

Scopes and Reality of Translanguaging in a Private University EAP Course in Bangladesh



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Scopes and Reality of Translanguaging in a Private University EAP Course in Bangladesh

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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.

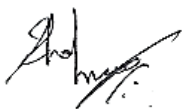
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DECLARATION

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

I would like to dedicate this thesis to my mother whose unbound love and support brought me everything that I have today. I believe she deserves the credit for it and everything I will ever achieve. She is a fighter and will always remain as the biggest inspiration in my life for never teaching me how to quit.

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I also acknowledge that I remain utterly responsible for any inadequacy that might have remained on this report.

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Abstract

English has been dominating the educational system of private universities in Bangladesh as there has been rapid growth brought through globalization. Although it is a country of bilinguals, English is used to communicate in academic and professional fields and people have grown interested in the use of this foreign language. The load that teachers have to take to cater to the interest of its user in Bangladesh has been revealed through this study. Translanguaging can be an essential part of teaching English to the students of private universities but the areas that create concerns have been demonstrated in this study. English for Academic Purposes (EAP) classrooms need students to focus on the utilization of English more than any other language. In this study, it will be shown how using both English and Bangla reveal a student's ultimate potential as it nullifies the preconceived notion that considers English proficiency is a testament to a skillful and knowledgeable person. Translanguaging in Bangladesh can bridge the gap between teachers and students as interaction gets easier and the imbalance of competence is met by it.

Keywords: Translanguaging, Bilinguals, University Policy, English Language Teaching, Medium of Instruction

Chapter One

Introduction

1.1 Introduction

English Language Teaching (ELT) predominantly demands its learners and instructors to opt for English as the medium of instruction. In the context of Bangladesh, students are from various cultural backgrounds and have different mediums of education (Akter & Mitul, 2020). It is a common occurrence for students to develop an inferiority complex whenever the medium of instruction is limited to English in classrooms. On the other hand, with the rise of globalization, English has played an unparalleled role to facilitate global communication, but uprooting the use of L1 and denying the cultural and lingual value of Bangla will always remain unappreciated (Rahman et al., 2019). It is not unusual to see EAP teachers shoulder the burden of exercising a language that does not represent their culture when adapting to the country's learning policy. Hence, the use of L1 to facilitate L2 learning has been a useful step suggested and taken within the domain of research related to ELT.

The study focuses on the current scenario of MOI of EAP classrooms in Bangladesh at the tertiary level and the prospect of implementing translanguaging. When translanguaging is used unofficially a lot of factors surface and require protocols in order to harmonize the teaching process for teachers of EAP. Policymakers had resorted to EMI in order to teach EAP classrooms for private university students and the context of this policy-making has been discussed in this section along with subsections titled: Background of the Study, Objective of the Study, Significance of the Study, Scenario of ELT in Bangladesh, and Translanguaging and its role as an Affective Filter. These sections embedded the topics that influenced the concept of translanguaging and helped the researcher to gain further momentum.

1.2 Background of the Study

Translanguaging is the process of blending two languages to make classroom communication, and academic learning easier in a bilingual atmosphere. It, therefore, becomes imperative to target the areas of anxiety for learners as well as teachers when it comes to ELT with a translanguing setting at the tertiary level. Through translanguaging, the medium of instruction (MOI) for language training is shifted with a dynamic approach as a result, challenges in classrooms have been inevitable. Bangladesh has maintained the reputation of being a third-world country since the birth of the nation but English bagged the title of being a compulsory subject for tertiary-level students. Initially, only private universities started applying English as a medium of instruction (EMI) extensively, but to measure up to the trends of globalization, presently, public universities are also employing EMI in their education systems. However, the attempt to recognize the students' first language as a tool to learn the target language (English) will always exhibit areas of ease and mitigate their emotional block. It should be a matter of concern for teachers whenever a student's confidence gets tested due to the learner's anxiety (Lin, 2008). Aiding this, translanguaging creates an inclusive environment for students who are language-minoritized by referring to familiar lingual and cultural references (Garcia and Wei, 2014). Relating to all of this, this study reflects the apprehension of bilingual students and their boundaries due to the existing pedagogical atmosphere and attitude towards translanguaging in ELT to university students of Bangladesh.

1.3 Objective of the study

The study aimed to look at the scopes of translanguaging practices in an English for Academic Purposes (EAP) course at private university in Bangladesh. The scopes and practices of translanguaging can affect the classroom anxiety of bilingual stakeholders (students and teachers)

when it comes to EAP courses in Bangladesh to tertiary level students and the branches that translanguaging creates for them. The study refers to the local MOI policies and scrutinizes the aspects that have formerly been overlooked to facilitate the adoption of newer policies. The issues faced in adapting new classroom methods have been discovered and to do this, the case study method of Qualitative Research has been implemented to determine a thorough understanding of the classroom practices in Bangladeshi private universities. The intention of attempting to extract reports from case studies was brought with the force of practical usage of translanguaging in classrooms and the qualitative research paradigm demands a descriptive process to formulate a better comprehension of the situation in the context of the study.

