

**Language Situation And Scope Of Incorporating
Translanguaging Pedagogies In HSC-Level English Classrooms
Of Bangladeshi Alia Madrasah**



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Date of Submission (Spring and 2024)

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Level English Classrooms Of Bangladeshi Alia Madrasah**

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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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ABSTRACT

Madrasahs (Islamic Educational Institutions) in Bangladesh do not have an explicit Medium of Instruction (MOI), but Bangla, English, and Arabic are used as MOI. English Classrooms contain students having low English proficiency but rich language diversity and backgrounds. Although English is preferred as the MOI in English Classrooms by institutions' policy, the actual practice in Madrasah classrooms is different. Teachers use students' language to deliver lessons and students use their linguistic repertoire to understand the content better. Thus, translanguaging situations prevail in English classrooms. Even though both teachers and learners receive and experience the advantages of translanguaging in classrooms, the actual worth of translanguaging pedagogies in language education has not been recognized yet by educators and policymakers. The present study aimed to investigate the language situation that prevailed in English classrooms, the scope of integrating translanguaging pedagogies, impacts and challenges of employing translanguaging pedagogies. Data was collected through classroom observation, pedagogical intervention, semi-structured interviews, and control and treatment groups from two Alia Madrasahs. Findings show that translanguaging pedagogies have positive beneficiary impacts on the learners. Utilizing the existing scope of incorporating translanguaging pedagogies will foster the improvement in the target language along with metalinguistic awareness. Recommendations are provided based on the findings for implementing translanguaging pedagogies and overcoming challenges. This study aims to provide insights to educators and policymakers to recognize and acknowledge the advantages of strategic use of translanguaging in Madrasah classrooms and encourage them to take the necessary initiatives to integrate with language education policy.

CHAPTER 1

INTRODUCTION

Translanguaging conceptualizes bilingualism and multilingualism in a holistic way and it is considered as an emerging paradigm that is characterized by using a holistic view of language and suggests a new way of thinking of language, speakers, and repertoires. It suggests that boundaries between languages are becoming softer and language resources and the experience of multilingual speakers are seen as valuable resources (Cenoz, 2017). Translanguaging encompasses the concept of the process of meaning-making, acquiring understanding and knowledge through utilizing two languages simultaneously (Baker, 2011). Thus, both languages are employed in a flexible and integrated manner to facilitate the mental processes of understanding, speaking, comprehension, literacy, and learning. Translanguaging implies effective communication, prioritizing functionality over mere linguistic form, cognitive engagement, and the act of language production (Lewis et al., 2012).

Students in Bangladeshi Alia Madrasah have varying levels of proficiency in English and come from diverse language and social backgrounds. They possess a rich resource of multiple languages and experiences of using their linguistic repertoire in social situations. Both teachers and learners take advantage of the home languages to facilitate teaching and learning. Learners with various levels of proficiency in English struggle to engage themselves in effective learning. Bangladesh Madrasah Board does not have any strict medium of instruction (MOI) policy which provides the learners the freedom to use their language resources that scaffold them to overcome language barriers and the lack of ability to use English in classrooms. Consequently, translanguaging caters to the needs of the learners to comprehend content. However, the advantages of integrating pedagogic translanguaging have not been explored yet.

Translanguaging has proven benefits both for teachers and students. However, policymakers and teachers are not aware of the strategic use of translanguaging in English classrooms, which diminishes its actual potential. Swain and Lapik (2013) advocated the purposeful use of students' home language (L1) to illustrate comparisons between languages or to explain the meaning of difficult words. They also argued that students should be allowed to use their home language while working together or interacting. It helps them to understand and come up with complex ideas as they prepare to yield an end product in the target language. García and Leiva (2014) defined translanguaging as a pedagogical approach for systematically teaching multilingual students.

Translanguaging encourages them to use their full range of language repertoires in educational settings to learn. Addressing the problem of ignorance towards employing the systemic use of translanguaging by incorporating translanguaging pedagogies in HSC-level English classrooms in Madrasah (Islamic Educational Institutions), this study aimed to explore the language situation that exists in HSC-level English classrooms and scopes of incorporating translanguaging pedagogies. To guide this investigation, the following research questions, adapted from Rafi and Morgan (2022), were formulated.

