 2003).

Teachers' beliefs and attitudes are influenced by a variety of factors, including prior experiences, cultural background, education, and context (Borg, 2003; Pajares, 1994; Johnson & Golombek, 2011; Vezzoli & Colombo, 2017). These ideas and attitudes can have a significant impact on classroom practice because they influence how teachers approach teaching, the instructional strategies they use, and their interactions with students (Borg, 2003; Pajares, 1992).

These attitudes and beliefs have the capability to impact teacher choices, pedagogical practices, and, ultimately, students getting to know results (Borg, 2003; Johnson & Golombek, 2011). According to analysis, teachers' perspectives and attitudes could have an effect on pupils mastering consequences in both fine and awful ways. Teachers who have excessive expectations for their students and consider their student's ability to study, for instance, were discovered to be greater effective in raising pupil accomplishment (Hattie, 2012). Teachers who have bad attitudes about specific agencies of college students or who have low expectations of their college students' talents, alternatively, can contribute to the perpetuation of tutorial inequities (homosexual, 2000).

There is a substantial amount of research that underlines the need for teacher education programs to address trainer beliefs and attitudes in order to promote effective teaching and equitable outcomes for all students (Borg, 2003; Pajares, 1992). This could be accomplished through tactics such as reflective practice, expert development, and public exposure to a variety of perspectives and reports (Borg, 2003; Pajares, 1992).

3.3 Sociocultural Theory

Sociocultural theory defines teaching as a social and cultural system that develops via interpersonal interactions in a specific sociocultural setting (Vygotsky, 1978). This viewpoint highlights the significance of culture, language, and social interactions in cognitive development and learning (Lantolf & Thorne, 2006). Vygotsky's (1978) zone of proximal development (ZPD), the need for scaffolding, and the function of language in mediating learning form the foundation of sociocultural theory. The ZPD is achieved by a list of tasks that a learner can complete with the help of a more experienced individual (Vygotsky, 1978). Scaffolding is the more knowledgeable person aid to the learner in executing zones of proximal development actions (Wooden, Bruner, & Ross, 1976).

This strategy frequently provides young learners with the skills and information required to carry out their responsibilities on their own. Language is an important aspect of sociocultural theory. Language, according to Vygotsky (1978), helps and is required for cognitive progress. Language enables people to communicate with one another, share knowledge and ideas, and bargain. As a result, strengthening language and communication abilities is critical for cognitive development and mastery (Lantolf & Thorne, 2006). The sociocultural principle has been used in

a variety of educational settings, including second language acquisition and literacy development.

According to Lantolf and Thorne (2006), the sociocultural theory in second language acquisition highlights the value of social interactions, language use, and cultural contexts in language proficiency. In order to build reading skills, the sociocultural approach places an emphasis on components of social interactions and cultural practices.

2.4 Previous Research in this Field

Saha(2023) investigates English language teachers' attitudes toward their students in rural Bangladesh, as well as the impact of these views on classroom pedagogical practices. The study's specific purpose is to shed light on how teacher attitudes toward rural students influence and how teachers develop and implement teaching strategies, as well as students' motivation and participation in the learning process. The study also underlines the importance of building culturally responsive pedagogies that are relevant to these students' needs and experiences, as well as the need for a deeper knowledge of teacher attitudes toward rural students. A mixed-method research methodology was used in this study, and the study was guided by the theoretical framework of social constructivism. Moreover, a survey questionnaire and focus group talks were utilized to obtain data for the study. The survey was presented to 100 English teachers from 50 rural secondary schools in Bangladesh. The survey data was analyzed following descriptive statistics, and group discussion data were analyzed using thematic analysis. The study found that negative attitudes toward students had a substantial impact on the pedagogical practices of English language teachers, resulting in lower academic standards, a lack of passion and dedication, and a less supportive classroom environment. The findings suggest that teacher

education programs in Bangladesh should focus on improving teachers' attitudes toward their students as well as developing inclusive and supportive classroom techniques.

Fang, et al.(2022) examine current translanguaging approaches in language teaching and learning in order to identify potential future paths for the advancement of this educational approach. The purpose of this research is to provide an overview of contemporary translanguaging processes in a variety of settings, including schools, universities, and language learning centers. Furthermore, the study also investigates the perceived advantages and disadvantages of translanguaging in language teaching and learning, as well as prospective ways for boosting the strategy's efficacy. Finally, the study hopes to add to the ongoing discussion about the role of translanguaging in language teaching and learning, as well as provide insights that can be used to develop more successful and effective programs. The theoretical framework of translanguaging guided this research. Qualitative research methods were used in this study. Participants were chosen through purposive sampling from a group of educators and academics working in the field of language teaching and learning. The authors conducted a comprehensive analysis of current literature and statistics on translanguaging approaches and language instruction research. They also drew on their own experiences as language educators and scholars to inform their research. The data was analyzed using a thematic analysis approach. According to the study, translanguaging processes vary depending on context and can have both positive and negative effects on language teaching and learning. In future translanguaging research and practice projects, they advocated for more empirical research, translanguaging-supportive pedagogies, and the promotion of linguistic and cultural diversity in education.

Wang (2022) investigates translanguaging mechanisms and their implications in multilingual English as a Foreign Language (EFL) lessons. The goal of this study is to look into

the various roles translanguaging can play in the EFL classroom, such as improving communication, comprehension, and increasing multilingualism. Furthermore, the research also looks into how translanguaging influences students' language development, motivation, and attitudes toward language learning. Translanguaging is used in this study as its theoretical framework. The study followed the qualitative research design that gave the researcher a thorough understanding of translanguaging practices in EFL classes for multilingual students as well as their implications for language teaching and learning through the use of semi-structured interviews, classroom observations, and document analysis. Thematic analysis was used to identify themes and patterns that emerged from the data in order to have a deeper understanding of the subject at hand. The study found that teachers and students used translanguaging in a number of methods to aid students in learning the English language. Translanguaging was employed to clarify difficult English language concepts, scaffold learning, and negotiate meaning. The study also found that translanguaging promoted a friendly and supportive learning environment where students felt at ease speaking their native tongues. The study also highlighted the impact of translanguaging on English teaching and learning. Translanguaging has been shown to improve students' linguistic and cultural comprehension, as well as their interest in and involvement in English language training. It also encourages upbeat viewpoints on diversity and multilingualism. In order to aid multilingual kids in learning English, the study recommends that teachers employ translanguaging as a teaching strategy.