1.4 Research Context

Students in Bangladesh are expected to start learning English early to be better at it but it is not entirely proven that early starters are advantaged over late beginners (Rahman & Pandian, 2018a; 2018b). The country over the last few decades has seen a shift from the use of the Grammar Translation Method (GTM) in ELT classrooms to the use of Communicative Language Teaching (CLT). This was a decision made by the Ministry of Education (MoE) and the pedagogical tools were restructured to ensure an improved area of English teaching (Rahman et al., 2019). Unfortunately, teachers are still comfortable with GTM rather than using CLT due to their familiarity with the implementation of the previous methodology for language teaching in the classrooms. Hence, this inconsistent replacement and the lack of practice in speaking English for spoken English skills development has left most learners not becoming fully competent in all the skills of the English language. After a haphazard learning of the English language at the primary, and secondary levels of education, learners enroll in universities intending to better themselves for the future.

In this context, tertiary-level education in Bangladesh is crucial and the National Education Policy (2010) states that EMI must be followed at this level. Hamid et al. (2013) note that it is important for teachers working in private universities to have a higher competency in English speaking to facilitate the CLT method. Bangladesh has seen a significant shift in growth brought through globalization and by the design of the economy, the mode of communication is concentrated in English. The policymakers are compelled to consider the economical context followed by the student's natural ability to adapt to changes in methods of teaching while the teacher's level of competence to adjust is a substandard consideration when choosing the MOI of classrooms.

The following study, therefore, aimed to look at the scopes of translanguaging in a university EAP course that teachers can use. This will bring change in their EAP classroom conduct by understanding translanguaging in order to engage Bangladeshi students' entire repertoire. The researcher believes that this study helps to identify the areas of distress for teachers to find the right balance of enacting the concept of mixing two languages without offending the speaker of each language. It also attempts to point out the methods that have prospects of extracting better outcomes for teachers when translanguaging is approached from the pedagogical aspect, especially at the tertiary level of education in Bangladesh.

Chapter Two

Literature Review

The literature used in this section addresses the Bangladeshi context as well as the different theories. The researcher opted to do a narrative literature review to facilitate the data analysis procedure and the theoretical framework that leans on the existing studies that have been discussed in this section.

2.1 The use of translanguaging for language learning

The original purpose of translanguaging in a pedagogical context is to allow students to shift between languages in order to deliver or receive information through the classroom texts as has been demonstrated in a study conducted by García and Wei (2014) on the impacts and turns of translanguaging in from the book, *Translanguaging: Language, Bilingualism and Education*. A good example would be (García and Wei, 2014) asking students to read in English and write in Welsh and vice versa. This justifies that the repertoire of a student's lingual competence can be looked at as an asset more than a burden and students of bilingual literacy can practice at different levels by understanding the language through L1. Code-switching was traditionally considered an insincere attempt to speak in a language by shuttling between two languages. However, with translanguaging, the narrative has changed to it being an intricate practice of a speaker's repertoire for strengthening their lingual capacity. Garcia and Wei (2014) explain this through the language-switch function of an iPhone. This function usually requires users to switch between languages bound by a code-switching epistemology but for bilinguals, anything that brings meaning to their speeches, whether it is through visual emoticons and photographs, is their mode of expression. Just the way the societal force or pedagogical restrictions with no constriction in their semiotic repertoire are not concerning for a bilingual while texting, the language-switching function is

useless in an iPhone (García & Wei, 2014). This is the transformation of narrative that translanguaging can bring for bilingual students.

A similar concern has been raised in the study by Liu et al (2020) with a research-teacher collaboration on the development of the pedagogy, where it is seen that translanguaging pedagogy can be used in stages. Primarily, it can enhance students' interest in the content by grounding them in their background. Moreover, it has the potential to sensitize the metalinguistic background of students as it keeps the note-making process flexible. At the same time, it sets the ground for students to upsurge their repertoire and accentuate the communicative competence of students by practicing academic writing (Liu et al. 2020).

2.2 Teachers' and students' approach to translanguaging and its practices in EAP classrooms at the tertiary level

Focusing on 'dual-language' processing (García and Wei, 2014), the authors distinguished natural translanguaging and official translanguaging as a difference in classroom communication and classroom pedagogy to explore the students' entire repertoire. Their demonstration of the use of translanguaging as pedagogy by teachers and how it involves co-learning through teacher-student interactions showed that teachers usually deal with students varying from different social standards to linguistic profiles by using translanguaging. From a pedagogic viewpoint, it is a strategic act that ensures all the academic, social, creative, and cognitive aspects are challenged to receive a complete meaningful, and collaborative production from the students. However, the pedagogic challenge that remains for the teachers in such a scenario is the critical design of lessons in a chronological process.

Similar issues have been demonstrated by Canagarajah (2015) who mentions that translanguaging can be often treated as a translation but it requires a special set of skills to co-

construct meanings through the use of L1. The “shuttling” between knowledge is what makes translanguaging performative (Canagarajah, 2015). However, the difference in opinion occurs when the application of translanguaging is penned. It is a popular belief amongst the users of diverse codes in speeches to avoid mixing codes in writing. Canagarajah (2015) stresses the distortive nature of translanguaging used for official purposes. The researcher reiterates the problems faced through the strict writing policy maintained by bilingual classrooms and considers it pivotal for the adaptation of learning TL without the use of translanguaging. However, writing for different purposes in classrooms can be devised to facilitate pedagogical practices but it is argued that it is a method that requires training as monolingual and bilingual speakers tend to be prone to shifting between words in their daily lives. The discussion of this study moves toward the attitude of users of translanguaging and its importance to determine effectiveness. If there is room for error, there might be serious damage to the functionality of the learners’ English learning. As it has been mentioned before, the social dilemma of students to level their classroom interactions has been a recurring cause for students to falter but the researcher raises an indicator of power play in the classrooms of speakers with the competence of translanguaging. The question to “negotiate power” determines the success of a student’s understanding of the English language socially and inside classrooms.