- Research question 1: How does the classroom language situation in the two focal classrooms provide scope for incorporating translanguaging pedagogies?
- Research question 2: What is the impact of the translanguaging pedagogical approach in the focal classrooms?
- Research question 3: What are the challenges of implementing translanguaging pedagogies into practice?

Teachers are aware of the actual difference that exists between policy and practice. Their classroom experience enlightens them about the effectiveness of various pedagogies, methods, and techniques for their students according to the context. The matter of Incorporating

pedagogic translanguaging into the curriculum and in the classroom needs to be addressed to facilitate the promotion and encouragement of developing proper materials, lesson planning, and resources for implementation.

CHAPTER 2

LITERATURE REVIEW

2.1 Concept of Translanguaging

The concept of translanguaging is widely used in educational contexts in different parts of the world and nowadays it is often used to refer to discursive practices in the context of bilingual and multilingual education in other parts of the world (Cenoz, 2017). The term translanguaging was initially employed to explain pedagogical practices in Welsh bilingual schools, where both Welsh and English are used interchangeably for both input and output (Lewis, Jones, and Baker2012b; Li 2018). Translanguaging theories focus on the idea that language is flexible and always changing. They are different from theories about code-switching or mixing because they shift the focus of analysis from the languages people are using to the people themselves. In other words, these theories are more interested in how speakers create unique and intricate ways of communicating, rather than just the languages they use (Lin,2019).

Translanguaging differs from the idea of code-switching. Code-switching is when people switch back and forth between two languages, but translanguaging goes beyond that. Translanguaging is about how people use a mix of languages to create new and intricate ways of communicating. These new ways are not limited to the rules of one language or another. Instead, they reflect the full range of languages a person knows and uses. (García & Wei, 2014).

2.2 Translanguaging Pedagogy in Education and Translanguaging in MOI

García (2009) persuasively argued that providing bilingual education is the only viable option to impart equitable education to 21st-century children. There is only one linguistic repertoire and bilingual students should be seen as being at different points on a scale of using two or more languages. They should be able to freely use all of their linguistic resources for academic tasks, whether they are in bilingual or English-medium programs. Translanguaging was

initially proposed to refer to a strategy whereby bilingual children would use their stronger language to develop their weaker language, to reach a balanced development of two languages (Lewis, Jones, and Baker 2012b).

Translanguaging acknowledges and appreciates the language diversity and multilingualism within the community. It allows students to engage with their home languages and literacies. Unlike other practices or teaching methods, translanguaging actively supports the continuation of home language practices, emphasizing the sustainability of language use rather than just maintaining it (Bartlett & García, 2011).

In bilingual or multilingual education contexts benefits of incorporating pedagogical translanguaging are widely recognized. The original meaning of translanguaging is a pedagogical strategy that alternates the languages for input and output activities inside the classroom (Lewis et al., 2012). Pedagogical translanguaging is when a teacher deliberately uses different languages in the classroom for teaching. It could involve using various languages for instruction and activities, or it could be a planned strategy that makes use of all the languages students know. Spontaneous translanguaging happens naturally, both inside and outside the classroom. It's when people use a mix of languages without planning it, as part of their everyday conversations and interactions. (Cenoz & Gorter, 2017).

Translanguaging is a pedagogical tool that can leverage the entire language repertoire and enhance school performance and academic achievement (Cenoz, 2017). Regardless of the teaching approach adopted, classroom interaction is, in fact, often bi- or multilingual (Meij, Duarte & Nap, 2020). This study revealed that teachers engage in translanguaging practices to provide and ask for feedback as well as to draw students' attention and organize the classroom (Meij, Duarte & Nap, 2020). Though teachers try to adhere to a monolingual approach, both pedagogical and spontaneous translanguaging are used frequently by both students and teachers

in the classroom at all levels (Zhang, Osborne, Shao & Lin, 2020). Teachers specifically mentioned using translanguaging as a scaffold to link knowledge in the three languages of instruction (Dutch, English & Frisian) to knowledge in the home languages (Duarte, 2020).

