

**Efficacy of Translanguaging as a Language Learning Strategy: A
Case Study of Bangladeshi Private University Students in ELT
Classroom**



Purna Chakma

222 055 013

Department of English and Humanities

August 22, 2023 (Summer, 2023)

**Efficacy of Translanguaging as a Language Learning Strategy: A Case Study of
Bangladeshi Private University Students in ELT Classroom**

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The Department of English and Humanities
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M.A. in Applied Linguistics and TESOL

Purna Chakma

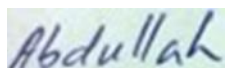
222 055 013

Thesis Supervisor: Dr. Abdullah Al Mahmud

August 22, 2023 (Summer, 2023)

CERTIFICATE OF APPROVAL

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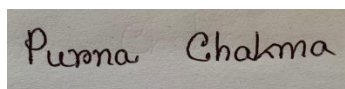
Abdullah Al Mahmud, PhD

Associate Professor

Department of English and Humanities

DECLARATION

The thesis I have submitted represents my independent and original work conducted to partially meet the requirements for the Master of Arts degree in Applied Linguistics and TESOL at the University of Liberal Arts. The thesis does not contain any text that has been previously published or written by a third party unless appropriate attribution has been made through precise reference. I acknowledge and appreciate all the significant sources of support and assistance that I have received throughout the research and writing process.

A rectangular box containing a handwritten signature in black ink. The signature reads "Purna Chakma".

22.08.23

Purna Chakma

222 055 013

Department of English and Humanities

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Abstract

The question of whether the integration of the native language and the target language in educational settings promotes linguistic development has long been a subject of debate and discussion. On the basis of this thought this study delves into the positive aspects of *translanguaging* in English Language Teaching (ELT) classes at the tertiary level in private universities in Bangladesh, specifically in Dhaka. The study employs a mixed-method approach to gather data, focusing on 70 students and 5 teachers from five private universities in Dhaka. The process of gathering data involves using survey questionnaires and conducting interviews. Drawing upon Lev Vygotsky's sociocultural theory, the collected data is analyzed to understand the implications of utilizing the native language in ELT classrooms. The study reveals that translanguaging can facilitate the comprehension of unknown words, aid in clarifying and understanding the rules and structures of the target language, and enhance students' overall confidence levels. Furthermore, this research emphasizes the significance of contextual needs in determining when to incorporate the native language alongside the target language. By acknowledging these contextual needs, teachers can effectively guide students and strike a balance between language usages, creating conducive environment for language learning. The findings of this study contribute to the existing body of knowledge on language teaching methodologies by shedding light on the potential benefits of integrating the native language within the ELT context.

Keywords: Translanguaging, English language teaching (ELT), sociocultural theory

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Chapter One

Introduction

1.1 Background of the Study

Originally, the term "Translanguaging" was not intended as a theoretical concept, but rather a descriptive label for a language practice observed by Williams in Welsh revitalization programs (Williams, 1994). Cen Williams used the term "trawsieithu," which was translated into English as "Translanguaging" by Baker in 2001. This practice involved teachers attempting to teach in Welsh, while students responded mostly in English, and sometimes reversing the language choice when students read in Welsh and the teacher provided explanations in English. Although similar practices were not unique to the Welsh context, Williams viewed them positively as they maximized the linguistic resources of both learners and teachers in problem-solving and knowledge construction. Over time, Translanguaging has been proven effective in various educational settings where the school language differs from the learners' languages. By breaking down artificial language divides and empowering learners and teachers, Translanguaging transforms power relations, focuses on meaning-making, enhances experiences, and develops identity, as argued by Garcia (2009) and Creese and Blackledge (2015).

Rahman and Saha (2022) state that in Bangladesh's education system, English language teaching (ELT) can be roughly divided into three distinct phases, each of which is distinguished by the prominence of the Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and the English in Action (EIA) project. The GTM phase was criticized by Hamid and Baldauf (2008) for undervaluing English to advance Bangla linguistic nationalism, and the CLT phase was criticized as "short-sighted" because its promises to English were more compelling than its ability to deliver them. According to Charalambous, Zembylas, and

Theodorou (2020), previous educational initiatives for teaching English as a second language have been criticized for their traditional approach to monolingualism and bilingualism, which did not take into account the valuable resources that students bring to ELT classrooms in terms of their metalinguistic, cultural, and intellectual backgrounds.

As cited by Ali and Walker (2014), the lack of an ELT policy that is appropriate for the area has also been criticized during the EIA process. Moreover, in the past 20 years, it has become clear that new approaches to language and instruction are necessary due to the increasing number of bilingual individuals worldwide. Bangladesh is a nation where the main priority was to improve and enhance students' target languages in the postmodern period of language. To prevent students from becoming confused by the use of two languages in the classroom, educational institutions have been seen separating the target language from the native language and assigning qualified teachers to create separate classes. Sometimes people scarcely acknowledge the advantages of a student's native language, which may provide students with greater learning chances. However, according to Velasco and Garcia (2014), using translanguaging as a strategy might improve academic writing ability. Children may also benefit from it by being able to self-regulate their linguistic repertoire, which will help them perform better than they would if they just used one language. In other words, the term "translanguaging" refers to a language ideology that challenges traditional understandings of monolingualism, bilingualism, and language education models. García and Kleyn (2016) argue that it proposes a more flexible and inclusive approach to language use, emphasizing the dynamic and fluid nature of language as it is used in social contexts.

1.2 Problem Statement

There has been a longstanding debate in the field of language teaching and learning about the use of the native language in teaching a target language. According to early studies (Wu, 2018), second language acquisition (SLA) was the foundation for these studies, which considered native language as a barrier that needed to be avoided in language learning classes. It suggests that learners may experience a negative transfer from their native language to the target language, leading to errors and difficulties in learning. Although more recent research has shown that there may be benefits to using the native language in certain contexts, such as for explaining grammar concepts or clarifying instructions, teachers in Bangladesh placed more attention on the negative transfer, which might provide challenges for a student who wanted to focus on learning a target language. It is important for English language teachers in Bangladesh to consider the potential benefits of using the native language in the classroom and to make informed decisions about when and how to incorporate it into their teaching practice. The study would like to give an in-depth emphasis on the positive aspects of utilization of the native language in conjunction with the target language in the context of tertiary-level students and teachers in private universities in Dhaka.

1.3 Purpose of the Study

The study aims to investigate the potential benefits of translanguaging as perceived by tertiary-level students and teachers in Dhaka city. By exploring the perspectives of students and teachers, the study can shed light on how translanguaging can be used to enhance learning outcomes in specific contexts. Additionally, the study seeks to identify the specific situations or contexts in which the participants would prefer to use the native language in conjunction with the target language. It is important to identify the contexts where translanguaging is most effective,

as this can inform language teaching and learning practices. By highlighting the potential benefits of translanguaging, the study could contribute to a greater appreciation of linguistic diversity and promote more inclusive language policies and practices in the country.

1.4 Research Questions

The researcher in this study aimed to find out the answers to the following questions:

1. What are the perceptions of Bangladeshi private university students regarding the use of translanguaging in their language learning process?
2. How do ELT teachers perceive the use of translanguaging as a language learning strategy in the context of Bangladeshi private universities?
3. In what ways does translanguaging enhance language proficiency development in the ELT classrooms of Bangladeshi private universities?
4. What are the appropriate situations for utilizing translanguaging in the classroom, as seen from the perspectives of both teachers and students, to achieve the most benefits?