Raja et al. (2022) examine the perspectives of English as a Foreign Language (EFL) teachers on translanguaging practices and their implications in the Indonesian EFL classroom context. The goal of the study was to ascertain how Indonesian EFL teachers used and understood translanguaging techniques, as well as how their views toward the technique affected

them in-class instruction. The study addressed a knowledge gap in the use of translanguaging in Indonesian EFL courses. The goal of the study was to present prospective translanguaging techniques that EFL teachers in Indonesia might use to aid their students in learning English. The study investigated instructors' perceptions of translanguaging activities in Indonesian EFL classes and their outcomes using a mixed-methods research technique. This comprised in-depth, semi-structured classroom observations as well as instructor interviews. The data gathered from the interviews and observations was analyzed thematically. The study discovered that EFL teachers viewed translanguaging as a practical pedagogical technique that could enhance EFL instruction and student learning by fostering better communication, deeper comprehension of English language challenges, and the growth of students' linguistic and cultural awareness. The study also discovered that some English as a foreign language (EFL) instructors were reluctant to employ translanguaging in the classroom because they were worried about upholding traditional language teaching techniques and preserving the English language's integrity. This study also discovered the impacts of translanguaging on EFL instruction and learning in Indonesia. Translanguaging has been found to promote a friendlier and supportive learning environment where students feel at ease using their home tongue. Translanguaging has been shown to increase students' interest in and involvement in EFL education while also fostering a deeper understanding of English language subjects.

Saha and Rahman (2022) examine how well instructors and students use translanguaging for instruction and learning as well as their perspectives in university-level EAP classrooms in addition to looking at the potential benefits of translanguaging as a teaching tool for EAP in the aforementioned environment. Additionally, it intends to assess the efficiency of the translanguaging procedure as it has been used in college-level EAP courses and relate that

assessment to the viewpoints of other stakeholders. It is not well known what instructors and students think about translanguaging in ESP classes at institutions in Bangladesh. The relationship between translanguaging, transglossia, and translation in the context of Bangladeshi society has been covered in a number of articles (Sultana, 2015; Kabir, 2019). Translanguaging pedagogy is used as the theoretical framework of this study. To gather data for the study, the qualitative research approach used document analysis, in-class observations, and semi-structured interviews. A theme analysis of the data was used to analyze the usage of translanguaging pedagogy in private universities in Bangladesh's EAP classrooms. The study found that translanguaging pedagogy can aid students in learning EAP by enhancing communication, comprehension of academic material, and language and cultural awareness. The study also showed that translanguaging pedagogy promoted a friendly and supportive learning environment where students felt comfortable speaking in their home tongues. According to the study's conclusions, a clear and consistent guideline is required, and there are worries about how the use of translanguaging in the classroom can damage students' command of the English language. There were also numerous issues with translanguaging education.

Neupane (2021) examines the benefits and drawbacks of using translanguaging pedagogy while teaching English, especially in environments where many languages are spoken. Adopting translanguaging pedagogy, according to the article, can aid in harnessing this language diversity and improving the teaching process. Many students attend English language schools with a variety of linguistic skills, including their home language or languages.

Translanguaging is used as a foundation of this paper. As part of the study's methodology, the author carefully reviewed the literature on translanguaging in language training, looking at a range of studies and papers on the topic. The study focused on the benefits,

drawbacks, and outcomes of the translanguaging concept in relation to the instruction and acquisition of English as a second language. The study also discovered that translanguaging in English language schools was greatly influenced by instructor attitudes and beliefs. Positive teachers were more likely to incorporate translanguaging into their lessons and foster a welcoming environment. Teachers who opposed translanguaging, on the other hand, were less likely to incorporate it in their lesson plans and were more likely to be in favor of a monolingual approach to teaching languages.

According to Torff & Murphy (2022), language proficiency and the learning environment have an impact on instructors' opinions of translanguaging. The use of many languages in the classroom has gained popularity recently as a method for promoting the linguistic growth of multilingual children. How, for instance, does an instructor's opinion of translanguaging differ based on how well-versed they are in the languages they instruct? Are a few examples of the scientific problems our initiative aims to answer. What effects do different learning environments, like bilingual versus monolingual classes, have on instructors' perspectives on translanguaging? What other factors affect teachers' perceptions of translation? The study employed a correlational survey approach to determine how teachers' perceptions of translanguaging related to their language competency and learning environments. For the study, an online survey of 119 academics from various K–12 institutions across the United States was conducted. Descriptive and inferential statistics were applied to the data analysis. The IRB gave the study ethical permission, and participant data confidentiality was guaranteed. The overwhelming majority of survey respondents who identified themselves as educators agreed that translanguaging may enhance pupils' linguistic development and learning. More proficient Spanish-speaking teachers were more open to translanguaging. Schools having a higher

proportion of Spanish-speaking students employed teachers who were more pro-translanguaging. Translanguaging is thought to be more successful by teachers who use it more regularly in their lessons. Translanguaging should enhance interactions with students and provide a more welcoming and inclusive learning environment, instructors said in the follow-up interviews.

Yuvayapan (2019) investigates the perspectives and behaviors of EFL (English as a Foreign Language) instructors about translanguaging in their classes. The study's purpose is to discover how EFL teachers view translanguaging, how they utilize it in their classes, and what factors impact their decision to use or avoid translanguaging. The study analyzed EFL teachers' perspectives and practices on translanguaging in their classes using a qualitative research technique in conjunction with a case study approach. Data was collected via semi-structured interviews and classroom observations, which were then analyzed using thematic analysis. To improve the quality and reliability of the data acquired, the study used a multi-phase data collecting and analysis approach, as well as a triangulation technique. The research demonstrated that English as a Foreign Language (EFL) instructors held varying perspectives regarding effective approaches to delivering their courses in a non-native tongue. The implementation of multiple languages in the classroom has been a topic of debate among educators; while some contend that it can facilitate enhanced learning outcomes for students, others express apprehension over potential interference with English language proficiency. Certain educators employ translanguaging practices within their instructional settings, while others exhibit reluctance in doing so. The present study discerned that the convictions of educators concerning the acquisition of language, their personal grasp of a given language, the proficiency of their pupils in the language, and the environment of the classroom interface as significant factors in determining their employment of translanguaging.

Chapter 3: Methodology

3. 1 Qualitative content analysis for classroom observations/field notes

García and Wei's (2014) conceptualization of Translanguaging has been used to discover the practices of translanguaging and its impact in the context of English language learning and teaching. Moreover, Borg, 2015's model of Teacher Beliefs and Attitudes has also been utilized to investigate the tertiary-level teachers' beliefs and attitudes regarding the implication of translanguaging, and Lev Vygotsky's Zone of Proximal Development and Sociocultural Theory has also been used to examine how the implications of translanguaging and teachers' belief and attitude towards the translanguaging impact on the teaching and learning outcomes.