Despite the widely acknowledged advantages of translanguaging pedagogy in language and second language education, the translanguaging approach and its application are still not well-explored in Bangladeshi classrooms (Rafi, 2023). Although the translanguaging approach is an unexplored area in the Bangladeshi context, some significant studies reveal the actual scenario of the use of translanguaging at the classroom level of the Bangladeshi Higher Education (BHE) sector. Rafi and Morgan (2022) found that though the macro-level Medium of Instruction (MOI) policy is monolingual in Bangladeshi Higher Education (BHE), translanguaging exists in actual practice at the meso and micro levels. Most teachers accommodated translanguaging in their pedagogical discourses.

Saha and Rahman's (2022) study on Bangladeshi Private Universities using monolingual MOI found that students perceive translanguaging as a natural practice for individuals who speak more than one language. In the online classroom, teachers use translanguaging to localize the context to make it more relatable to students. Translanguaging teaching technique increases the participation of students. However, without a pedagogical focus and strategy incorporating translanguaging in classrooms has limitations and shortcomings. In the field of teacher education, Rafi (2020) studied the drawbacks of administering translanguaging without a pedagogic focus in an English literature classroom at a Bangladeshi private university.

The translanguaging approach has not been investigated yet in primary, secondary, higher-secondary, and Madrassa-level education (Islamic Education) in Bangladesh. To fill this gap in the existing literature, the study aimed to investigate and analyze the linguistic ecology and medium of instruction (MOI) in higher-secondary level (HSC) Madrassa classrooms.

Additionally, it attempted to explore the scope for incorporating translanguaging pedagogy in Madrassa-level education.

2.3 Context

The Islamic educational system which is known as Madrasah education coexists alongside the contemporary secular educational system in Bangladesh. The secular education system is prevalent worldwide whereas the Madrasah education system is primarily established and thrives in Muslim-majority countries. The term ‘Madrasah’ which originated from the Arabic verb ‘darsun’ means teaching, educating, and schooling. Madrasah is recognized as an institution offering traditional Islamic knowledge to individuals from South Asia. (Al-Hasani, Ismail, Kazeemkayode & Elegu, 2017).

The Bangladeshi education system can be classified into five categories:

- 1) The General education system, which comprises public schools, Private schools, NGOs, Catholic, etc. This general education system includes three stages: primary, secondary, and higher secondary education.
- 2) Madrasah education, which includes several streams such as Alia, Quomi, Darul Arqam, Forkania, Cadet, and others.
- 3) Specialized education, such as Education for Disabled, Sanskrit, and Pali.
- 4) English Medium education, which consists of Edexcel and Cambridge streams.
- 5) Technical and vocational education. (Roy, Huq & Rob, 2020; Al-Hasani, Ismail, Kazeemkayode & Elegu, 2017).

Islamic Education System in Bangladesh

The Islamic education system, or Madrasah Education, can primarily be categorized under two sectors: the Alia madrasahs administered under the Bangladesh Madrasah Board of Government and the autonomous Quomi madrasahs. There are several other types of

madrasahs including Nurani madrasahs, Forkania/Hafizia madrasahs, and Cadet madrasahs. These madrasahs are not directly governed by the government's rules and regulations. After independence, the Islamic Education System has undergone significant changes and experienced growth several times (Roy, Huq & Rob, 2020).

Alia Madrasah

Alia madrasah was first established in the 18th century under the British colonial government with their patronage and a system consisting of a combination of curriculum. Madrasahs that reformed their curriculum and adopted English as a medium of learning were categorized as new-scheme madrasahs, while those who retained their curriculum were classified as old-schemes madrasahs. Consequently, the old-schemes Madrasahs were excluded from government assistance programs. During the 1960s, the new scheme Madrasahs were transformed into Alia madrasahs. The system continued even after the independence of Bangladesh. In 1978, these Alia Madrasahs came under the jurisdiction of the Bangladesh Madrasah Education Board. The Alia madrasah system provides 16 years of comprehensive education which consists of five stages: Ebtedayee (primary), Dakhil (secondary), Alim (higher secondary), Fazil (Bachelor), and Kamil (Master) (Rahman,2020; Roy, Huq & Rob, 2020).