1.5 Significance of the Study

Translanguaging is an instructional approach that values students' multilingual abilities. It is based on the idea that students learn best when they can leverage their existing language knowledge to grasp new concepts and language. Despite some studies conducted in the context of EAP courses (Rahman & Saha, 2022), there is limited research on this topic in the context of ELT classrooms, especially in Bangladesh, where English isn't the first language, translanguaging can enhance English proficiency. This study explores its benefits in higher education, focusing on English Department students and teachers in private universities in Dhaka.

Chapter 2

Literature Review

According to Daniel, Jimenez, Pray, and Pacheco (2017), teachers may encourage young learners to engage in translanguaging to provide them with better opportunities. Recent research has shown that language learners can use their complete set of languages to translanguage and create meaning (Cook, 2021). The purpose of this chapter was to provide readers with a broad understanding of translanguaging, including its benefits, the sociocultural perspective on it, and translanguaging as a language learning strategy.

2.1 Translanguaging

Wei (2017) notes that the idea of translanguaging has been connected to a variety of issues, including instructional methods, social interactions, communication through multiple modes and mediums, contextual meanings, visual arts, music, and language usage that is tied to gender. According to Canagarajah (2011), translanguaging is “the ability of the multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (p. 401). This idea was backed by MacSwan (2017), who claimed that translanguaging could allow bilingual individuals to communicate spontaneously, as they would in their homes or communities. Through the innovative process of translanguaging, language learners may practice their social and psychological skills while employing a variety of semiotic tools to comprehend and communicate. Translanguaging was initially described by Baker (2006) as a method for assisting students in the development of academic language by reading materials in one language and discussing them in another. According to Lewis, Jones, and Baker (2012), translanguaging includes language production, successful communication, language competency, and the views that underlie language usage. According to Garcia and Otheguy (2014),

translanguaging is a theory that ignores multilingualism and insists that bilingual people have a linguistic system that is undifferentiated and specifically created as an idiolect or personal language.

Burton and Rajendram (2019) define translanguaging as the usage of L1 in the foreign language classroom while Barker (2020) and Kampittayakul (2018) define translanguaging as merely the act of switching between languages. These definitions also closely resemble Daniel and Pacheco's (2015) definition of translanguaging, which defines the idea as the fluid movement between two or more languages. According to two studies, Dougherty (2021) and Aoyama (2020), translanguaging is the practice of using the entire linguistic repertoire of both students and teachers while teaching a foreign language. Last but not least, Yuvayapan (2019), although excluding the word pedagogical translanguaging, describes translanguaging as the deliberate incorporation of student resources in foreign language education, which is consistent with the opinions of the research covering pedagogical translanguaging.

2.2 Translanguaging in the Context of Bangladesh

Due to the understudied and underrepresented socio-cultural language factors in Bangladesh, Sultana (2015) commented that the country has not gotten enough attention in the area of Applied Linguistics in its post-colonial stage. Dovchin, Pennycook, and Sultana (2015) also pointed out that young adults in peripheral Asian countries, who had not undergone considerable growth or adaptability on a global scale, had received less attention regarding linguistic habits. These young people, however, were significantly involved in transglossic behaviors that drew on multiple social and semantic resources. Sultana, Amin, and Yeasmin (2015) highlighted the importance of translanguaging in promoting language learning and literacy development among Bengali-speaking students in Bangladesh. They argued that

translanguaging could help students make sense of complex texts and concepts, and facilitate interaction and collaboration among students from diverse linguistic backgrounds. Scholars have emphasized the importance of recognizing and valuing the linguistic diversity of Bangladesh and incorporating this diversity into language education policies and practices. In order to confront the dominant legislative, academic, and societal discourse in Bangladesh regarding the detrimental effects of English on the Bangla language and its many structures, a counter-narrative was thus essential, requiring a reconsideration of the social and linguistic prerequisites involved.

2.3 Translanguaging as a Language Learning Strategy

In order to enhance learning, communication, and identity construction, translanguaging is a method for learning languages that incorporates the dynamic and purposeful use of many languages. Translanguaging challenges the limits of conventional language boundaries and enables students to use their whole linguistic toolkit while creating meaning and building knowledge.

Translanguaging as a method of language acquisition has received a lot of attention from linguists and writers. For instance, according to Garcia (2009), translanguaging is not only a pedagogical approach but also a way of being in the world. She believes that translanguaging may assist students in developing multilingual literacies and identities and is a potent instrument for generating new knowledge, identities, and connections.

Similar to this, Li Wei (2011), a sociolinguist with expertise in bilingualism and multilingualism, focuses on the significance of translanguaging as a strategy for removing linguistic barriers and fostering more inclusive linguistic practices. He claims that

translanguaging may aid in social integration, advance linguistic variety, and stimulate originality and creativity.

The possibility of translanguaging as a language learning method has also been examined by other writers. Creese and Blackledge (2010) suggest that translanguaging can promote interaction and collaboration among students from various language origins as well as assist learners in making sense of complicated texts and concepts. Garcia and Kleifgen (2018) also emphasize the value of translanguaging for advancing linguistic fairness and social justice in educational settings.

Translanguaging is an effective method for teaching foreign languages that can help students' linguistic and cognitive growth, encourage social integration, and promote originality and creativity. Accepting translanguaging allows learners to use their whole linguistic repertoire to create meaning, build knowledge, and cultivate more inclusive and equitable linguistic practices.

2.4 Translanguaging in the Context of ELT

Not surprisingly, there are very few ELT instructors who fully support translanguaging teaching in a multicultural country like Bangladesh. In actuality, the concept of translanguaging is frequently just viewed by ELT practitioners as a strategy that enables L2 students to use their L1 in the L2 classroom. ELT practitioners already include, to varied degrees, concepts like code-switching/mixing and the use of bilingual dictionaries in their instruction. However, the sociolinguists' definition of translanguaging in its entirety may be unfamiliar to the vast majority of people. Others may just reject the method as having no application to language acquisition, while some may accept it without fully comprehending its theoretical underpinnings.

Cenoz and Gorter (2021) give a quick explanation of what translanguaging is; “Pedagogical translanguaging is at the crossroads of several areas of applied linguistics because it is related to bilingual and multilingual education, second and foreign language acquisition and teaching and majority and minority languages (p. 43)”.

This concept suggests that translanguaging pedagogy is adaptable and useful in a variety of educational circumstances, whether we are teaching English in monolingual, bilingual, multilingual, plurilingual, or typical EFL environments. Translanguaging pedagogy seems appropriate and flexible in various situations, where English may be taught as a school topic or from the very beginning of language development.

Although there is an ongoing debate about whether Bangladesh falls under ESL or EFL context, according to the argument made, it does appear that translanguaging pedagogy could be useful in the context of Bangladeshi English Language Teaching (ELT), particularly given that English is a mandatory subject in school and students begin learning English at a very young age. Since translanguaging enables the merging of the student’s native language with the target language, it may improve language development, and understanding, and establish a good learning environment.