2.3 Translanguaging and its role as an Affective Filter

The Affective Filter hypothesis is one of the major components of second language acquisition demonstrated by Krashen as the effect of emotional factors on a learner for the acquisition of a new language (Lin, 2008). It is a common occurrence for a student to be demotivated when emotional factors are not accounted for while teaching a language. The idea of translanguaging can drive away the hesitance of a learner as an English-dominated classroom

creates an inferiority complex among the students. On the other hand, using a student's L1 to achieve target language proficiency was traditionally considered unfavorable while learning a new language (Lin, 2015, as cited in Liu and Fang, 2022). In fact, when translanguaging was adopted as a pedagogy in modern classrooms, teachers considered it as a tool to deal with students' linguistic problems. However, translanguaging has 'pedagogical value', as it is used 'both as part of teachers' linguistic toolkit for academic content learning and to valorize and promote pride in students' ethnolinguistic identities' (Sayer, 2008, p. 110, as cited in García and Wei, 2014). Students are observed to face a massive disconnect between the pedagogic practice of the university and the student's 4 macro-skills when universities maintain a strict English-only policy (Sultana, 2014). This builds frustration of losing their ethnic identity and their credibility as a learner as most tertiary level EAP students are expected to pass English learning courses as prerequisites.

As a part of this study, Krashen's hypothesis of affective filter waters down the usage of English-only policy in classrooms as it takes interest in learners' areas of anxiety and teachers' encouragement to ease it. Lin (2008) has discussed how Krashen's hypothesis of affective filter liberates students from an emotional block and it has been mentioned that there is a gap in the study of how to achieve that, especially through pedagogical reformation. Many studies have focused on translating to expedite the learning process and there have been several executions of language teaching methods but classrooms have seen an irregular adaptation of those methods. The Grammar Translation Method (GTM) is the most common method of teaching English to speakers and it has become a part of the teachers' practice as an instructor. The experience gathered through years of practicing this method might take some time to withdraw as Communicative Language Teaching (CLT) is becoming more prevalent. It is justified that teachers might struggle

with these shifts in methods as it has been a part of their repertoire for a long time (Rahman et al., 2019). Moreover, in a different study by Akter and Mitul (2020), it has been determined that students hold a positive impression of teachers' when English is used as the medium of communication. On the other hand, further studies have revealed that it is usually more difficult to ensure better performance with a restrictive mode of language in classrooms.

2.4 Medium of Instruction and EMI at tertiary level in Bangladesh

The scenario of most universities, especially public ones receiving bilingual students from different parts of Bangladesh who have garnered a deep sense of regard to the earned mother tongue, 'Bangla' and English being the language of the colonizers makes it a sensitive matter. Moreover, it is often seen as a challenge to direct students in English as it is not the L1 of the classroom participants of Bangladesh. Shaila and Mitul (2020) discovered that despite having cultural and lingual reservations about English being the medium of instruction in private universities, the students maintain an encouraging approach toward the teacher's attempt to glorify the use of English in the classroom. Using a mixed-method approach, they determined the obstacles faced by stakeholders of EMI in Bangladesh, focusing on the areas of hesitation while implementing a foreign medium of instruction. Their findings show that 92.74% of students believed that it was a challenge to overcome the difficulties of speaking, listening, reading, and writing because it only helped them focus more to be better at it. They also found that Bangladeshi study materials are scarce in the English context for most courses and this complicates the mode of learning in the classroom by translating the books into English.

It is a popular belief in Bangladesh that English language proficiency is imperative to support the inclusion of Bangladeshi professionals in the global job market. However, it has been discussed by Rahman & Pandian (2018a; 2018b) that this rapid rise in demand of English language

proficiency among professionals has lowered the necessity of using Bangla and therefore it is losing its operators by the dominance of English. The research suggested that a glocal approach (global + local) could limit the exclusion of Bangla from its users and save the language. This approach can be achieved by protecting the integrity of Bangla language and offer translanguaging as a part of pedagogical practice to support the intention of preparing the students for global stage. Nevertheless, a study by Kabir and Sultana (2021), investigates the decision of policymakers' academic practitioners to implement translanguaging in classrooms to desensitize the stigma of code-switching by teachers but further studies are required to mobilize the use of translanguaging and deconstruct the primitive ideologies.

2.4 Research Gap

From the review of the above literature, this study gains significance as it looks at students' struggles in the university English classrooms while also focusing on university English language teachers' practices to teach English for academic purposes at the tertiary level. Despite the acknowledgment of the benefits of translanguaging, there is a scarcity of the execution of translanguaging pedagogy in the tertiary level of English for Academic Purpose (EAP) programs (Liu et al. 2020). According to the study, EAP is still developing and thus any progress made in this area will exercise more usage of translanguaging. As a strategy to utilize the learner's linguistic repertoire, it is essential to implement translanguaging in EAP programs. English has maintained dominance for being an academic requirement worldwide but for bilinguals, it also enhances their repertoire and it is justified for learners and EAP teachers to exercise their competence of linguistic capacity and translanguaging opens up the space to do that. Therefore, this study highlights the teachers' instructive limitations when it comes to designing the activities to apply translanguaging. There is a scarcity of researches that focus on the teacher's attitude towards translanguaging

(Burton and Rajendram, 2019) Teachers are often observed to be worried about using “too much” translanguaging (Liu et al. 2020) and have hesitations about incorporating more than it is required.