The National Education Policy (NEP) in 2010 addressed the significance of learning English. This policy emphasized the need to study English and established it as a mandatory subject from primary to graduate levels both in general and Alia madrasah education (Ministry of Education, 2010). Based on this policy, English was adopted as a compulsory subject from primary to higher secondary level in all streams of the Education system of Bangladesh including the Islamic Education System. Although the Alia madrasahs are determined to ensure providing effective English language education, the proficiency level of the students in English

is not promising. it is anticipated that Alia madrasah students acquire less proficiency in English compared to the students of the general education system (Rahman et al., 2021).

Qaumi Madrasah

The term ‘Qaumi’ originated from the concept of ‘qaum’ which means nation. The Quami madrasah system evolved as a part of the anticolonial movement by the Muslim community in the British colonial period in India in the 19th century. The anti-colonial movement established Quami education as a tradition in British India to reclaim its political, social, and cultural dominance. *Ulamas* (Islamic scholars) at the time of the anticolonial movement approached to form a conservative education system for the Muslim youth based on the Islamic knowledge of the Quran and Hadith. Consequently, this Qaumi Madrasah system evolved at Deoband in 1866, located in Uttar Pradesh India, and arose from the Islamic revival movement as a reaction against the Western style of education introduced by the colonial administration of British India (Rahman,2020; Roy, Huq & Rob,2020). Over the century, this Qaumi education system spread across the Indian subcontinent. As a result, this autonomous Islamic education system still prevails as a stream within the Bangladeshi education system.

Other than being governed by the government, Quami Madrasahs follow six major independent education boards among them Befaqul Madarisil Arabia Bangladesh established in 1978 is the largest one. There is no strictly installed curriculum rather the Darsi-i-Nizami curriculum, which is not well constructed, is followed. Some madrasahs incorporated secular subjects like mathematics, Bangla, geography, English, and history, etc. The Qaumi education curriculum is Islamic ideology concentrated. As a result, it fails to compete with the needs of the 21st century provided by secular education. Even after half a century of independence in Bangladesh, the Quami madrasahs follow the same old Nizamiyyah system (Roy, Huq & Rob, 2020; Al-Hasani, Ismail, Kazeemkayode & Elegu, 2017).

However, it is crucial to initiate a holistic approach to modernize the Quami education curriculum. Well-structured Qaumi institutes and curriculums are needed to produce quality students to meet the challenges of a rapidly growing civilization. English contains immense potential and English language education programs in Bangladesh have evolved as a matter of major concern for sustaining economic growth and producing a competent workforce. The Quami syllabi should be reformed and should focus on incorporating subjects that will develop the skills of the learners for the working sector (Golam & Kusakabe, 2020; Rahman et al., 2019).

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Institutions and Participants

In this study, the author opted to examine two Alia Madrasahs situated within an urban metropolitan area of a district within the Dhaka division. These institutions, both government-operated, are widely recognized within the region. The selection of two Madrasahs of comparable categories and amenities was deliberate, aiming to establish a reliable representation of English classrooms within the Islamic Education Sector in Bangladesh. A total of fourteen participants were selected including two teachers.

Madrasah 1:

This institution is under the administration of the Bangladesh Madrasah Board and receives financial support from the government's revenue and development budget. This institution adheres rigorously to the curriculum designed and mandated by the Bangladesh Madrasah Board. The educational framework, from course content to assessment methods, is aligned with the guidelines set forth by the Board. This madrasah offers a co-educational curriculum that provides education to both male and female students jointly in classrooms.