3.2 Research Approach

This study follows the qualitative research approach. The qualitative research approach provides a broad and comprehensive understanding of translanguaging practices in university English language teaching and learning with the aid of an in-depth investigation of teachers' beliefs, attitudes, and actions, as well as the impact of translanguaging on teaching and learning. Qualitative research, according to Merriam (2009), is a research method that focuses on understanding social events through the eyes of those who are involved in them. This method is extremely useful when investigating complex social phenomena such as language teaching and learning because it allows for a thorough examination of participants' ideas, attitudes, and experiences.

3.3 Participants and Settings

In this study, participants from an urban private university in Bangladesh were interviewed, and their classrooms were observed. This study focused on the use of translanguaging approaches in English language teaching and learning, as well as how teachers'

attitudes regarding translanguaging influenced their instruction and students' learning. This urban private university offered undergraduate and graduate programs in a variety of subjects, including English language and literature.

Purposive sampling was used to choose the participants. Ten English language teachers were selected conveniently to run this study. The teachers' levels of experience ranged from 5 to 20 years, and they came from a variety of academic backgrounds in the English language and literature.

3.4 Data Collection and Data Analysis

Semi-structured interviews with teachers and classroom observations were used to collect data for the purpose of the study. Multiple data sources can help with data triangulation and provide a comprehensive understanding of the study problem (Denzin & Lincoln, 2018).

In semi-structured interviews, ten teachers from an urban private university in Bangladesh were interviewed. The interviews were audio-recorded. The interview questions were designed to elicit instructors' views on translanguaging and its implications for English language teaching and learning. The interviews were also intended to investigate how teachers perceive the use of different languages in the classroom.

Ten English language classes were observed, and the observations were documented using field notes. The observations seek to detect genuine translanguaging behaviors in the classroom, as well as the extent to which teachers and students communicated in several languages.

Thematic analysis was used to analyze the data gathered from interviews and classroom observations. The interview data was first transcribed. Then, the entire data set was coded and thematized based on the data identified during the study. Following that, the themes were

interpreted and assessed with respect to the study objectives, keeping translanguaging, teachers' beliefs and attitudes, and socio-cultural theory in mind.

3.5 Ethical Consideration

Before beginning this study, the researcher got ethical consent from each of the class instructors and interviewees. The researcher went over the prerequisites, supporting materials, and survey questions with them in order to gain feedback. The researcher also clarified that disclosing their responses would not endanger their safety or violate any laws. The researcher assured them that interviewees' names and other personal information would be kept confidential. Pseudo-names were used. Each participant was provided with a thorough explanation of the data-gathering technique. Individuals can choose whether or not to engage in interviews and provide their information; no incentives will be provided. The researcher also clearly specified that the data collected will not be linked to the respondent's personal information and will only be used for publication and ongoing and future research. The researcher also informed the interviewee beforehand that an interviewee is not required to answer all questions or submit all responses if they decide to leave the interview in the middle. Interviewers were treated with dignity and respect, and they were allowed to voice their concerns and points of view openly and honestly.

Chapter 4: Findings and Analysis

In this section of the paper, the findings of this research are presented along with the analysis and discussion of the objectives that have been mentioned earlier. The findings are presented under themes derived from the research objectives: teachers' beliefs regarding the effectiveness of translanguaging and their practices of translanguaging to enhance learning outcomes in English language learning and teaching at the tertiary level.

4.1 Teachers' Belief Regarding the Effectiveness of Translanguaging in Enhancing Learning Outcomes

The initial objective of this study is to determine how English language teaching teachers at the tertiary level hold beliefs regarding the effectiveness of translanguaging in enhancing their learners' learning outcomes. To do so, ten teachers were interviewed to illustrate their ideologies and perceptions regarding the productiveness of translanguaging in their classroom. (See interview questions in the appendix.)

Table 1. Research objectives and themes of this research

Research objectives	Themes
To demonstrate teachers' beliefs regarding the effectiveness of translanguaging in enhancing learning outcomes	<i>Use of translanguaging in boosting students' confidence</i> <i>Students' use of translanguaging in aiding in their learning outcomes</i> <i>Use of translanguaging creates a inclusive environment</i>

*Translanguaging comes naturally
in the act of classroom
communication*

Teachers' inclusion of translanguaging into
their English language teaching

*Teachers' use translanguaging to
explain content effectively*

*Teachers use translanguaging to
create a class rapport*

*Teachers' use of translanguaging to
reduce anxiety*

*Teachers use translanguaging in
reinforcing instruction.*

*Teachers use translanguaging to
prompt speaking*

4.1.1 Overall Use of Translanguaging Boosts Students' Confidence

Due to the varied language proficiency of the students, and their varied socio-cultural backgrounds, students feel anxiety when expressing their thoughts in English (Han et al., 2021). Therefore, in English-only classrooms, students have a tendency to remain silent during the discussion sessions. Moreover, in Bangladesh's high education domain, most of the students in English as a Second Language (ESL) or English as a Medium of Instruction (EMI) classrooms have low-confidence and anxiety about speaking English as they come from the Bangla version, where the medium of instruction is Bangla. Therefore, through the use of translanguaging,

teachers have the opportunity to build a sense of confidence in students' communicative abilities (Canagarajah, 2011). The participants of this study also conveyed that the use of translanguaging by the teachers' or teachers' permission to students to use translanguaging during the discussion session or during presentations minimizes students' anxiety and boosts students' confidence, which eventually leverages students' learning outcomes. When the participants were asked to provide specific examples to support their claims, they expressed the following instances to validate their claim.

A few weeks early. I was taking group presentations, and a few students expressed that they were not confident and felt shy speaking in front of the class. When it comes to speaking in English, it becomes more difficult. Then, I have given them some sort of freedom saying, “আপনাদের যদি মনে হয় কখনও একটা দুইটা কথা আপনার ইংরেজিতে বলতে problem হচ্ছে, আপনারা বাংলায় বলতে পারবেন। (if you feel that you are having difficulty expressing one or two sentences in English, you can say it in Bangla). I am not giving you any negative marks for that.” They took this so positively that they prepared well without any anxiety and gave presentations in English without using Bangla (T3).

One of the participants also claims that when students notice the teacher is speaking and giving instruction in Bangla, it actually boosts their confidence.