2.5 Benefits of Translanguaging

William (1994) outlined the significance of translanguaging as a means of utilizing the language resources of both instructors and students to overcome difficulties and promote learning. He proposed that giving students the chance to speak in their native tongue anytime they had trouble interacting with others may help them overcome these obstacles and encourage sharing of knowledge. Here are some benefits of translanguaging in language learning and education, as discussed by various authors:

1. **Facilitates Language Acquisition:** Translanguaging enables students to use their whole linguistic resources to construct meaning, which helps speed up language acquisition. This may improve students' ability to comprehend new ideas and information (Garcia, 2009).
2. **Promotes Multilingualism:** By enabling students to utilize and cherish all of their languages, translanguaging encourages multilingualism. This might encourage the use of more diverse languages and more inclusive language practices (Wei, 2011).
3. **Enhances Learning Outcomes:** By providing a more flexible and adaptive learning environment, translanguaging can improve the outcomes of learning. This could help students more profoundly and successfully engage in the subject matter (Creese & Blackledge, 2010).
4. **Fosters Social Integration:** Translanguaging can promote social integration by improving communication and collaboration amongst students with various language origins. This might contribute to the development of inclusive and fair learning environments (Garcia & Kleifgen, 2018).
5. **Encourages Identity Development:** Translanguaging can help students establish their own multilingual identities and accept their language variety. This can help in the promotion of language equity and social justice in educational settings (Garcia, 2014).

Overall, translanguaging can be a successful language learning method that enables students to use all of their linguistic resources to advance learning and communication. Translanguaging can lead to more inclusive and equitable language practices in education and other fields by acknowledging and respecting linguistic variety.

2.6 Translanguaging through a Socio-cultural Perspective in Light of Vygotskian Theory

The researcher adapted the use of Vygotsky's sociocultural theory as the basis for the theoretical framework (Masood, 2019).

Williams (1996) introduced the concept of translanguaging as a pedagogical theory that involves cognitive processes of exchanging and utilizing two languages, with significant academic outcomes. Additionally, Williams suggested that translanguaging involves various cognitive skills such as reading, listening, information synthesis, and language selection for speaking and writing.

According to Vygotsky's socio-cultural theory (1978), knowledge is acquired through interpersonal relationships with others and the world before it is internalized. Therefore, translanguaging is seen as important for meta-talk (discussing language use), meta-cognition (reflecting on the task), and whispered private speech, all of which are essential for learning (Garcia & Wei, 2015, pp. 230-231).

Swain and Lapkin (2000) say that translanguaging can be beneficial during collaborative tasks as it provides assistance in completing tasks individually and helps learners to attend to vocabulary and grammar.

According to Cummins (2008), translanguaging has the potential to facilitate effective comprehension of a topic for students. Drawing on the concept of the Vygotskian zone of proximal development, Cummins (2008) explained that learning is influenced by pre-existing knowledge or schemata, and translanguaging could promote cross-linguistic transfer by integrating two languages. In monolingual teaching settings, students may be able to answer questions or write essays on a subject without fully understanding the meaning, as the focus may not be on meaning. Students could simply copy or adapt sentences or paragraphs from textbooks,

internet sources, or teacher lectures without grasping the subject matter. The idea has also been used to analyze both students' emotional regulation (Dang, 2013; Golombek & Doran, 2014) and teachers' professional learning (Fleer & Hammer, 2013a, b). Mesquita (2012) investigates the applicability of Vygotsky's sociocultural theory to the comprehension of emotions and emphasizes that it is relevant and has the potential to expand students' understanding of the subject matter.

However, with translanguaging, this becomes more challenging, as it requires an understanding of meaning in both languages (Baker, 2011). Baker (2011) argued that this approach aligns with a sociocultural theory of learning, which is highly relevant in bilingual classrooms. Teachers can strategically and intentionally allow students to use both languages in a planned and developmental manner to maximize their linguistic and cognitive abilities, recognizing that language is socio-cultural in both content and process (Baker, 2011, p. 290). Translanguaging can be beneficial for students to identify specific vocabulary items or critical concepts, and it also enables them to participate in classroom tasks with peers, facilitating socialization (Sayer, 2012).

Chapter 3

Research Methodology

The focus of this chapter was on the techniques utilized to obtain feedback from the individuals involved in the study. It encompassed various elements such as the design of the research, sample selection, environment, tools employed for data collection, and the methods implemented for data analysis.

3.1 Research Design

The researcher intends to investigate the views of teachers and students regarding translanguaging in English language teaching (ELT) classes. To accomplish this, she first obtained consent from the authorities of the English department in five private universities in Dhaka. Questionnaires and interviews were employed as research tools to explore the participants' opinions on translanguaging. The questionnaires comprised both open-ended and closed-ended queries, revealing that the researcher employed a mixed-method approach, combining both qualitative and quantitative data. Creswell (2014) described mixed-method research as utilizing both open-ended qualitative and close-ended quantitative data to address research questions or hypotheses.

3.1.1 Qualitative Research

To study and comprehend the complexity of human experiences, behaviors, and social events, qualitative research employs a methodical technique. Qualitative research, according to Denzin and Lincoln (2011), is distinguished by its emphasis on in-depth comprehension, interpretation, and context. To obtain rich, descriptive data, it uses techniques including interviews, observations, and document analysis. Regarding qualitative research, Creswell (2013) believes that doing qualitative research enables researchers to observe the subjective

perspectives and interpretations that people deliver with their experiences. It makes it possible to investigate intricate social processes and produce inductive ideas that come directly from the collected data.

The researcher employed "interviews" as a tool for collecting qualitative data, as the aim was to investigate the perceptions of teachers concerning the utilization of translanguaging in ELT classrooms. Employing qualitative research methodologies was crucial, as it allowed the researcher to attain a more profound comprehension of teachers' experiences, actions, and the contextual prerequisites of translanguaging. This strategy enriched the existing knowledge by facilitating an exploration of the effectiveness of translanguaging and the formulation of inductive theories.

3.1.2 Quantitative Research

In quantitative research, numerical data are systematically gathered and analyzed to address research issues and test hypotheses. According to Creswell (2014), quantitative research uses statistical techniques to identify patterns, connections, and trends. It places a focus on the results' impartiality, dependability, and generalizability. Bryman (2016), another author, emphasizes the importance of quantitative research in producing objective information and creating forecasts.

The researcher utilized "survey questionnaires" as a tool for collecting qualitative information with the intention of exploring the viewpoints of both students and teachers regarding translanguaging and its contextual requirements. The application of quantitative research methods was crucial in producing reliable and relevant outcomes. This approach enabled the researcher to accurately quantify variables, effectively employ statistical methods, and advance the realm of knowledge.

3.2 Setting

The study was carried out in a semi-formal setting. Second-year English department students from five different selected institutions inside Dhaka city participated in the research. In order to study the effectiveness of translanguaging on language learning outcomes in ELT contexts, the researcher decided to collect data exclusively from a small selection of five private universities in Dhaka because these universities are known for their diverse student populations with multilingual backgrounds. These institutions are also excellent candidates for examining the effectiveness of this strategy in the context of ELT since they have established ELT programs with qualified instructors who are familiar with translanguaging techniques. The survey included participation from their instructors as well. The researcher gathered responses from the students through online Google questionnaires and interviewed the professors in the teachers' rooms in their free time. To get open feedback from the participants, it was ensured that the data collected will be kept confidential.