The participants are students at the Alim level, which is equivalent to the HSC (Higher Secondary Certificate) level. These students came from diverse sectors of pre-tertiary education: some from Alia Madrasah (Government Islamic Education Sector), some from Qawmi Madrasah backgrounds (Non-Government Islamic Education Sector) who later transitioned to Alia Madrasah, and some from General Bangla Medium backgrounds who later transitioned to Alia Madrasah. Students are from diverse social and linguistic backgrounds, thus possessing a rich and varied linguistic repertoire. Moreover, they receive academic

exposure to Arabic and Urdu, in addition to Bangla and English. Six out of a total of Twelve student participants were randomly selected from this Madrasah, with three male and three female students chosen to ensure equal representation of both gender groups. The age range of these students is 16-18 years old. They have completed Dakhil, which is equivalent to the Secondary School Certificate (SSC) where English was a compulsory subject. One English Teacher out of a total of two was selected for a semi-structured interview. They are currently teaching English to the HSC-level Students in this Madrasah. The teachers have the required qualifications and are well-experienced in their profession. They are recruited following a standardized assessment and selection process established by the government. Additionally, they undergo regular training at government training centers to ensure they meet the necessary standards and effectively align with the curriculum and the needs of the students.

Madrasah 2:

This madrasah is also administered by the curriculum and guidelines set forth by the Bangladesh Madrasah board. Funds and development budgets of the institution are allocated through government revenue. Additionally, an institutional welfare committee is actively involved in contributing to the institute's development and progress programs. Teachers are recruited through a standardized government assessment procedure conducted by the Public Service Commission of Bangladesh and the respective governing boards. According to the governing board, this Madrasah is recommended to offer a co-educational curriculum. However, male and female students attend classes in separate buildings rather than jointly in the same classrooms.

The student participants of this madrasah are also from the Alim level equivalent to the HSC (Higher Secondary Certificate) level. The students came from a multitude of social and linguistic backgrounds, each bringing with them a unique set of experiences and language

resources. This diversity contributes to their possession of a wide array of linguistic skills and abilities. Consequently, they possess a diverse and varied linguistic repertoire that has the potential to engender a vibrant linguistic environment within the classrooms. Six students were selected from this Madrasah, consisting of three males and three females aged 16-18 years, ensuring equal representation of both genders. Additionally, an English teacher from this institution was chosen for a semi-structured interview. The teacher, who has eight years of teaching experience, has undergone training multiple times to enhance teaching skills.

3.2 Data Collection

The study aimed to develop an in-depth understanding of the language situation in the focal classrooms. A qualitative approach was adopted to assess the potential for integrating translanguaging pedagogies through observation, pedagogical intervention, and analysis of writing tests. Furthermore, semi-structured interviews were administered to a select group of English Teachers.

3.2.1 Classroom Observation

The researcher conducted observations in the focal English classrooms as a means of data collection. The language use of both teachers and students, classroom activities, participation levels, and communication among students and with the teacher were observed. Detailed records were maintained for further analysis. Saldaña's (2013) concept of 'coding for patterns' was employed as a simplified approach to organizing themes and for thematic analysis of the classroom observation data. Hitch's (2002) characterization of patterns was employed to identify similarities and discrepancies in language choice, correspondence, and causation in classroom activities and participation issues.

3.2.2 Control Group

A control group of three students was formed who attended the regular class. The participants in the control group received traditional classroom treatment and instructions. This control group was formed to compare the outcomes with those of the participants who attended the class (pedagogical intervention) conducted using translanguaging pedagogies.

3.2.3 Intervention Group

A treatment group consisting of three participants was formed, and they attended the intervention instead of the regular traditional class. They received the treatment and instructions incorporating translanguaging pedagogies. The aim of forming the treatment group was to assess the impacts and outcomes following an intervention designed with translanguaging strategies.

3.2.4 Pedagogical Intervention

The researcher conducted a pedagogical intervention to introduce translanguaging pedagogies to the student participants. This intervention took place during regular class time in the standard classroom setting. The intervention was designed to teach sentence transformation to the participants. The purpose was to use the potential of translanguaging for enhanced comprehension of the content, while concurrently fostering the development of the target language. Employing translanguaging also supports the development of other languages in students' linguistic repertoire. The time duration of the intervention was forty minutes. The following Table 1 outlines the design of the intervention.