During the presentation instruction delivered in English, I realized that there were a few students who were giving presentations for the first time and feeling nervous. So I explained everything once again in Bangla. It also has a psychological dimension as well. When I am using both Bangla and English, it gives them the confidence and comfort zone that “Okay. My teacher does not have high expectations from me.” So they feel at home. It gives them confidence. (T5)

Other participants stated that students with lesser language proficiency often become conscious of their level of English proficiency and of being judged. However, upon receiving permission to use Bangla when students encounter difficulty speaking in English, they automatically get out of their silent shell and take part in class.

One instance that happens every time is that in speaking sessions students get very anxious and self-conscious regarding their use of vocabulary, and the use of accent. This anxiety leads them to low confidence, and holds them back from participating in the discussion. But, when I give them permission to use Bangla to express their thoughts, I repeat it in English. It boosts their confidence and they later participate in English conversation without any anxiety. (T1)

In the initial classes, I found students very less active, and reluctant to participate in the class discussions. I wondered why? Later, I realized that they were reluctant to participate in discussions because they would be judged for their linguistic ability. But, when I permitted them to use Bangla from time to time, not entirely though, I found them more confident and active in the classroom. (T2)

During classroom observation, it is also observed that teachers switch to the students' native language to inquire about students' nervousness and console them. Later, it was observed that students did well in the presentation.

S: My favorite person is my brother. He..ee..lives ..in Canada. And, he..faces.. lots of hardship.

T: আস্তে আস্তে (slowly slowly) | Relax. Are you nervous?

S: Yes, ma'am.

T: Okay, you can sit. You can bring some water, and then, একটু পরে Presentation দিও। I think বকা খেয়ে ইয়ে (meant nervous) হয়ে গেছ। একটু পানি খাও। একটু হাঁটহাঁটি করো। normal হও। এর পর presentation দিও। ওকে? (You give the presentation later. I think you get nervous after being scolded. Drink some water. Walk around a bit. Then, you give your presentation. Monty, (pseudonym) one good thing about it, you have been a very good student. তোমার কপি যখন চেক

করেছি। তুমি অনেক ভালো পেয়েছে। ঠিক আছে? ((When I checked your script, you got an excellent grade. okay?) I know you are a good person. সো, বকা নিয়ে মন খারাপ করোনা। (So, don't feel sad about being scolded.)

In this way, teachers' belief that translanguaging can be utilised to console students, mitigate their fear of being judged, minimize their anxiety, and assure to keep students motivated in classrooms. Various factors such as teachers' experience of teaching as one of the participants expressed that students frequently get nervous in speaking sessions, the awareness of students' language proficiency as another participant expressed that he knows that his students comes from different language background, the sheer knowledge of translanguaging's pedagogical aspects and the ability of assessing students' intrapersonal phenomena as participants conveyed that they switch to translanguage or provide permission to translanguage when they notice students are nervous, worked in keeping this belief. Moreover, when students get nervous and struggle to understand instructions delivered in English, translanguaging works as a scaffolding to mitigate their sense of fear and support them to reach their zone of proximal development.

4. 1. 2 Students' Use of Translanguaging Aids in their Learning Outcomes

In the previous studies, it has been discovered that when teachers use translanguaging to present a content and give students the liberty of using their native language in the classrooms, students take this opportunity for granted and try to use native language all the time which eventually impacts their learning outcomes (Yuvayapan, 2019). However, in this study the teachers express that students' taking liberty of using their native language in the classroom discussion does not hamper their learning outcomes. It rather helps them to understand the content better, and be an active participant in the classroom discussion that eventually leads to better learning outcomes. Two of the participants stated that the incorporation of translanguaging in the truest sense aids in

students' learning outcome as translanguaging prepares students for the assessment through the process of exchanging knowledge.

In a classroom, we are exchanging knowledge. We are making learners get ready for doing some sort of things later in the next class, in their classroom, in their assignment and in their presentation. So use of their L1 helps them to exchange knowledge. (T6)

In the classroom, they are sharing their concerns, their questions, their problems [In Bangla and English]. To what extent, they understood the things. ...But when they are writing the assignment they are not writing it in Bangla. They are writing it in English. When they are doing their presentation, they are not doing it in Bangla. They are doing it in English. But the classroom environment that takes place both in Bangla and English is making them ready for their assignment and presentation. (T1)

Participants also expressed that translanguaging also encourages students to be active members of classroom discussions and provides them the opportunity to express their concerns, which eventually helps them acquire knowledge.

Probably they are using more L1 or Bangla Language ...But still they are contributing. They are part of the learning community. If they are silent, not sharing anything, not even Bangla, not even English. We would have no clue whether they are processing the things. (T2)

As long as they are expressing [in Bangla], it is visible that they are part of the learning and teaching community. They are exchanging views, knowledge ideas. (T7)

The field notes of the classroom observations also validate the claims of the teachers that use of translanguage by the teachers and students' aids English language teaching and learning, as the observer noticed that students do not hesitate to ask questions of their teachers, and take part in classroom discussions.

S1: স্যার, refutation আর counter argument কি এক? (Sir, are refutation and counter argument the same?)

T5: No. Counter argument is the opposite point of view, and making the counter argument weaker by logically convincing the reader is refutation. Can anyone give me an example?

S2: কেউ যদি বলে যুদ্ধ করা ভালো কারণ যুদ্ধের পর স্বাধীনতা মিলে। Then, It would be a counter argument. এখন এই আর্গুমেন্টকে দুর্বল করার জন্য আমরা যদি বলি স্বাধীনতা মিললেও যুদ্ধে অনেক মানুষ মারা যায়। আর কিছু প্রমাণ দেই। তখন এটা আমাদের refutation হবে। (If someone claims that war is good because we get freedom after war. That would be a counter argument. Now to make this argument weaker, if we say that thousands of people die in war even if we get freedom after war, and prove it. That would be our refutation.)

S: স্যার, ফাইনালে compare and contrast essay তে কয়টা paragraph লিখতে হবে? (Sir, how many paragraphs do we have to write in the final examination?)

T7: পাঁচটা। (Five)

S: আর কি শুধু compare বা contrast যেকোনো একটাই তো লিখবো, তাইনা স্যার? (We will either compare or contrast, right sir?)

T7: Yes.

Teachers' prior knowledge of teaching, their pedagogical strategy such as preparing students for the assessment that will take place in English, repeating instructions in students L1 and their prior success in the implementation of translanguaging construct their positive attitude towards translanguaging. They believe in the process of meaning making, rather than inclining to the English-only norm. Teacher's flexibility of letting students to use their full linguistic repertoire to check their understanding, to be active participants, and prepare for summative assessment

works a scaffolding that eventually leads them to their zone of proximal development, and aids in their learning outcome.