3.3 Participants

The researcher's goal was to gather feedback from second-year students studying English in five private universities and their instructors, who aim to enhance the student's language skills. The sampling was done in a way that all student participants have the same level of proficiency, making data collection easier. Furthermore, the students also fall within the age bracket of 20-23 and have Bengali as their native language. The teacher participants were included in the study as individuals who would provide feedback, data, and insights based on their experiences in English language teaching. By involving the instructors, the study aimed to gain a better understanding of their perspectives, approaches, and methods in ELT classrooms. Their insights can be valuable in identifying the strengths and weaknesses of the use of

translanguaging and in making recommendations for improvement. According to Dörnyei (2016), the individuals who were examined by the researcher to collect information for a specific study and reach the outcome were referred to as the sample. In this particular research, the sample consisted of data gathered from 5 teachers and 70 students.

Table 1: Number of students and teachers as participants

Institution	Total number of students		Number of teachers
	Male	Female	
University A	14		3
	6	8	
University B	16		1
	5	11	
University C	15		1
	8	7	
University D	15		
	6	9	
University E	10		
	6	4	

3.4 Data collection

The researcher selected five private universities in Dhaka, Bangladesh to gain insight into their perspective. The process of data collection began with obtaining permission from the department heads. After receiving permission, the researcher coordinated with department coordinators to determine class schedules for conducting surveys and interview teachers who answered closed-ended questions. Despite receiving permission, the researcher has to persuade the teachers to participate. The researcher ensured she had ample time and enough survey questionnaires before conducting the interviews. Since not all individuals prefer to be recorded, the researcher opted to take detailed notes instead.

3.4.1 Survey Questionnaire

A questionnaire, according to Dörnyei (2016), is a written instrument made up of a number of questions or statements that participants respond to by either writing down their responses or choosing from pre-existing possibilities (p. 102). Because they demand the researcher to expend time, effort, and money in their preparation, Dörnyei claims that questionnaires are beneficial. Open-ended questions allow respondents to express their opinions freely without the researcher's intervention, whereas closed-ended questions may restrict participants to pre-defined possibilities (Foddy, 1993).

Participants are more likely to avoid prejudice and respond freely to open-ended questions, giving researchers more possibilities for evaluating responses. In contrast to open-ended questions, close-ended questions have the benefit of requiring less extensive coding and are more likely to elicit responses from participants (Reja, Manfreda, Hlebec, & Vehovar, 2003). As a result, open-ended and closed-ended questions are frequently used by researchers in their surveys.

Responses from participants to survey questionnaires were used to compile data. Students were given two sets of questionnaires to complete; one aimed at gathering the students' opinions regarding translanguaging, while the other for assessing how applicable translanguaging is in various ELT (English Language Teaching) settings. Both surveys consisted of five questions and an additional open-ended question that sought the participants' general perspectives on translanguaging. To save time and accommodate busy schedules, the student surveys were conducted online rather than in-person at each university. The teacher participants were also given the second survey as the students, comprising the same set of five questions.

3.4.2 Interviews

The researcher used interviews as another instrument. According to Codó (2008), Interviews are "a fairly flexible technique for gathering data on multilingualism." Here, the researcher sought to compile data on language users' biographical and other pertinent contextualizing information as well as their opinions, beliefs, and attitudes concerning their own and other people's linguistic activities (p. 159). Codó (2008) emphasized the benefits of interviews while also mentioning two crucial elements. She stated that scheduling an interview with pre-selected individuals was easier than obtaining permission to capture organically occurring conversations. Additionally, the interview provided analysts with a gradually controlled environment.

The researcher used structured interviews as an additional study instrument, using a prepared questionnaire with 4 questions. The questionnaire given to the instructors consisted of both open-ended and closed-ended questions, but the ones given to the students were mostly close-ended with one open-ended question that required a short answer. The close-ended questions included predefined answers that the student participants could select from, and they

were able to justify their decision. On the other hand, the open-ended questions were left up to the instructors to respond to in accordance with their understanding and values. These 4 open-ended questions were utilized by the researcher to gather data for the second key research topic.

3.5 Data Analysis Procedure

The researcher aimed to use several processes to analyze the data. The researcher started by estimating the mean scores from a survey that used a Likert scale to examine the closed-ended questions. Following a descriptive presentation of the data, percentages were calculated from the answers to closed-ended questions. In the open-ended questions, the researcher also looked for themes. The data were represented graphically using pie and bar charts.

3.6 Obstacles Encountered

One of the major obstacles that the researcher faced was the time constraint. It takes a lot of time to interview university professors and distribute surveys to students. While some students were reluctant to submit the surveys online, other professors had hectic schedules and restricted availability for interviews.

As the researcher focused on tertiary-level students as the participants, it became evident that some of them lacked a clear understanding of the term "translanguaging." While they used their native language in class, they didn't realize it was translanguaging. This limited understanding could impact questionnaire responses. So, the researcher explained translanguaging before the questionnaire process.

The researcher encountered resistance as some teachers hesitated to adopt translanguaging in ELT due to the university's traditional monolingual approach. They were skeptical about its benefits, requiring special requests to involve professors in interviews.

Chapter 4

Findings

This section provided an overview of the results obtained from surveys and interviews conducted with students and teachers, encompassing both qualitative and quantitative data.

4.1 Findings from Students' Questionnaire Survey

The students' survey consisted of a combination of 5 multiple-choice questions and 1 question that required a detailed response. In the multiple-choice questions, the participants were instructed to select their preferred answer from the provided options by marking it with a tick. Conversely, the open-ended question prompted them to share their general thoughts and opinions on the given topic. The students' survey was conducted online through Google Forms.

The initial five questions in the questionnaires adhered to the Likert scale, employing a forced choice format that omitted the 'neutral' option to achieve more conclusive results. The available options were strongly agree, agree, disagree, and strongly disagree. To assess the responses, the researcher calculated their average score, utilizing the following mathematical representation:

Strongly agree = 4

Agree = 3

Disagree = 2

Strongly disagree = 1

Table 2: Furthermore, a mathematical scale was created using the mean score to interpret the survey findings as follows:

Mean score	Students' perception towards translanguaging
1 - 1.75	Very negative

1.76 - 2.25	Negative
2.26 - 3.25	Positive
3.26 – 4	Very Positive

4.1.1 Students' Perception of Translanguaging

Table 3: Summary of students' views on translanguaging inquiries, expressed through both numerical percentages and average scores.

Question	Number of responders	Strongly Agree	Agree	Disagree	Strongly disagree	Mean Score
1. Translanguaging promotes a deeper understanding of the target language by providing a bridge between languages.	68	15%	64%	13%	8%	2.8
2. Use of native language allows students to draw on their linguistic resources and transfer knowledge between languages.	70	17%	65%	12%	6%	2.9
3. Translanguaging encourages a more inclusive classroom environment by	67	13%	61%	14%	12%	2.7

valuing students' diverse language backgrounds.						
4. Translanguaging enhances students' confidence in expressing their thoughts and ideas in the target language.	70	17%	63%	13%	7%	2.9
5. Translanguaging allows teachers to provide more individualized support to students with different language backgrounds.	69	12%	60%	18%	10%	2.7

The details regarding the findings derived from questions that were assessed using the Likert scale are provided below.