Table 3.1 Translanguaging pedagogies in the intervention

Phases	Activities
Phase 1: Concept of Sentence Transformation (Simple, Complex and Compound)	• Teacher introduces the idea of transformation using students' home languages including, Bangla, English, Arabic, etc.
Phase 2: Describing Activity	• 'Tell me about your Madrassa' activity Teacher asks the participants to describe their institution using their linguistic repertoire • Participants are encouraged to utilize their full range of language resources, including their home languages (Bangla, English, and Arabic) • Participants describe their institution and write down their descriptions using their linguistic repertoire
Phase 3: Structures of Simple, Complex and Compound Sentences	• Teacher explains the structures of simple, complex, and compound sentences using students' linguistic repertoire

	• Teacher also explains the idea in English
Phase 4: Finding Out Activity	• ‘Find out Simple, complex and Compound Sentences’ activity • Participants find simple, complex, and compound sentences from their written description • Participants share their ideas with the class using their linguistic repertoire
Phase 5: Comparing Activity	• Participants compare the structures of English simple, complex, and compound sentences with their language structures • Participants work in groups and discuss the structures with each other
Phase 6: Sentence Transformation Activity	• Activity: Transform the given sentences into simple, complex, and compound sentences

	• Participants transform the given sentences using translanguaging (participants' linguistic repertoire) • Participants are encouraged to utilize their linguistic resources, including Bangla, English, and Arabic while maintaining English/Bangla/Arabic sentence structures
Phase 7: Follow-up Activity	• After completing exercises using translanguaging, participants transform their work into English, Bangla, and Arabic • Participants work in groups. Then, they match the transformed sentences with the structures of English simple, complex, and compound sentences • Participants check the transformed Bangla and Arabic sentences

3.2.5 Testing

After the pedagogical intervention, a quiz test was conducted with a total of six participants. Among them, three were from the control group who attended the regular traditional English class, the remaining three attended the intervention. The quiz test focused on the same topic, Sentence Transformation. Later, the results of the quiz test from both the control and treatment groups were compared for interpretation. To compare the performance of the control and the intervention groups, three parameters were set: 1) high-performing students, 2) medium-performing students, and 3) low-performing students. The performance of the high-performing students in the control group was compared with the high-performing students in the intervention group, and this order was maintained for the remaining medium and low-performing students.

3.2.6 Interviews

Four teachers, who were currently teaching English in the focal classrooms, participated in semi-structured interviews designed with a set of questions. A total of four students from the two focal Madrasahs participated in a semi-structured interview as well. The researcher recorded and then transcribed the interviews.

3.3 Research Ethics

To maintain research ethics, the identities of both participants and institutions remain confidential, with pseudonyms employed as substitutes. Every participant's involvement was entirely voluntary, and their consent was obtained through detailed consent forms outlining the study's objectives, procedures, and the voluntary nature of their participation. Permission to collect data was acquired from the principals of the respective institutions via consent forms. Participants were able to withdraw their contributions and participation at any time. In the following sections, participating institutions are mentioned as Madrasah-1 and Madrasah-2.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 Observation Findings from Madrassa-1

4.1.1 Discrepancy in language choice in the classroom

At the beginning of the class, the teacher used English to introduce the topic to the students. The teacher elucidated the grammar rules and intricacies in English. The teacher also used English to invite questions from the students concerning any uncertainties they might have. To ensure the students comprehended the rules, examples were written on the board, and the students were supposed to explain them. The use of only English created a teacher-centric environment in the classroom. The classroom was quiet and students were passive learners. Their silence implied their reluctance to communicate with the teacher or delve into a discussion regarding their inquiries.

In Higher Secondary Education, both Bangla and Islamic Education (Madrassa) Mediums have no strict Medium of Instruction (MOI) policy. Students come from various social backgrounds, resulting in classrooms full of language diversity. Additionally, Students of Islamic Education (Madrassa) are academically exposed to Arabic and Urdu, thus possessing multilingual resources. Without utilizing students' home languages, an English-only attitude in the classroom hinders them from being active learners due to their lack of proficiency in the English language. When the teacher used English to explain the subject matter, it failed to engage the students in the learning. As Wang (2019) argued adopting a monolingual approach in a multilingual classroom is unrealistic. Adopting the monolingual approach of using only English in English classrooms emphasizes the notion of “foreignness” in language education as it does not engender relevancy between the student's first language and the language that is being learned (Singh, 2018).