4.1.3 Translanguaging: A natural phenomenon of classroom communication

If we think about the theoretical aspects of translanguaging, it actually values the use of one's entire linguistics repertoire, and the natural occurrence of language that takes place at home or at societies or any other places (MacSwan, 2017). The participants agree that English is the international language, and in the English language classroom it is needed to use the full resources of English to make students equipped with the language. However, the common response that appeared in most of the interviews is that they feel that translanguaging happens naturally. Two of the participants conveyed that translanguaging comes naturally while explaining something:

The interesting thing is that I started using translanguage without knowing this particular thing exists. I use it to make things understandable to the students who I find struggling to understand. (T6)

Teachers also make their classroom environment a natural and comfortable place where students can use both languages simultaneously while expressing their thoughts and queries.

I also let my students use translanguaging naturally. It actually serves to make my diversified student feel at home and to make a conversation with me and with their peers. It is not that I permit entirely in Bangla, but I give them the freedom of speaking in Bangla when they struggle to speak. (T3)

Translanguaging occurs naturally during teachers' lectures when they explain a topic that requires contextualized examples. Use of translanguaging in lectures also makes students at home. Teachers also expressed that they naturally use translanguage to express thoughts that are difficult to express in English.

Sometimes there are some expressions that are difficult to express in English or make my students understand in English. In such instances, I automatically switch to Bangla. I also use Bangla when I bring examples from their community. (T2)

When I am teaching my students, my speech flows into whatever language I am most comfortable speaking at that moment to convey specific ideas to express. So, if I speak in a language they are comfortable with, they will be more understanding and receptive to my speech and the point I am trying to make. (T1)

The classroom observation also validates that teachers use translanguaging naturally in the classroom. They do not consciously pause and switch between languages. It just happens in the mode of communication in the classroom.

T1: আমাদের টপিকটা কি বলেনতো? (Can anyone say what our topic is? Vacation at the beach and vacation in the mountains. এখানে beach আর mountain এর মধ্যে contrast করা হচ্ছে। (Here we are making a contrast between beach and mountain. আমাদের তিনটা points লাগবে। (we would need three points). It is already given here. The first difference between a beach and a mountain is the climate....

T3: As we started about the structure of the essay. Usually এই essay টা একটু detailed. (Usually this essay is kind of detailed. It has six paragraphs. আমরা five paragraph essay লেখার চেষ্টা করব। (we will try to write a five paragraph essay)

As conveyed by the teachers, translanguaging is the natural phenomenon of classroom communication as teachers and students both use translanguaging for keeping the classroom environment amicable and generating communication between teachers and students as the teachers expressed, they used ‘translanguaging naturally (T3)’ and even ‘without knowing this

term' (T6). They also expressed that they use 'language students are comfortable with'(T1). This travels the arena of political and social dimensions in terms of linguistic box (Chang, 2019).

4.1.4 Use of translanguaging creates an inclusive environment

In a classroom setting where students are of diverse language proficiency, use of Only-English in the instruction to some extent alienates students. Moreover, even though teachers understand the commodified reality and the impotence of English in today's world, they still feel that Only-English has a detrimental effect on the teaching and learning environment, and creates an exclusive environment (Rahman & Singh, 2021). Therefore, they utilize translanguaging include students of diversified communities in classroom discussion as expressed by teachers:

In the university that I teach, students come from different communities and diversified backgrounds. Some of them have difficulty understanding English, and some of them have difficulty understanding Bangla. Therefore, when a teacher is proficient in both languages, their teaching also gets proficient because he can engage students from all communities, and of diversified linguistic backgrounds. (T8)

There are some students who face difficulties understanding class lectures based on the background they come from. That's why translanguaging is important so that everyone in the class understands the content that is being taught. And it also makes them inclusive. (T3)

Teachers also feel that students who are of lesser language proficiency find themselves excluded in the classroom, and get intimidated and do not understand the content that the teacher is explaining. Therefore, teachers use translanguage to make students feel comfortable and connected to the classroom learning:

In my ESL class, the students are not always perceptive of everything that I say, since they are new students to the foreign language (English). Therefore, the students need examples, materials or a familiar language where they can connect and feel at ease. That is why, when I'm teaching

any class I tend to use translanguaging as a means to make the students more connective in the class where they feel comfortable. (T7)

In the classroom, when I use English as my primary medium of communication, some students tend to get intimidated, and refrain themselves from participating in the classroom. But, when I blend both languages in my mode of instruction, I find it as if my students feel comfortable participating in the conversation. Part of the hesitation stems from the gap in information transfer; as what we teach- needs to cater to their level of perception and understanding. Reserving the mode of communication to only one language only aids to further confuse the students to a concept they might have little to no understanding of. (T9)

Teachers' sense of their students' community, their backgrounds and their prior knowledge of the topics, and as well as ability of class tension guide them to construct positive attitudes towards the utilization of translanguaging.

4. 2 Teachers' Inclusion of Translanguaging into Their English Language Teaching

In the second objective, the researcher explored how translanguaging practices are being implemented in English language teaching to enhance students' English language learning at the tertiary level by the teachers. To attain the second objective, the researcher observed ten classes of first semester students of the selected private university.

4.2.1 Teachers use of translanguaging to explain content effectively

The students- from classes that were being observed- come from different socio-educational backgrounds and their English language proficiency differs vastly. They had trouble understanding when teachers were teaching complex topics. In classrooms, when teachers were explaining different contents like “compare and contrast essay”, “argumentative essay”, or providing “final instructions” presentation instructions in English, most of the students struggled to understand. They also struggle to ask questions in English to express themselves clearly, as

their linguistic backgrounds are different. Teachers translanguage during their lectures to explain written text that are in English (Creese & Blackledge, 2010). In this study, in most cases, the students politely request the teacher to explain again by asking in Bangla. Moreover, in response to the student's request, the teachers also switched to L1, in that case it is Bangla (students' mother tongue) and gave the definition and explained the topics in Bangla:

T6: Does anyone know what a compare and contrast essay is?

S: স্যার ভুলে গেছি। (Sir, can't remember)

T6: আচ্ছা no problem. Compare মানে তুলনা। তার মানে similarities গুলো। আমাদের একটা ভুল ধারণা আছে। আমরা compare মানে differences গুলো বুঝি। আসলে contrast মানে dissimilarities বা differences। so, same জিনিস বললে compare আর ভিন্ন জিনিস বললে contrast. Okay? (Okay, no problem. Compare means compare. That means the similarities. We have a misconception regarding that. We think comparison means the difference. But, in reality, contrast means dissimilarities or differences. So, when we will talk about the same things that will be 'compare', and when we will talk about the differences that will be 'contrast'. okay?)