In relation to question 1, a total of 68 students participated and expressed their opinions. Out of these, 10 students strongly agreed, 44 students agreed, 9 students disagreed, and 5 students strongly disagreed. The overall average score for question 1 was 2.8. This indicates that the majority of students believe that translanguaging facilitates deeper comprehension of the target language by establishing connections between different languages.

Question 2 involved a group of 70 students, with 11 students selecting "strongly agree," 45 students opting for "agree," 10 students choosing "disagree," and 4 students going for "strongly disagree." The mean score was 2.9 which means utilizing one's native language enables students to tap into their linguistic abilities and transfer knowledge across different languages.

In response to question 3, the average rating was 2.7. This rating was derived from the responses of the students: 10 students strongly agreed, 40 students agreed, 9 students disagreed, and 8 students strongly disagreed. The students believed that translanguaging promotes inclusivity in the classroom by recognizing and appreciating the diverse language backgrounds of students.

Based on the answers to question 4, it is evident that 12 students strongly agreed, 44 students agreed, 9 students disagreed, and the remaining 5 students strongly disagreed. The average score was 2.9, indicating that translanguaging boosts students' confidence in articulating their thoughts and ideas in the desired language.

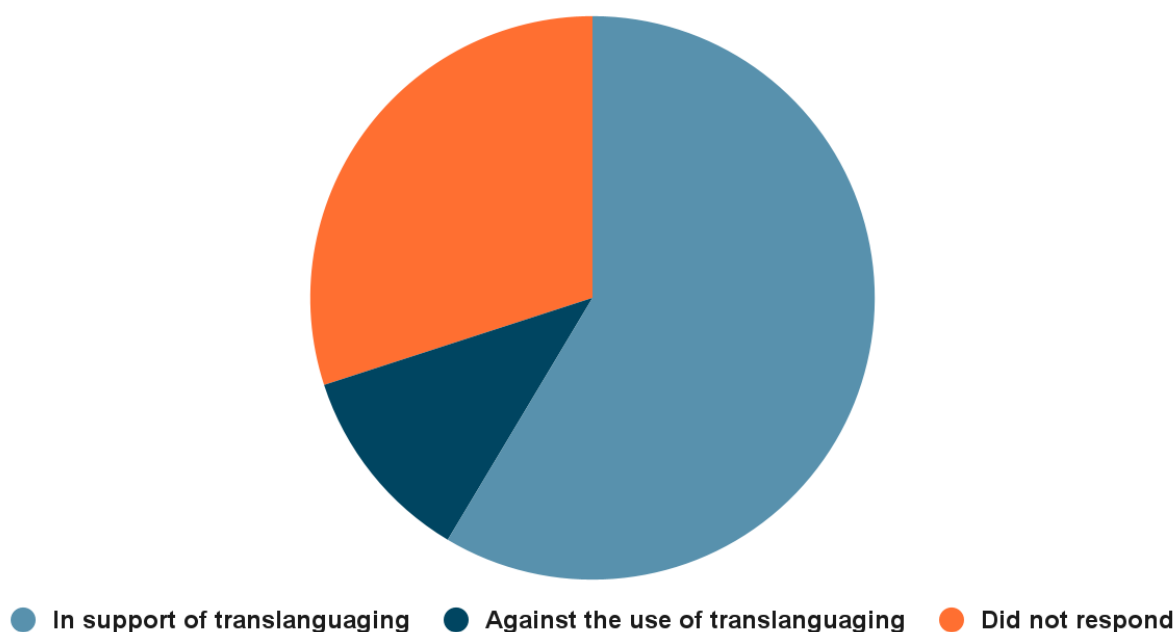
To conclude, regarding question 5, the average score was 2.7. Out of the total participants, 9 students strongly agreed, 41 students agreed, 12 students disagreed, and the remaining 7 students strongly disagreed. Translanguaging enables teachers to offer personalized assistance to students who come from diverse linguistic backgrounds.

In the case of the open-ended question, among the 85 students who participated, a total of 31 students supported the concept of translanguaging and provided detailed explanations to substantiate their preferences. Additionally, 10 students exhibited a positive attitude but responded using brief one or two-word answers. Conversely, 8 students expressed a negative attitude towards translanguaging without offering any reasons or justifications. The authenticity of their negative preference could be called into question given the lack of explanation. Notably,

the remaining 21 students did not provide a response to this particular question. Among the supportive responses, students mentioned benefits such as improving the understanding of students from a Bengali medium background, facilitating effective communication, gaining clarity on new concepts, enhancing both the target and native language, and fostering the participation of weaker students. Conversely, the 4 students with a negative attitude expressed their views using phrases like "confusing and "mismatched" without providing further elaboration.

Therefore, based on the responses of the 49 students, it can be concluded that the majority of the students were supportive of the concept of translanguaging. The summary of the responses to this question was visually represented in a pie chart, illustrating the distribution of opinions.

Figure 1: Students' perception Towards Translanguaging



4.2 Teachers' Perception of Translanguaging

Four open-ended questions were used during the researcher's interview with teachers to get their opinion on translanguaging.

In response to the initial question, 1 (T3) out of 5 respondents stated that he often prohibited their students from speaking their mother tongue in class. This respondent explained his preferences in detail. He stated that it is acceptable for students to employ their native language when explaining complex ideas. The teacher also emphasized that teachers should strictly use the target language as it encourages students to become more proficient in the target language. On the other hand, 4 remaining respondents supported (T1, T2, T4, T5) the use of the native language during the initial stages in an effort to improve students' comprehension (T1, T4), boost their self-esteem (T2), and guarantee their comfort (T5).

Regarding the second question which was to find out teachers' perception of translanguaging, the researcher asked the respondents how they believe translanguaging can enhance student engagement and participation in ELT lessons. For this question, all of the respondents (T1, T2, T3, T4, and T5) believe that encouraging students to use their L1 in addition to English encourages a friendly and welcoming learning atmosphere. According to T3, this approach encourages active involvement as students become more at ease speaking out loud about their ideas and beliefs. T4 and T5 showed how translanguaging encouraged peer collaboration, with those who had more mastered language skills assisting others who were still acquiring it. They continued that students were able to communicate properly in both their native tongue and English while also fostering a sense of community and teamwork because of the usage of translanguaging. T1 added that students who had been originally hesitant to participate