4.1.2 Classroom participation

The teacher's discouraging attitude towards students' choice of repertoire and insistence on using only English were barriers for the students to participate in learning activities. Only two students attempted to answer when the teacher asked questions, but they struggled to explain in English. The rest of the class remained quiet and reluctant to respond.

The teacher singled out one student to answer a question about an example of the correct form of verb usage:

I saw him (go). Can you tell me what form of the verb 'go' should be used here?

The student replied:

Yes, 'Going.'

The teacher then prompted the student to further explain his answer:

Can you explain why?

The student hesitated and remained silent. The teacher felt disappointed that the students did not even attempt to explain. The teacher's strict adherence to an English-only policy failed to engage the students in actively participating in classroom discussions. The teacher gradually began using students' languages to reduce passiveness. The teacher's use of a multilingual approach helped the students comprehend the lesson. As a result, students gradually started participating in classroom discussions spontaneously. The teacher adopted translanguaging to ensure that students could take proper notes and encouraged queries from them. Students utilized their linguistic repertoire to ask about their doubts. They also responded to the teacher's questions and explained what they understood so far in their language. The utilization of students' repertoire led to a more engaging and learner-centered classroom. However, students

were not permitted to use translanguaging while writing. Although some were able to articulate their thoughts using their linguistic repertoire, they struggled with writing due to the English-only policy. Consequently, they sought assistance from both the teacher and their classmates.

Adopting translanguaging proves to be more efficient for the students than the monolingual approach to comprehending content in a second language. The practice of translanguaging has been demonstrated to be beneficial for learners in terms of both acquiring language skills and receiving content instruction in the second language (L2), and it is currently endorsed in numerous educational settings (García and Li, 2014). Adopting translanguaging in writing tasks could be beneficial for students. They could utilize their multilingual repertoire to enrich the content and overcome their lack of English proficiency. Their repertoire could be strategically used as a scaffold to enhance their learning of a second language and the content. According to Rafi (2021), translanguaging enables students to use their own languages and transforms traditional exercises that limit the utilization of students' full range of linguistic resources to only the target language.

4.2 Observation Findings from Madrassa-2

4.2.1 Congruity in language choice in the classroom and classroom participation

From the beginning of the class, the teacher used students' languages. Knowing their needs, he proceeded to teach the lesson in their repertoires. The teacher's use of multiple languages created an engaging environment from the beginning of class. The teacher questioned the students to ensure clarity about the concept. They spontaneously explained and discussed with the teacher using their linguistic repertoire. The teacher asked one of the students to explain the difference between conversion and transformation:

Conversion and transformation বলতে কি বুঝে? দুইটা কি different? তুমি কি নিজের মতো করে example দিয়ে বলতে পারবে?

(What do you understand by Conversion and Transformation? Are these two different?

Can you give an example in your own words?)

The student explained in her repertoire:

Conversion and Transformation দুইটা দিয়েই কোন কিছু কে change করা বুঝাচ্ছে। কিন্তু Conversion এ meaning change হবে। আরেকদিকে transformation এ meaning টা same থাকবে। Sentence এর গঠন change হবে শুধু।

(Conversion and Transformation both mean to change something. But in conversion, the meaning will be changed. On the other hand, in transformation, the meaning will remain the same. Only the sentence structure will be changed).

Though students could use their linguistic repertoire in classroom discussions, the English-only policy was strictly maintained in the writing tasks. Most of the students struggled when they had to write their understanding in English. The way they explained their thoughts in classroom discussions did not reflect in the same way in their writing.

The use of Translanguaging from the beginning of the class scaffolded the students to learn the content and English better. As Lewis, Jones, and Baker (2012) argued translanguaging is referred to as a strategy whereby bilingual children would use their stronger language to develop their weaker language, to reach a balanced development of two languages. Utilizing students' multilingual repertoires in writing could also scaffold students to improve their writing and enrich the content. Velasco and García (2014) argued that bilingual writers employ diverse problem-solving strategies and demonstrate ways of conveying meaning that is absent in monolingual writing.