Every student has experiential knowledge. Therefore, sometimes teachers also draw on learners' previous knowledge that are rooted in their mother tongue to explain linguistic content.

S: স্যার, argument মানে তো জগড়া করা, right? । argumentative এটা কি ওই ধরনের essay? (Sir, arguments mean verbal fighting, right? So, is an argumentative essay the same?)

T7: হাহাহা! না না জগড়া করা না।(hahaha! No. No. Not verbal fighting) কিন্তু জগড়া করার সময়(In times of verbal fighting) the way you prove you claim by providing different examples. ঠিক তেমন এখানেও করতে হয়। তারপর, জগড়া করার সময় যেমন প্রতিপক্ষের তোমাকে নিয়ে যে ভুল ধারণা আছে সেটাকেও যেমন ভুল প্রমাণ করতে হয় উদাহরণ দিয়ে এখানেও তা করতে হয়।

S: অহ আচ্ছা। I thought just জগড়া করা। (the same way you have to do this here. Moreover, the way you debunk your opponent's argument in verbal fighting by providing examples, you have to do the same thing here as well.)

The teachers neither restrict their students to ask their queries in Bangla nor they confine themselves in Only-English instructions while explaining content. They expressed their belief regarding the use of translanguaging in making linguistic content understandable in their interviews.

As long as they are expressing [in Bangla], it is visible that they are part of the learning and teaching community. Using their language and experiences of that language also help to make the content relatable and easy to understand(T3)

If they have a little bit of input in L1, why should I restrict that. It suggests that they want to learn about the topic. To me translanguaging is openness. I also use translanguaging to explain things. When I lecture in English for a long time, I often see blank faces of students. Then, I use Bangla to explain them(T5)

If students have difficulty expressing their thoughts in English, they have the liberty to speak in Bangla in my class. At least it gives me the idea whether they are understanding the content or not. (T8)

Translanguaging denotes “the ways bilinguals draw on their full linguistic toolkits in order to process information, make meaning, and convey it to others” (Orellana & Garcia, 2014, p. 386) As Garcia & Wei (2014) stated that translanguaging is a practice of flexible use of languages used by the course instructor to make content comprehensible and promote learning. In this instance, the researcher also observed that the teachers used translanguaging to make the content

comprehensible to students and promote students' learning. Moreover, socio-cultural theory focuses on the use of conversations and instances that are based on social and cultural context to make the cognitive development and learning (Vygotsky, 1978). It was also evident that when teachers start explaining things in Bangla, they often bring contextualized cultural examples to make the content easy to understand and remember, and also encourage students to bring their cultural experiences in terms of examples, and connect content materials to their lives.

4.2.2 Teachers use of translanguaging to build class rapport

Class rapport refers to the process of building an amicable teaching environment for students and teachings. In the context of English language teaching and learning, teachers use translanguaging as a tool of creating class rapport. In classrooms where both the students and faculty members are bilingual, teachers frequently bring current funny incidents that are known to all to make the classroom environment lighter. Teachers also make personalized comments on students' choice of clothing, and about their good aspect.

T5: আরে আজকে তো আপনাকে অনেক ভালো লাগছে? পুরো সবুজ পরি লাগছে। (hey, you look good today. Just like a green fairy.)

T3: কি আজকে দাওয়াত আছে নাকি কোথাও? এত সেজেগুজে যে? বাই দ্যা ওয়ে, অনেক হ্যান্ডসাম লাগছে আপনাকে? (Do you have any events to attend today? Why are you all suit up? By the way, you look handsome.)

T9: আজকে আপনাকে দেখলাম ভার্শিটির কুকুর গুলাকে খাওয়াচ্ছেন। অনেক ভালো লেগেছে দেখে। (I have seen you feeding the university's dog. I really felt good seeing that.)

Teachers often use trendy phrases or movie dialogue to lighten up the classroom environment and create a welcoming classroom atmosphere.

S: sir, if we fail to turn the assignment in on time. Will you penalize us for that?

T3: Penalize? সানডে মানডেই ক্লোজ করা হবে। (I will off your sunday and monday, meaning I will grade you fail.)

(Everyone laughed.)

Teachers also share anecdotes of their humorous life experiences to make the classroom environment light and build a friendly relationship with the students:

T3: Once my sisters bought a dress, and showed it to my mother and asked, মা, এই ড্রেসটা কেমন দেখতে? মা বলল, এই ড্রেসটা কিনলি! এটার কালারটা কেমন জানি। তখনি আমার বোন বলল, ধুর তুমি কালারের কিছু বুঝ? এইটাই এখন ফ্যাশন। (Mother, how is this dress? Mother replied, “you have bought this dress! The color looks odd.” My sister then burst out, “what do you know about the color? This is the fashion.”)

S: তখন মা বলবে আমি জানিনা? তুই আমার পেটে হইছস নাকি আমি তোর পেটে হইছি? Then the mother would say, “Did I give birth to you or did you?”

(the entire class laughed.)

Teachers bridge distance between teachers and students by utilizing funny anecdotes, using trendy phrase, and passing personal comments on students’ positive traits. Since the teachers and students belong to the same linguistic community, they share same sense of humor. Therefore, utilizing these strategies are appreciated by students and they all laughed, and helped in building class rapport.

4.2. 3 Teachers' use of translanguaging to reduce anxiety

Numerous instances were identified by the observer where teachers detect students' sense of anxiety when it comes to expressing their queries in English. The classroom observation testifies that teachers' use of translanguaging and their permission to students to use translanguaging aid in reducing students' anxiety and being more active in classroom discussion where students struggle to express their thoughts in English.

S: Actually, study foreign...has...benefits like open to culture, and, and, and.

T4: হ্যাঁ হ্যাঁ। বলেন। চাইলে বাংলায় বলতে পারেন। সমস্যা নাই। (Yes, yes. Please share. You can use Bangla if you want.)

S: বিদেশে পড়ার অনেক ভালো দিক আছে, স্যার। যেমন, বিদেশে পড়লে বিভিন্ন সম্পর্কে জানা যায়। International friend হয়। চাকুরীর জগতে দাম বেড়ে যায়। আর স্যার, একা একা independently বাঁচার practice হয়ে যায়। (Sir, there are numbers of good aspects of studying abroad. For instance, we can know about different culture, make international friends, and will get preference in job market. Moreover, sir, we can enhance the practice of living independently.)

The anxiety also shoots and students start panicking when teachers go to them when they were given to write a paragraph. They even start shivering when the teacher looks at their script. However, It has been noticed that the panic and sense of anxiety starts to fade away when the teachers pass them positive feedback and say some words of encouragement.