Although García and Wei (2014) raised essential points that disclose teachers’ context in bilingual classrooms, the researcher found a lack of insights for teachers of bilingual speakers to use translanguaging as a cornerstone. Teachers in Bangladesh have not yet developed the practice of this method and are often seen to use it unknowingly which has created an ambiguity within learners and limited their understanding of this practice. Reports, as shown by Sultana (2014) curve how socio-literacy affects learning but miss out on the effective solution to educate teachers to mitigate the binaries and anxiety of students in classrooms. The study focuses on those areas where a teacher plays a fundamental role in grooming the classrooms of Bangladeshi students at the tertiary level. The tools that a teacher can use to motivate students to use translanguaging without registering it as an everyday practice should be discussed and researched on an ad hoc basis. To authorize this practice, an attempt to extensively analyze this matter can determine an appropriate result. Thus, keeping all of this in mind, the following study has attempted to look into areas relating to translanguaging, EMI, and pedagogic practices at tertiary-level English classroom.

Chapter Three

Research Methodology

This chapter discusses the methods that are employed and implemented for data collection and data analysis. The chapter includes four sections. They are: Objective of the study, the significance of the study, the method of research, the procedure, and the nature of the research (Qualitative research).

3.1 Research Question

The researcher has observed areas that prior studies have focused on about translanguaging and thus have motivated the researcher to design research that answered the following questions:

- (A) What are the prospects of translanguaging in EAP classrooms in Bangladesh?
- (B) How can teachers of Bangladesh adapt to the flexible nature of translanguaging?

3.2 Research Design

The researcher has opted to choose the qualitative research design to conduct this study. Choosing a qualitative research design facilitates the researcher to explore the participants. A literature review influences the result partially but an exploration of participants brings important observations (Creswell, 2002). The data collection procedure of qualitative research involves allocative non-numerical data of textual or audio-visual answers to open-ended questions and real-life study of target participants. The participants of this study are the students and teachers who are attempting to improvise their strategies in EAP courses to be more prompt at learning and acquiring English through shifting between use of L1 and TL. Therefore, this method is used in this study to justify the former research on translanguaging for bilingual speakers and the current situation of the aforementioned participants in Bangladesh. The research will be concentrated on the opinion of the research participants and the firsthand experience of the researcher while

collaborating with EAP instructors of a renowned private university in Bangladesh. As a consequence of the concept of the research topic still developing, a well-rounded, opinion-centric, and personalized data collection was essential, and using qualitative research methods appeared feasible. The researcher has used online interviews to collect data separately with customized sets shared between teachers and students.

3.3 Qualitative Research Paradigm: Narrative Research

The research is developed through narrative research since it requires feedback and anecdotes of teachers' experiences in Bangladeshi EAP classrooms in universities. The researcher collected data through the narration of the classroom experience of an EAP instructor and formulated the gap in the study from observation of the data (Creswell, 2002). The theoretical lens was filled with similar stories that matched existing literature on EMI, ELT, as well as translanguaging. The researcher identified the teacher's (subject) consciousness of discouraging students to translate but it was observed that the student was suggested to limit this practice as an individual tool. Therefore, a pattern had been avoided but the instructions were made thorough with the use of translanguaging. This demonstrated that the teacher showed enthusiasm in resorting to translanguaging as long as it was limited to the learning process but not as an academic usage. This information was quintessential and in sync with the literature review of this study which has enriched the outcome furthermore.

3.4 Method of research: Case Study Method

The method of conducting the research through a case study had been opted to study a rigorous outcome of the implementation of translanguaging in classrooms. This method facilitated the vigilant observation of the attitude of students and teachers in EAP classrooms which enabled the researcher to understand the gaps and relate the obstacles mentioned in the studies that had

been conducted previously by researchers. This method is widely conducted among researchers of qualitative research as it extracts the conceptual data through observational means (Creswell and Puth, 2017). It is reasonable to choose the case study method to analyze broad and complicated issues that include ideologies, sentiments, and opinions.

When the practical execution of the concepts can be observed it becomes easier to draw a hypothesis between the concept of the study and its real-world application of it and this method assists in doing this. This redefines the struggles or sometimes justifies the claim made by existing research for the researcher to further understand the topic and create the ground for establishing new observations.

The drawback of this method of research is that the extensive involvement of the researcher with the subject matter can misdirect or influence the outcome to a great extent if not done without bias. It is quintessential to the research to not have an infiltrated outcome of the research.

3.5 Participants of the Study

The participants of this study were determined to evaluate the tertiary level classrooms of EAP and therefore, a private university of Dhaka (the capital city of Bangladesh) was selected. The diverse community of private universities allowed the researcher a wider view of real-world troubles. The students of this University are aged from 20-23 years old and their English-speaking competency stood at a mediocre level which gradually improved with the practice of their course, Academic English I. The students were interviewed online through some open-ended questions that they had to answer on a written document they had submitted through Google Forms. 19 students were interviewed in total with questions designed to determine the classroom complications faced by them but only five participants left valid answers. The response of these

five participants has vastly impacted the reports of the research. Gender is an independent variable for this study and the recorded answers were not impacted by it.