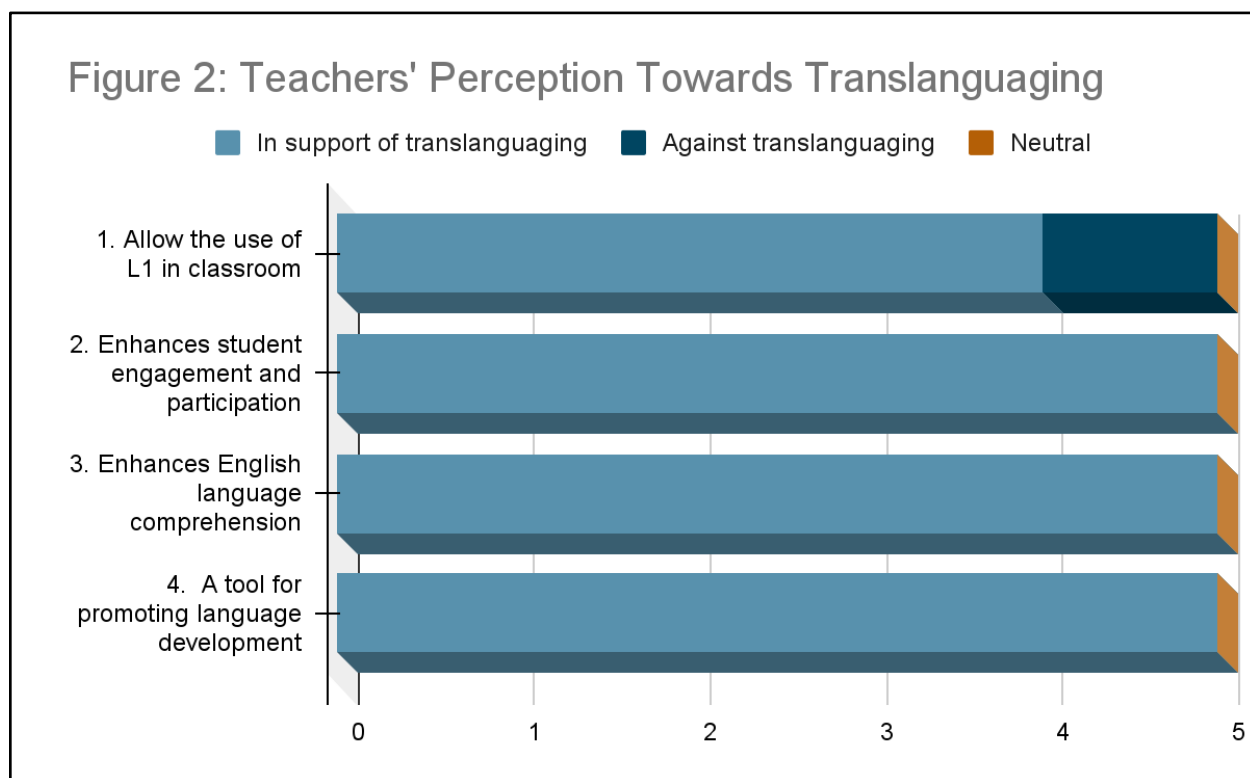
in class activities gained confidence when given the chance to use their native language as a means of expressing their opinions.

As the third question, the researcher asked the respondents how translanguaging contributes to a better understanding of English language concepts among students with diverse language backgrounds. For this question, five of the respondents (T1, T2, T3, T4, T5) conveyed their belief that incorporating students' native languages into the learning process helps provide a supportive atmosphere for language and comprehension development. In this regard, T2 considers that by translanguaging, students may employ terms and linguistic constructions that they are already familiar with, which facilitates their ability to create connections and better understand English-related subject matters. One more respondent T5 provided an excellent example of the benefits of translanguaging in creative writing activities. It was incredibly helpful to let students use their first language when coming up with ideas or organizing their thoughts since it allowed them to use the richness of their first language to produce more sophisticated and creative material. Another responder, T3, brought up the fact that when students had trouble expressing themselves in English during group discussions, allowing them to speak in their native language improved their understanding of the subject.

The researcher's last question was what strategies or approaches teachers employ to effectively incorporate translanguaging as a tool for promoting language development and fostering a supportive learning environment for students. For this question, one of the participants (T3) provided an explanation of their approach to helping and guiding students in effectively adopting translanguaging. He promotes peer collaboration between students of varied linguistic backgrounds, explicitly educates language transfer mechanisms, and draws attention to the similarities and contrasts between different languages. T5 mentioned the use of various

translanguaging techniques, such as encouraging students to translate significant words or phrases from their native tongue into English, which aids in comprehension and vocabulary development. The remaining respondents (T1, T2, and T4) said that they encourage students to use both English and their native tongues during group projects so that they may communicate more effectively and advance their language skills.

The following bar chart displays a summary of the teacher responses:



4.3 Students' and Teachers' Responses Regarding the Implementation of Translanguaging in Various ELT Contexts

In this part, the researcher created a survey form containing 5 multiple-choice questions to explore different scenarios where translanguaging could be used. Both students and teachers were given the same questionnaire. The questions had three options: "frequently," "occasionally," and "never," aiming to assess the extent of translanguaging usage in various ELT

classroom contexts. Once the responses were gathered, the researcher entered them into Microsoft Excel and presented the data in terms of percentages.

Table 4: The percentage of students' feedback regarding the suitability of incorporating translanguaging in the context of English Language Teaching (ELT).

Statement	Number of participants	Frequently	Occasionally	Never
1. Giving classroom instruction	70	40%	54%	6%
2. Clarifying difficult concepts	70	53%	44%	3%
3. Defining unfamiliar terminology or words	70	51%	44%	5%
4. Supporting multilingual learners	69	47%	44%	9%
5. Providing feedback	70	35%	52%	13%

Regarding the initial question, among the 70 participants, 28 students supported the “frequent” implementation of native language in classroom instruction, 38 students opted for “occasional” usage, and 4 students chose “never”.

For the second query, out of the 70 respondents, 37 students expressed their preference for “frequent” use of their native language to explain challenging concepts or ideas. On the other hand, 31 participants mentioned using their native language "occasionally," while 2 students disagreed with employing their native language in this particular situation.

In response to the third query, out of a total of 70 respondents, 36 students expressed their preference for utilizing the native language “frequently” when encountering unfamiliar words or terminology. Additionally, 31 students opted for “occasional” usage, while 4 students chose to “never” rely on it.

In the fourth query, out of a total of 69 participants, 33 students expressed that they “frequently” employ their native language to communicate with multilingual students, 30 students indicated “occasional” usage, and 6 students chose to “never” use their native language.

Regarding the last question, out of 70 surveyed, 24 students preferred “frequent” native language use for feedback as crucial, 36 preferred “occasional” use, and 9 participants “never” found it necessary for formal assessments.

Table 5: The percentages of teachers’ feedback regarding the suitability of incorporating translanguaging in ELT classrooms.

Statement	Number of participants	Frequently	Occasionally	Never
1. Giving classroom instruction	5	40%	40%	20%
2. Clarifying difficult concepts	5	60%	40%	0%
3. Defining unfamiliar terminology or words	5	80%	20%	0%
4. Supporting multilingual learners	5	60%	40%	0%
5. Providing feedback	5	0%	20%	80%

Regarding the first inquiry, out of the 5 ELT teachers surveyed, 2 teachers indicated that they “frequently” use the native language for classroom instruction, 2 teachers highlighted the need for “occasional” usage, and 1 teacher firmly stated that it should “never” be used. These teachers stressed the importance of providing instruction in the target language to help students become accustomed to using it.

Regarding the second question, out of 5 participants, 3 teachers use their native language “frequently” to explain tough English concepts. 2 teachers do so “occasionally” as needed. Surprisingly, no teachers oppose using their native language for clarity, emphasizing its importance in explaining challenging English concepts, whether done frequently or occasionally.

For the third question, 4 teachers stated that they “frequently” utilize the native language to explain unfamiliar words or terms, while 1 teacher mentioned that translanguaging should only be employed “occasionally”. None of the participants indicated a preference for not using the native language to define unfamiliar words as well.

In response to the fourth question, 3 teachers stated that they “frequently” utilized the native language to assist multilingual students, while an additional 2 respondents stressed that it should be employed “occasionally”.