T: আপনি তো ভালোই লিখছেন। (You have written very well.) Your points are really interesting.

এখন ওত grammar নিয়ে এখন ভাবিয়েন না তো। লিখা শেষ করেন। (Do not worry about the grammatical errors for the moment. First, finish your writing.)

T: Moris(pseudonym), What happened? আপনি তো মিডটার্মে ভালোই করেছেন। ক্লাসে ইন্টারেক্ট করেন না যে? আজকে কথা বলবেন। বাংলাতেও হলেও বলবেন। ঠিক আছে? (You have done well in your midterm. Why don't you interact in the classroom? You need to participate today, even if in Bangla. Alright?)

4.2.4 Teachers use of translanguaging in reinforcing instruction

Instruction reinforcement denotes a translanguaging strategy used by teachers to emphasize on their instructions and to draw students' attention. It is when teachers switch to students' native language to reiterate ideas or explain classroom instructions.

T6: Is there anyone who has completed the compare and contrast paragraph in the GEF1101 course? Can you raise your hand please?

S: (5 students raised their hands and others remain silent)

T6: আর বাকিরা পড়েননি? ওকে আবার বলছি। বুজতেই পারেননি মনে হয়। আপনাদের ফাইনালের সিলেবাসে compare and contrast paragraph ছিল নাকি ছিলনা? (Haven't the rest read it? Okay, let me repeat it. Maybe you didn't understand. Did you have the compare and contrast paragraph in your final syllabus or not?)

S: হ্যা হ্যা ছিল। (Yes, I had.)

T6: কার কার ছিল একটু হাত তুলেন তো। (whoever had, please raise your hand.)

S: (a majority of students raised their hands.)

Teachers also reinforce their instructions to make students understand the meaning of the complex words, and topic, and highlight the importance part of the instructions, and strengthen their instructions by translating the instructions or repeating several times in students' native language.

T3: You do not need to belittle anyone when you are writing an argumentative essay or arguing for your claims. কাউকে তুচ্ছতাচ্ছিল্য করার দরকার নাই। ঠিক আছে? (You don't need to belittle

anyone, okay?) ...Don't write that my opponent says that. Because the moment you say opponent, you are making someone your competitor.... প্রতিদ্বন্দ্বী না বলে(without saying opponent) you can say supporter of orphanage.

T4: Are there any other things used? Are there any other things or any other points highlighted in the paragraph? আর কিছু বলা হয়েছে ওই প্যারাগ্রাফে? দেখেন তো। (Have anything else been mentioned in the paragraph? Please check.) ...

S: Refutation.

T4: Yes. Refutation. মানে ভুল প্রমাণ করা। Refutation টা কোন sentence থেকে শুরু হবে? (Means proving wrong. where will the refutation start from?)

S: Clearly studying abroad is not just a party.

T4: Exactly. Clearly studying abroad is not just a party. মানে বিদেশে পড়ালেখা মানে মজা করা না। (means studying abroad is not just a party.)

4.2.5 Teachers use of translanguaging as prompt for speaking

Speaking prompt in the L1 is a strategy of translanguaging that facilitates students to utter a complete sentence with the encouragement and, to some extent, with the assistance of the teachers. In the following two instances that come from the class observation, teachers scaffold students to utter a complete sentence and a grammatically correct sentence.

S: Sir, thesis statement মানে (means) summary..

T2: হ্যাঁ হ্যাঁ, বল (Yes. Yes. say) , The thesis statement refers to the summary. Summary কার(of what?)

S: Thesis statement refers to summary..summary..... ওহ হ্যাঁ (oh yes) summary of..

T2: তারপর? (Then?)

S: The thesis statement refers to a summary of...summary of main ideas.

T2: সাবাস! (Great!)

T1: John (pseudonym), what is the meaning of belittle?

S: (Silent.)

T1: আরে বলেন। সমস্যা নাই। যেটা মনে আসে ওটা বলেন। (You tell. No worries. Whatever comes to your mind you just say.)

S: Is it ছোট হওয়া। (Is it to become little)

T1: Not really. But you are close. ছোট রেখে বাকিটাকে একটু চেঞ্জ করেন। (Keep the word little and change the rest)

S: ma'am, is it ছোট করা? (Is it bettile?)

T1: Yes, now make a sentence.

S: They belittles friend.

T1: They belittle their friend. Good!

S: Yes, ma'am. They belittle their friend.

Chapter 5: Discussion

5.1 Summary of the findings

In this study, focusing on the belief of teachers regarding the effectiveness of translanguaging, and overall practices of translanguaging in English language learning and teaching environment, the results suggests that teachers believe that translanguaging is natural phenomenon in classroom, and a strategy to boost students' confidence, aid in learning outcome, and create inclusive learning environment. On the other hand, the classroom observation suggests that teachers practice translanguaging to explain complex contents, build class rapport, reduce anxiety, reinforce instructions and prompt speaking.

5.2 Examination of findings Using the Theoretical Frameworks

5.2.1: Simon Borg's Teacher Cognition Theory

According to Borg's (2003;2009) Teacher Cognition Theory, teachers are proactive decision-makers who make instructional decisions based on complex, practically-oriented, tailored, and context-sensitive networks of knowledge, thoughts, and beliefs. These cognition or belief and attitude forms based on three layers such as personal layer, contextual layer and experiential layer. (Borg, 2005). In the personal layer, teachers' belief regarding the effectiveness of any instructional strategies depends on how effective the strategies are, what role they serve and whether they depend in the context whereas contextual layer hints at instructional policy, societal norms, and students' expectation of language, and experiential layer depends on teachers' interaction with students and other teachers, class dynamics and types of materials. Instructors are aware of all aspects of their position, and this awareness has a significant impact on teachers' performance in the classroom setting (Pajares, 1992). In this study, it has been discovered that the features of personal layer such as creating inclusiveness, building compresension and inspiring

students to be active participants of the learning community, and the attributes of experiential layers such as translanguaging being a natural phenomenon in the classroom and its capability to expand learning outcome, and has the capability to expand learning outcome actually formulate teachers' belief regarding the effectiveness of translanguaging. Though features like societal norms, and expectations of students regarding English language learning in the context of Bangladesh of the experiential layer are driven by the conservative force, yet it could not influence teachers' belief regarding the effectiveness of translanguaging. Moreover, teachers' beliefs are also tightly bound with their previous practice (Borg, 2006), and it is also discovered that teachers' previous practices of translanguaging proven successful in making students participate in the classroom, and making the content understand to them.