Teachers were interviewed with the same approach but a different set of open-ended questions was designed to deduce the outcome of translanguaging in EAP classrooms. The teachers who were chosen have had a fair share of experience in the area of language teaching for academic purposes and a lot of insights have been revealed by it. Teachers have observed a lot of challenging classroom practices while teaching bilingual students and these observations revealed the detrimental effects that classrooms with a lack of translingual pedagogy have on teachers. Gender is not a variable for this set of participants in this study as the result is not affected by it.

3.6. Data Analysis Procedure

The data analysis was inductive and deductive at the same time. The teachers were informed about the concept of translanguaging and the theories that existed before they answered the questions. The interviews were conducted virtually through Google Forms and themes from the literature review were used to put the data in the structure. The analysis was influenced by the classroom observation of EAP courses and newer observations were retrieved from the result of the online interviews. This thematic data analysis reiterated the aforementioned concepts and theories mentioned in this study. The outcome of this procedure showed how the teachers were dealing with students' struggles in the classroom in contrast to how students were absorbing the teacher's technique to follow a translingual approach. Teachers have faced substantial problems regarding classroom communication and dealing with students of the tertiary level have various impactful variables to be determined as a successful course. The interview conducted with the students revealed how much the teacher's translanguaging pedagogy influenced their thinking skills and ease their anxiety in classrooms of EAP courses but as the study is more focused on the

teacher's adaptability of this process, it did not provide much insights for the conclusion of this study.

3.7 Ethical Consideration

The participants of the study were chosen within the interviewer's proximity as the time allocated for the research was shorter than usual. The primal focus of the researcher was to maintain limited influence over the participants' perception and thus a written online interview was documented by open-ended questionnaire form. Confidentiality of answers and personal information was maintained to avoid conflict of interest. The anonymity of the researcher reported more unbiased participation and thus more exclusive insights were revealed. The respondents had voluntary participation and the links were provided through valid permission from the instructor of the classroom and the research supervisor.

3.8 Limitations of the Study

The research paper was prepared under a time crunch that limited the procedure of data analysis. A recent development of the UGC (University Grants Commission of Bangladesh) board-mandated semester systems for private universities led to a desperate measure to change the trimester system of these universities. The data has been collected from one private university for the strict EMI policy but this alteration of terms had an impact on the data collection process as the participants were the stakeholders of this decision. The lack of enthusiasm among the participants is considered a repercussion of conducting online interviews. The method had to be shifted to a virtual atmosphere otherwise the process would have been slower.

Chapter Four

Findings and Analysis

The researcher conducted a thematic analysis of the data in order to organize the findings. (Creswell, 2020) The codes of the data were derived from the research question and upon analyzing the interviews the data showed coherence with the literature review of this study. The themes that emerged have been discussed to assemble the outcomes of the study and the findings have been validated by incorporating concepts of the prior research mentioned in the literature review chapter of this study. As the data was collected online, participants had the flexibility to offer one-line answers but to make the overview credible, only the valid answers have been considered. So responses of four Student Participants: SP1, SP2, SP3, and SP4 whereas, responses from three Teacher Participants: TP1, TP2, and TP3 were used to analyze the data.

4.1 Overview of data collected from students

Through the first question, the researcher tried to understand the purpose of the students who attended EAP classes. It is because the researcher wanted to know to what extent students think it is necessary for them to improve their English-speaking skills. While most of the students referred to English as a communication device, some students reiterated the importance of English in order to sustain itself in the global job market. This was further responded to with valid reasoning by Student Participant 1 as the importance of English-speaking competence in various fields of professional communication on a global stage was discussed.

English, as a language, is the most common medium of instruction, as well as the most widely used mode of communication in fields of study like Science, Computers, Medicine, Aviation, Law, Diplomacy, Tourism, etc., just to name a few important ones. Not to mention, it is the language of global communication, and has been widely accepted as such

for decades. Regardless of professional or personal reasons, understanding the importance of English and being skillful in English speaking will help us reach our goals. Hence, in my view, the importance of English-speaking skill is paramount for any academic or professional. (SP1)

The second question helped the researcher to analyze the approval of students when it comes to restrictive MOI policy as the researcher expressed concerns to know how it affected them. The extent to which the students disapprove this policy has been summarized by the following response by Student Participant 1

It's important that English Medium schools of our country reduce the stigma around the matter of only considering English to be the better mode of communication and learning. A more holistic approach by promoting the use of the learners' full linguistic repertoire in their teaching methods would be more helpful to reach their full potential, in my opinion. (SP1)

They qualified the dismissal of using a flexible MOI as ‘stigma’ which shows the prospects of how translanguaging can be used to promote the exploration of students’ entire linguistic repertoire.

The limitations of students in classrooms can expose the way students cope to cover those gaps which justifies the intention of this question documented by the researcher. Students revealed that their hesitation to participate in classroom activities come from their tendency to be reticent. Erred structure of English while communicating discourages students from participating and hence they remain deprived from proper instructions of teachers. This was demonstrated by Student Participant 2 and 3 in their answers to the third question that inspected the obstacles that students faced during classroom interactions. SP2 talked about the anxiety caused by people’s opinions.

I have anxiety issues for which I cannot participate. The major obstacle I face is I fear people's attention when I will convey my message to my teacher. (SP2)

Similarly, SP3 expressed how it is a matter of concern if improper pronunciation dilutes the meaning of the sentences.