Concerning the last query, 1 participant opted for “occasionally” using the native language to offer feedback to students. In contrast, the remaining 4 teachers stated their preference to “never” utilize the native language for feedback, as they believe formal assessments should be conducted in the target language.

Chapter 5

Discussion and Analysis

In this chapter, the researcher's objective was to examine the outcomes of the survey data obtained from both teachers and students to address the main research questions.

5.1. Analysis of the Findings Related to the Central Research Questions

5.1.1 Central Question 1

The primary objective of the researcher was to investigate the perceptions of Bangladeshi private university students concerning the utilization of translanguaging during their language learning process. To achieve this, a questionnaire was designed, consisting of five closed-ended multiple-choice questions and one open-ended question, which were administered to the students.

From the data findings presented in Table 3 following outcomes can be made-

1. According to the results of the survey, when combining the percentages of students who "strongly agree" and "agree" to all the statements in support of translanguaging, a significant majority of the students (74%) expressed their support for this language learning approach.
2. It is revealed that the majority of the students were in agreement with the idea that translanguaging fosters a more inclusive classroom atmosphere by respecting the diverse language backgrounds of students. This suggests that students perceive translanguaging as a tool that acknowledges and values their linguistic diversity, promoting a positive and inclusive learning environment.
3. A considerable proportion of students reported that translanguaging boosts their confidence in articulating their thoughts and ideas in the target language. Additionally,

translanguaging enables teachers to offer more personalized support to students with varying language backgrounds. These findings indicate that many students believe that using translanguaging in the language learning process can enhance their language skills and receive tailored assistance from their teachers.

It is worth noting that the researcher also identified some concerns about translanguaging, with 9% of the students expressing opposition to the concept due to potential confusion and distraction from switching between languages. Nonetheless, the overall outcomes demonstrate that a significant portion of Bangladeshi private university students perceive translanguaging as a valuable tool for language learning, promoting comprehension, inclusivity, and confidence.

5.1.2 Central Question 2

The second focus of the researcher was to investigate how English Language Teaching (ELT) teachers in Bangladeshi private universities view the utilization of translanguaging as a language learning approach. To achieve this objective, the researcher conducted interviews with five private university teachers and presented them with four open-ended questions. These questions aimed to gain insights into the teachers' perceptions of using translanguaging in the language learning process.

The results of the teachers' responses might lead to the following conclusions:

1. The majority of the teachers were in favor of students using translanguaging to explain complex ideas or concepts. However, certain teachers believe that teachers should not use native language in the classroom since it might deter students from using the target language productively.
2. Most of the teachers believe that translanguaging may be an effective strategy for improving language acquisition and development. They believe that including

translanguaging increases students' engagement and participation in various educational activities. Additionally, this strategy enables students to use their native languages as a point of reference and creates a link between the target language and their native language throughout the process of language acquisition. Teachers also assert that translanguaging promotes an inclusive and favorable atmosphere for students to study well.

5.1.3 Central Questions 3 and 4

The researcher designed a survey containing five multiple-choice questions to explore the connections between central questions 3 and 4. The purpose was to investigate the different scenarios in which translanguaging is used in the classroom and its impact on language proficiency development in English Language Teaching (ELT) classrooms. This questionnaire was administered to both students and teachers for their input.

Based on the responses to the first question which is about giving classroom instructions, 40% of the students favored regular utilization of translanguaging, while 54% of the students preferred their teachers to provide classroom instructions on an occasional basis, only when necessary. However, looking at the teachers' responses, it was found that 28% of them utilized translanguaging frequently, while 44% employed it on an occasional basis.

Based on the feedback provided in response to the second question, which pertains to explaining challenging concepts, it was found that 53% of the students frequently utilize translanguaging for this purpose, while 44% use it only occasionally. As for the teachers, 72% of them reported using the native language frequently to clarify difficult concepts, with only 28% using it occasionally.

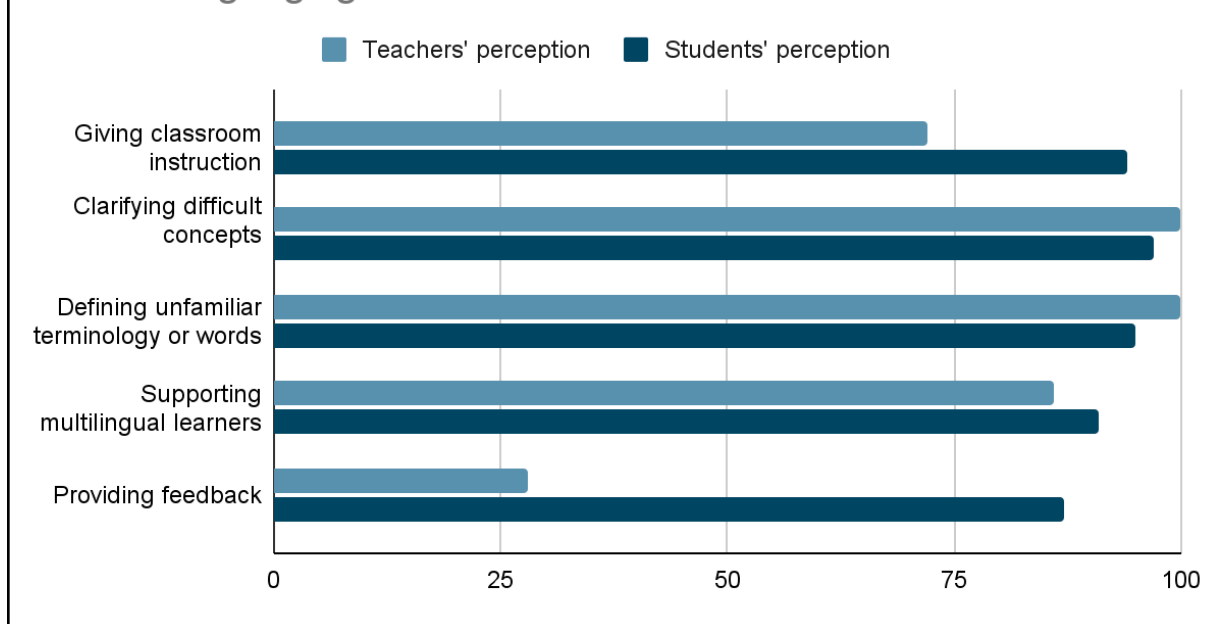
From the answers to the third question, which explores the suitability of translanguaging for explaining unfamiliar terms or words, it was found that 51% of the students prefer their teachers to frequently use their native language for this purpose, while 44% of the students are comfortable with occasional native language use. In contrast, 58% of the teachers frequently adopt translanguaging to explain unfamiliar terminology, and 42% of the teachers occasionally resort to translanguaging for this purpose.

Concerning the fourth statement, which pertains to the utilization of translanguaging to assist multilingual learners, it was found that 47% of the students reported using translanguaging frequently to communicate with other multilingual students, while 44% stated that they use it occasionally. As for the teachers, 43% of them acknowledged employing the native language frequently to support multilingual students, and a significant majority of teachers (43%) use it occasionally for the same purpose.