5.2.2 Ofelia Garcia's Conceptualization of Translanguaging

According to García and Leiva (2014), translanguaging is a pedagogical strategy to structurally facilitate learning for multilinguals, and a performance acted by bilingual teachers and students that encourage students to use their entire linguistic repertoire to engage in classroom activities such as discussions, presentations etc. Translanguaging has numerous positive impacts on second language learning students' 'academic performance' (Lewis, Jones, & Baker, 2012; García, Bartlett, & Kleifgen, 2007), 'higher order thinking skills' (Fu & Matoush, 2015; Garcia & Wei, 2014; Garcia, Bartlett, & Kleifgen, 2007; Lewis, Jones, & Baker, 2012; Martin, 2005), 'capacity to draw on background knowledge' (Canagarajah, 2011). The teachers of this study expressed and the class observation and the field notes also suggest that teachers practice translanguaging to mitigate students' fear of being judged, reduce their anxiety, and encourage students to participate in classroom activities by giving permission to use students' entire linguistics repertoire, and drawing students' schemata for context comprehension. The practice of

translanguaging also entails teachers' commitment to multi discursively where they incorporate students' contextual speeches, their topic of interest and the problems students face (Busch 2011). In the classroom observation, it has also been toiled that teachers use contextualized examples, bring students' community's references, and minimize students' difficulty to facilitate better learning environment. Translanguaging is also defined by Garcia (2009) as the "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (p.45) During the observation, it was also noted that students and teachers were using translanguaging to make meaning of the language, and its practice in the real word.

5.2.3 Lev Vygotsky's Sociocultural Theory

Sociocultural theory defines teaching as a social and cultural system that develops via interpersonal interactions in a specific sociocultural setting (Vygotsky, 1978) This viewpoint highlights the significance of culture, language, and social interactions in cognitive development and learning (Lantolf & Thorne, 2006). Vygotsky's (1978) Zone of Proximal Development (ZPD), the need for scaffolding, and the function of language in mediating learning form the foundation of sociocultural theory. The ZPD is achieved by a list of tasks that a learner can complete with the help of a more experienced individual (Vygotsky, 1978). Scaffolding is the more knowledgeable person aid to the learner in executing zones of proximal development actions (Wooden, Bruner, & Ross, 1976). In the classroom observations, the researcher noticed that teachers provide scaffolding in enriching students' vocabulary, prompting speaking. Moreover, when students struggle to understand a content, teachers use translanguaging as a equivalent support to their struggle, and make their understanding comprehensive to reach the zone of proximal development. According to socio-cultural theory (Vygotsky, 1978), knowledge is was gained interpersonally, in contacts with others and the external world, before it was internalized, As a result, translanguaging

was crucial for whispered private discourse, meta-talk (talk about discussion), and meta-cognition (talk about the task), all of which are crucial for learning (Garcia & Wei, 2015, pp. 230-231). In the classroom observation, it was also noticed that teachers used translanguaging for meta-cognition and meta talk in terms of exam instructions and classroom discussions.

5.2.4 Reflecting the Previous Studies' Findings

The findings of this study that outlines some similar findings such as teachers have a positive belief and attitude towards translanguaging (Creese and Blackledge, 2010; Lin, 2019; Liu et al, 2020; Wang and Curt-Christiansen, 2019) as they believe it leverage confidence, offer inclusiveness, increase learning outcomes, and creating class rapport (Fang & Lie, 2020) Teachers also find translanguaging fitting to language-and-content integrated classroom learning (Garcia & Sylvia, 2011; Lin, 2015), and they believe to use it in the classroom with students with lesser proficiency (Wang, 2019). This study also finds translanguaging practice to prompt speaking. Every participant of this study believed in the effectiveness of translanguaging, and practice translanguaging in their classrooms even after their university's policy outlines it's an English as Medium of Instruction university, and English should be adopted while teaching. In conclusion, this study discovered the effectiveness of translanguaging, and hope that policy makers, and other stake holders will build TESOL field where everyone will accept the use of students' entire linguistic and cultural repertoire across context.

Chapter 6: Limitations and Recommendations

This study has some limitations. It only investigated the teachers' belief and practice of translanguaging in the context of English language teaching and learning. However, it did not explore the students' beliefs and attitudes, and stakeholders and policy makers' attitudes regarding the implementation of translanguaging. Moreover, this study only used semi-structured interviews and classroom observations to collect its data. There is scope of utilizing questionnaire survey to collect more data and engage more participants.

Chapter 7: Conclusion

Translanguaging is a new phenomenon in the context English language teaching and learning domains. This study is aimed at exploring the teachers' belief and practices in terms of the effectiveness of pedagogical aspect of translanguaging, and found that teachers perceive positive attitudes towards the implementation of translanguaging. Though the research site of this study was an English medium private university of Bangladesh, but it did not discourage the English as a Medium of instruction (EMI) in the higher education, rather it suggests utilizing translanguaging to facilitate better learning in the context of English language teaching and learning where the medium of instruction is English.

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Appendices

Teacher's Interview Questions

Research Question 1: To what extent do English language teachers believe in the effectiveness of translanguaging in enhancing language learning outcomes at the tertiary level?

1. Can you describe your understanding of translanguaging and its potential impact on language learning outcomes at the tertiary level?
2. What factors, in your opinion, contribute to the effectiveness or ineffectiveness of Translanguaging in enhancing language learning outcomes?
3. Have you personally observed any changes in students' language learning outcomes when using translanguaging techniques? Could you provide specific examples?
4. Are there any challenges or concerns you associate with the implementation of translanguaging strategies in the tertiary level English language classroom? How do these influence your beliefs about its effectiveness?
5. From your perspective, what role does students' cultural and linguistic diversity play in the successful implementation of translanguaging in language learning?
6. Can you discuss any modifications or adaptations you make to your teaching methods when incorporating translanguaging, and how these modifications contribute to language learning outcomes?

Research Question 2: How do English language teachers integrate translanguaging practices into their English language teaching at the tertiary level?

1. Can you describe the translanguaging practices you employ in your English language teaching at the tertiary level? How did you come to adopt these practices?
2. What kinds of language tasks or activities do you think are most suitable for incorporating translanguaging techniques? Why?
3. How do you navigate the balance between using the students' native language and the target language during your teaching? Could you provide specific examples?
4. What strategies do you use to create a supportive classroom environment that encourages students to engage in translanguaging without feeling apprehensive?
5. Have you encountered any resistance or challenges from students, colleagues, or institutional policies when implementing translanguaging practices? How do you address or overcome these challenges?