Sometimes I don't understand many things because I don't know the meaning of words. Since I come from Bengali medium, I often hesitate to ask questions in class because my pronunciation is not always correct. (SP3)

SP1 addressed the fourth question from a third person's perspective and this hinted towards a sense of entitlement that students with better English proficiency carry. This is because it inquired the perception they had about incompetency of speaking in English. The response however, raises a valid point that diligent students risk losing their credibility of merit if they fail to use English properly.

In any educational setting where English is relevant, the inability to communicate in English comes across as at least some form of incompetence. The student may be very diligent and meritorious, but if they keep on consistently ignoring the importance of a valuable tool like the English language skill for their educational ventures, they'd be missing out on a lot of potential of acquiring knowledge and application of that knowledge. (SP1)

This untapped area of knowledge can cause those students to falter or sometimes it can create the impression that their knowledge is discreditable.

The last question revealed how students perceive translanguaging inside classrooms as it asked about the impact of it on their values for the individual languages. Socio-literacy of students are challenged if they are liberated from using single language in the classroom. Their concept of

the structure and premise of using these languages separately will be distorted and this appeared to be a concerning factor for Student Participant 4.

Of course, it will cause problems. Later on, for higher studies abroad or in any field of international communication it might put me in danger because I would make a lot of mistakes in applying the things I learned in a mix of Bengali and English. As a result, many people will not understand my presentation properly. (SP4)

Responses that inclined towards the detrimental effect of translanguaging shifted the outcome of the data but SP1 approved the idea of translanguaging as long as it was implemented under proper guidance and appropriate situations.

I would endorse the combination of English with Bangla as part of my lessons and exams, only where it is appropriate and helpful. Additionally, I would avoid mixing both languages if that harms the values the individual languages hold for myself, or for the social setting that I am in. In my view, I do appreciate the blending of English with Bangla if it's required to facilitate education. (SP1)

This statement exhibits self-contradiction but the message was clear for the researcher. Some students prefer to expedite the learning process by means of translanguaging but do require proper guidance to limit this usage.

4.2 Overview of data collected from teachers

The aim of the first question was to reveal the teachers' attitude towards the implementation of translanguaging in classrooms as it allowed teachers to choose their MOI in EAP classrooms. The teachers pointed out that the classroom context for students with lower proficiency requires them to navigate the lessons by means of code-switching but their primary

choice is English. As Teacher Participant 1 has expressed this preference in the following statement.

I try to stick to English in an EAP classroom as we, EAP teachers, want students to be exposed to the language as much as possible and to challenge their listening skills. The only time I utilize translanguaging is when I see that a certain word or explanation in English may be stopping the students from understanding/engaging with the content. Even in those cases, I try to explain it in English a second time before switching to Bangla. (TP1)

To be able to identify the struggling students and then offering them the proper aid might take longer and cause students to falter. Teachers have a welcoming attitude for students who prefer translanguaging but they, however, do not prefer to use translanguaging unless it is necessary.

The essence of the second question sets the ground for teachers to disclose their techniques other than translanguaging that can be used by teachers in order to ease the understanding of lessons for students. Teacher Participant 3 revealed a few teaching techniques that can be applied for effective teaching.

If students fail to understand a lesson even in L1 I prefer to show them a model of the task so that they can see what they are expected to do or else, I divide the task/concept in small parts and help them to complete step by step using whatever language (Bangla or English) I find appropriate. (TP3)

The technique of visual representation can either be used as an alternative approach or a consequence of failed attempts at translanguaging. This technique has been a traditional approach by teachers of CLT courses as well.

The answers of the third question showed how much attention teachers' pay towards the students who are struggling and their constant alteration of approaches to ease their learning

process. This is because it inquired about the different techniques that they have used over the years to lower students' anxiety to participate in EAP classrooms. TP1 and TP3 illustrated two unique ways of helping the students with low self-esteem.

I always tend to use this example right from the beginning of a course/class that even if people/society has an expectation from us to be "fluent and native-like" in English, it will not always be possible because English is not our first language. However, that does not mean that we should give up trying. We should try with whatever opportunity we are given and maximize that to improve our English proficiency. After saying this to the students, I see that many of them ease up better in the classroom and whenever I deliver the lecture in English, they would actively try to understand the lecture. (TP1)

I allow them to answer in Bangla first and then translate in English with help from either students or from me. In the process of translation, I involve the whole class to help the struggling student. I then ask the student to repeat it again without the help. (TP3)

These two techniques assure the student that their opinion is valuable despite their choice to use mixed codes. As long as the teachers are aware of their struggles, they will be able to reach those students and encourage them to participate in language learning and classroom engagements.

The third question detected the intensity at which teachers resort to translanguaging and the measures they take to limit the use of translation by students. While the answers to this particular question showed the tendency of teachers to use translanguaging in EAP classrooms, it also revealed their consciousness of avoiding translation while designing the lectures. The answer from TP3 helped to locate the prevalence and situation of their translingual practices. They can build up the intensity of English as the course proceeds.

Translanguaging are needed in the beginning of classes more frequently. Almost all the concepts and instructions need to be explained using both English and Bangla. It becomes less frequent as less needed because students get habituated with the technique terms and the pattern of the instructions. Within a few weeks (4-5) students also get accustomed to listening to English. (TP3)

At the same time, TP2 disclosed that translanguaging can be an imperative way of connecting with the students but discouraged using it for lesson planning.