The researcher's final inquiry focused on determining the extent to which translanguaging is utilized in providing feedback. In this regard, the results showed that among the students, 35% supported using the native language frequently for feedback, while 52% preferred its occasional use. As for the teachers, only 28% of them expressed occasional use of the native language when providing feedback, while the remaining 72% strictly avoided its use. The majority of teachers believed that all formal assessments should be conducted solely in the target language.

The researcher provided a chart below, indicating the percentages of teachers' and students' perspectives on translanguaging in different contexts. The chart includes the combined percentages of both frequent and occasional use of translanguaging by both students and teachers.

Figure 3: Teachers' and students' perception regarding the use of translanguaging in various ELT context



Thus, based on the findings above, the following conclusion can be drawn:

1. The majority of students and teachers share the belief that translanguaging finds its most significant application in contexts where it helps to clarify complex concepts and explain unfamiliar English words or terms.
2. Some teachers and students believe that translanguaging can be employed periodically to deliver classroom instructions and support multilingual students.
3. Nevertheless, the results indicate that the use of translanguaging should be refrained from during formal evaluations, such as delivering feedback to the students.

Chapter 6

Conclusion

In this section, the researcher's objective was to present a comprehensive overview of the entire research, encompassing a summary of the study's findings. Additionally, the researcher offers several suggestions for effectively implementing translanguaging, along with recommendations for future research endeavors and acknowledgment of the study's limitations.

6.1 Summary of the Findings

The study on the adoption of translanguaging in English Language Teaching (ELT) at private universities in Bangladesh produced many significant findings:

1. The majority of students agreed that recognizing their varied linguistic backgrounds through translanguaging provides an inclusive learning environment. Translanguaging, in their opinion, is a tool that acknowledges language variety and creates a productive learning environment.
2. A significant proportion of students stated that translanguaging gave them more confidence to express themselves in the target language. They had greater comfort and assistance during their language-learning journey.
3. Translanguaging, according to teachers, can be a useful strategy for enhancing language learning and growth. It boosts participation and student engagement while establishing connections between the target language and the students' first languages.
4. Both students and teachers found translanguaging most useful for clarifying complex concepts and explaining unfamiliar English words or terms.

6.2 Recommendation

According to the literature review and findings of the collected data, translanguaging may be a potent strategy for boosting student engagement in the classroom and promoting language comprehension. Here are a few suggestions and approaches for teachers to successfully adopt translanguaging:

1. Fostering a welcoming and encouraging learning environment in the classroom where students are free to speak both their native language and the target language. Encouraging them to embrace their multilingual identities without fear of judgment will increase their interest in learning.
2. Organizing group activities that foster collaboration and motivate students from various linguistic backgrounds to work together. This can foster a positive environment for translanguaging.
3. Using Materials that are available in many languages, such as bilingual worksheets, posters, and writings, to aid with language understanding.
4. Encouraging students to make strategic use of their native language when they face challenges or want explanations. Students will be able to fill in knowledge gaps and offer helpful context by doing this.

6.3 Future Research

During the research, the researcher observed that there has been a scarcity of studies investigating the potential use of translanguaging as a language learning strategy in the context of English Language Teaching (ELT) in Bangladesh. While a limited number of studies have been conducted focusing on private universities in the country, the researcher strongly believes that future research should also explore the perspective of public universities to gain a more

comprehensive understanding of translanguaging and its effectiveness in the field of ELT. Thus, the researcher encourages other scholars to undertake further studies in this specific area to contribute to the existing knowledge.

6.4 Limitations of the Study

This part of the research discusses the constraints or drawbacks encountered during the study.

1. Due to time constraints, the researcher was only able to gather data from five private universities, where 70 students and 5 teachers participated. The very small sample size of 70 students and 5 teachers might not fully represent the range of viewpoints found at Bangladesh's private universities. The study would have been more trustworthy if the researcher had been able to guarantee that the sample is varied and accurately represents the target population.
2. Only private universities in Dhaka were accessible to the researcher for data collection. If she had been able to gather information from institutions in other cities of Bangladesh, the study would have been more credible.
3. Given that Bangladesh is a multilingual nation, some of the participants' replies had social biases and misunderstood the idea of translanguaging, which might have an impact on the validity and reliability of the information gathered through questionnaires and interviews.
4. Due to the researcher's primary interest in tertiary-level private university students, data was exclusively gathered from private universities, completely omitting any public university in Bangladesh from the study's target population.

6.5 Conclusion

In conclusion, the findings from both the collected data and the comprehensive literature review unequivocally support the notion that translanguaging holds a profound potential as a tool for enhancing language learning outcomes. This strategy successfully creates a linguistic bridge that fosters a more robust language learning process by effortlessly connecting a person's native language with the target language. This approach, which is based on the idea of appreciating and utilizing the linguistic repertoires that students bring to the classroom, not only improves students' language competency but also creates a greater understanding of cultural diversity. Utilizing Vygotsky's sociocultural theory as a foundation, it is clear that the use of translanguaging fosters a learning environment that is more inclusive and interactive. Students are encouraged to participate actively in class activities who may have previously hesitated out of concern that they could make mistakes in the target language. As students gain confidence in the idea of translanguaging, they let go of their inhibitions and give their all to the educational process. In a world that is becoming increasingly interconnected, multilingualism and cross-cultural competency are invaluable assets. Translanguaging is emerging as an educational strategy that not only gives students language proficiency but also the cultural awareness needed to successfully navigate our globalized world. It is crucial that educators and others involved, understand the benefits of translanguaging. By doing this, students will appreciate and learn about the various languages and cultures that surround us along with becoming fluent language learners.

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Appendix 1

Survey for Students' Feedback on Translanguaging Perception

Name:

Gender:

Semester:

- Kindly mark your favored option with a tick mark (✓) from the choices provided for the given statements.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. Translanguaging promotes a deeper understanding of the target language by providing a bridge between languages.				
2. Use of native language allows students to draw on their linguistic resources and transfer knowledge between languages.				
3. Translanguaging encourages a more inclusive classroom environment by valuing students' diverse language backgrounds.				
4. Translanguaging enhances students' confidence in expressing their thoughts and ideas in the target language.				

5. Translanguaging allows teachers to provide more individualized support to students with different language backgrounds.				
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6. Do you think that incorporating the native language alongside English in the classroom can enhance the learning process? If you disagree, kindly elaborate on your reasons.

Appendix 2

Interview Questions for Exploring Teachers' Views on Translanguaging

1. How frequently do you incorporate translanguaging or allow your students to utilize their native language within the classroom when explaining challenging concepts?
2. Do you believe translanguaging can enhance student engagement and participation in ELT lessons?
3. From your perspective, how does translanguaging contribute to a better understanding of English language concepts among students with diverse language backgrounds?
4. As an ELT teacher, what strategies or approaches do you employ to effectively incorporate translanguaging as a tool for promoting language development and fostering a supportive learning environment for students?

Appendix 3

Survey Questionnaire aimed at Investigating the Suitability of Translanguaging in Different ELT Classroom Settings

- When do you believe it is suitable to utilize the native language alongside English in the classroom to reap its full benefits? Please indicate your preferred situation with a tick mark (✓) from the following contexts.

Statement	Frequently	Occasionally	Never
1. Giving classroom instruction			
2. Clarifying difficult concepts			
3. Defining unfamiliar terminology or words.			
4. Supporting multilingual learners			
5. Providing feedback			