The answer of the last question that inquired about the potential of translanguaging to threaten students' sense of social identity by TP2 has exposed the way the students feel about their own social background and what might be causing it. TP1 however, said that it is essential for a student to have that sense of security to not be easily affected by the EMI policy as university policies are made to encourage and challenge the students for better results.

Yes, to an extent it would, I think. This is due to their past experiences of learning English. Most of the students that I teach come from a Bangla medium background with 12-years of schooling in that curriculum where English was not following EMI. (TP1)

One's social identity cannot be restricted to one form of existence. One needs to learn how to adapt their social identity according to the social context they are in. Even if I am challenging their existing identities by incorporating EMI, I am helping them construct an identity that is comfortable with communicating in English and can thus operate better in a global context. (TP2)

4.3 Emerging Themes from the Data Analysis

4.3.1 Prospects of Translanguaging in EAP Classrooms

The strict EMI policy of focal universities has had a detrimental effect on the learners when it comes to teaching English without the use of L1. However, the difference in opinions from the research interviews has surfaced a different reason of why it should or should not be maintained. The significance of using English in EAP classrooms is well understood by the students who have a deeper sense of ambition toward the language. Concerns were expressed by Rahman & Pandian (2012a; 2018b) cited in section 2.4 as English enjoys the demand in global communication for professionals. The outcome of the interviews has shown how crucial global communication is and it justifies the concern placed by Rahman & Pandian about Bangla losing its users to the increasing demand for English at professional stages. The participants expressed that the use of English is quintessential for global communication and therefore prefer the strict EMI policy. EAP classrooms can accommodate bilingual speakers but the students themselves show disinterest in using L1 for the fear of remaining incompetent in the language of the job market.

The attempt to glorify translanguaging among Bangladeshi students will require destigmatizing the concept of translation and only then students will be able to absorb the translingual practices. As an observation from the teachers' interview, it can be said that they have already experimented with the technique of translanguaging unofficially as a tool to teach but they did not use this as a part of the pedagogy. For teachers to understand the benefits of translanguaging, they need proper training to be able to clarify the concept to the students. The teachers hold the key to impart knowledge and they must be transparent of which techniques should be used for the purpose of teaching language.

4.3.2. Translanguaging to mitigate learner's anxiety

As Lin (2008) discussed how a learner's emotional block can alter their capability to learn, the study has demonstrated through the interview questions, how bilingual speakers are massively affected by the appraisal of strict EMI policy in the classroom. It is evidently difficult for students with lower English proficiency to be complexed by the competitive nature of students of tertiary level. The purpose of using translanguaging is to facilitate communication and the teaching process but as a byproduct of easing two-way interaction between teachers and students, it mitigates the learners' anxiety as well. More often, students who do not hold similar academic backgrounds are easily intimidated by the dominant nature of students who have a background in English medium. As the interviews revealed that the teachers have different techniques to help struggling learners, it shows how important it is for the teachers to make sure that each and every student is attended to with care.

When a classroom liberates the students from limiting their method of communication, the students are prone to be more interactive and attentive. This is mainly because the meaning of words is easily grasped and lectures are conceived with comfort. The interaction between students becomes more comprehensive and the teachers cater to the needs of the students more efficiently. This variation of students' proficiency level in Bangladesh often navigates the utilization of the overall repertoire of students in EAP classrooms. For this reason, teachers are often forced to resort to code-switching in order to level the imbalance in classrooms. It has been a contingency plan for teachers but if translanguaging was an authorized part of the pedagogy, the teachers would not even have to analyze and spot the students who lack English speaking proficiency.

4.3.3 Adapting the flexible nature of translanguaging

Translanguaging is a common practice in bilingual families and communities. To ensure that this does not become a part of professional use, teachers need to maintain keen observations of the students to respond through translanguaging. Translanguaging is ‘multiple discursive practice’ (García and Wei, 2014) and it attempts to ensure the students' entire repertoire is used for understanding classroom concepts. However, it can be useful as long as it is limited to note-making but words often lose meaning in translation, and through a classroom observation conducted in the Academic English-I course, it was noticed how some students used common phrases in their presentations. The teacher's opinion on this observation was that it was because of internalized phrases that students garner and they tend to memorize the phrases but often lose meaning through translation.

Translanguaging needs to be controlled and focused as students run the chances of depending on it for longer than it is required. This study has observed the lack of insights into the basic concept of translanguaging among the stakeholders which is often compared to code-switching and translation. The intention of translanguaging is not to encourage dependency on L1 but to practice the method of teaching by using both languages. It liberates the students from questioning their competence and the teachers to particularly know their weaknesses. It is a common occurrence for students to struggle with MOI rather than the lesson and for a teacher to successfully identify that, they need to analyze their capability of speaking and writing through both languages. Therefore, teachers need to exercise strategized use of translanguaging to explore the students' entire repertoire.

Chapter Five

Results, Recommendations and Conclusion

5.1 Results

The findings of the study have been collected through qualitative interview data analysis and it has successfully answered the research questions of this study (See Chapter 4). The participants validated the research questions by producing supportable answers

(A) What are the prospects of translanguaging in EAP classrooms of Bangladesh?

(B) How can teachers of Bangladesh adapt to the flexible nature of translanguaging?

Students' ability to use translanguaging can be an asset and this claim made by (García and Wei, 2014) cited in Chapter 2 has raised research question A. This aspect lacked perception of Bangladeshi stakeholders and the interviews were conducted to answer the theme of the prospect of translanguaging in Bangladesh. Reports from prior studies by Lin et al. (2020) cited in section 2 have shown that translanguaging pedagogy can be used in stages. These stages can easily be implemented in Bangladeshi classrooms and the findings demonstrate the method of doing it.

In the first stage, students can be motivated by the familiarity of L1. As seen in Chapter 4, the findings revealed the effect of an inferiority complex on students if the MOI is limited to English. The findings show how students perceive the inability to communicate in English. The viewpoint they have causes students with lower English proficiency to falter out of anxiety.

However, teachers are yet to be trained in order to use translanguaging properly which contradicts the second point made by Liu et al. (2020) which is that translanguaging has the potential to sensitize metalinguistic background. Since the teachers do not consciously promote the practice of translanguaging and use it as a tool to facilitate teaching, they do not get to sensitize the metalinguistic background of students. Teachers need to be encouraged to know the use of

translanguaging in order to activate the sociocultural antenna of the students. At the same time, students still perceive the use of translanguaging to have a detrimental effect on their skills for professional platforms as the scope of using two languages might become a habit they pick up unconsciously.

Research question B caters to the third stage mentioned by Liu et al. (2020) about translanguaging creating the ground for improving academic writing and communication skills by exploring the students' entire repertoire. This is justified as long as the correct application is known by the teacher. As translanguaging is not a part of pedagogy in Bangladesh, teachers do not treat it as a part of lessons and instead use it as a communication device. Another effect of translanguaging can be that without proper monitoring, students might internalize phrases and use it out of context just because they had picked it up by the process of translanguaging.

5.2 Recommendations

The outcome of this study has helped to build a case for teachers to look for the benefits of translanguaging as part of pedagogy instead of being used as a toolkit so as a part of observation, the researcher has pointed out the areas that might help Bangladeshi teachers and policymakers.

5.2.1 Teachers' training to use translanguaging

This study has suggested that teachers should be trained in order to perform translanguaging effectively. Students can be taught to utilize translanguaging but at the same time should be made aware of the extent to which it should be used. Extensive use of translanguaging can harm the student's awareness of their surroundings and they might overuse it. In order to limit this occurrence, teachers can scaffold the lessons with time. This will discourage students to mindlessly using translanguaging and have a better understanding of this concept.

5.2.2 Changing the policy of private universities

Policymakers can use the findings of this study to make changes in the private universities' policy in Bangladesh. If translanguaging is not included as a part of the pedagogy, the stakeholders will keep on using it without proper planning and guidelines. This will be detrimental for students as they will be unaware of the consequences of code-switching in the global arena. They might not be able to recover from the practice of code-switching or translating if they were not shown the proper way to use their entire repertoire and that way is made by translanguaging.

5.3 Conclusion

This study has attempted to show how teachers can set the tone of classrooms without proper implementation of a translanguaging pedagogy. However, it will be difficult to examine its effectiveness as it is important to consider the university policies (Rosiers, 2017) where it is being implemented. The MOI of private universities in Bangladesh has made students with lower English proficiency suffer but the teachers presented new techniques in order to teach students differently. Since it has been iterated through the paper that translanguaging is a common practice for bilingual speakers, it is really important to start the pedagogical practice of translanguaging in classrooms. There might be risks of contaminating the concept by comparing it with other toolkits.

Moreover, to conduct a more detailed examination of the translingual practices, an ethnographic approach would have allowed the researcher to see the layers that are involved in EAP classrooms. Bangladesh is enriched with culture and the diversity of this culture cultivated a mixture of bilinguals with different backgrounds and conducting the study under those various premises demanded time which this paper lacked. However, there will always be a risk for Bangladeshi students to have fewer opportunities to use Bangla which will rust their skills in using the language. If tertiary-level students can be shown the supreme distinction between the two

languages and both languages could be practiced with the same consistency, students will get the opportunity to solidify their proficiency in both languages. As prior studies have revealed the lack of resources to teach through the method of translanguaging in EAP classrooms is alarming in the context of Bangladesh. Making changes in the policy will allow new training classes for teachers and resources to implement translanguaging in EAP classrooms can be published to help Bangladeshi students as translanguaging not only helps students of lower English proficiency but also, helps students to explore their entire repertoire.

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Appendix

Interview Questions for Students

- Q1. Why do you think it is necessary to improve your English speaking skill?
- Q2. Do you think the Medium of Instruction being limited to English has made it easier for you to learn English?
- Q3. How often do you participate during your class lessons and what major obstacles do you face when you try to convey your message to your teacher?
- Q4. Do you think the inability to communicate in English creates an impression of being incompetent in classroom?
- Q5. If you were allowed to blend English with Bangla as a part of your lessons and exams, would it harm the values that the individual languages have for you?

Interview Questions for Teachers

- Q1. How much can translanguaging facilitate your method of teaching and which MOI do you think works best for the students of EAP classrooms?
- Q2. Which method do students tend to prefer when it gets difficult to understand a lesson in L1?
- Q3. How do you deal with students with low self-esteem to overcome their anxiety to participate in learning English through EMI?
- Q4. How often do you resort to translanguaging and what measures do you take to avoid the use of translation while designing the lessons and lectures?
- Q5. If the strict policy of EMI is maintained in Private universities, does it threaten the students' sense of social identity and how do you as a teacher create an inclusive atmosphere for the students?