4.2.2 Utilization of Students' Multilingual Repertoires

After observing both Madrassas, it was noticeable that there was negligence and a lack of attempts to utilize students' full range of linguistic repertoires in the classrooms. Although the teachers used translanguaging, the absence of Arabic, Hindi, and Urdu, languages that could enrich the content and provide students with the opportunity to utilize their full range of linguistic repertoires, was noticeable. The teachers could encourage the use of Arabic, Hindi, and Urdu along with Bangla and English for a better understanding of the content. Students could use the opportunity to have more quality input, and the use of multiple languages could help them think, understand, and absorb the content from various dimensions. Translanguaging acknowledges and appreciates the language diversity and multilingualism within the community. It allows students to engage with their home languages and literacies. Unlike other practices or teaching methods, translanguaging actively supports the continuation of home language practices, emphasizing the sustainability of language use rather than just maintaining it (Bartlett & García, 2011). Utilizing the potential of translanguaging in the classrooms can scaffold the learning of the target language and reinforce the understanding of the content.

4.2.3 Students Incorporating Translanguaging Strategies During Pedagogical Intervention

The participants were exposed to translanguaging-oriented classroom practices, both during classroom discussions and in written exercises, as part of the intervention. The introduction to the strategic utilization of translanguaging facilitated an educational experience for participants wherein they were encouraged to express their thoughts spontaneously in languages they felt at ease with, rather than being confined to a prescribed language.

This approach fostered an environment conducive to linguistic diversity and allowed for a more inclusive classroom dynamic. Consequently, participants were empowered to engage more

authentically in discussions and express themselves effectively, drawing upon their multilingual capabilities without constraints. According to Lewis, Jones, & Baker (2012a), the term ‘translanguaging’ was first coined by Williams (1996) to refer to the utilization of two languages in a planned and organized way to teach and learn in one lesson. It refers to the deliberate use of two languages together during the same lesson to help with teaching and understanding. This method allows people to switch between languages comfortably while they are learning, making it easier to understand new concepts.

Pedagogical translanguaging refers to the planning of using different languages in the classroom for input and output. It can also refer to the strategies that make use of all the languages of students’ repertoire (Cenoz & Gorter 2017a). Translanguaging strategies were designed based on the three types of translanguaging for teaching grammar: “*translanguaging for self-repetition* (repeating oneself but using a different language each time); *continuous segmental translanguaging* (moving between languages intrasententially); *cross-speaker interactional translanguaging* (a second speaker building upon a first speaker’s utterance but doing so in a different language from the first speaker)” proposed by Seals et al. and Treffers-Daller et al. (p.123, 2018 and 2019).

In phase 2, participants wrote their thoughts using their linguistic repertoire, which included their home languages as well. Through writing, they could express their diverse thoughts across a full range. This strategy effectively resolved the issue of writing in a specific language due to proficiency limitations. In phase 3, *translanguaging for self-repetition* was applied, wherein the teacher explained the structures already presented in the students’ repertoire. Subsequently, the teacher elucidated the concept in English so that students could have input about the concept in the target language as well.

This strategy helped to enrich their comprehension and enabled them to contemplate from various dimensions. In phase 5, participants compared the structures of sentences of multiple languages they used in their repertoire. They moved away from the traditional practice of memorizing grammar rules. Translanguaging enabled them to understand the structures and languages, rather than simply memorizing them. The strategy of *continuous segmental translanguaging* was applied, wherein the learners moved between sentences intrasententially.

Comparing the structures of multiple languages enhanced their understanding of those languages. In traditional grammar teaching, students often memorize rules without delving into a deeper understanding of the language. Consequently, they may forget the rules if not practiced sufficiently. Sometimes, they may apply correct grammar rules without truly understanding their meaning. In phase 6, participants used translanguaging as a prewriting activity which enriched the quality of their final writing.

Translanguaging facilitated a comfortable and confident zone for students with limited proficiency in English and a less extensive English vocabulary. Their lack of proficiency in the English language did not impede their ability to effectively convey their understanding of the content in writing. Translanguaging fulfilled the needs of the participants with varied proficiency levels in English by providing them the opportunity to utilize their linguistic resources without hesitation. The following extract demonstrates how the participants translanguaged in the prewriting activity:

Since the weather was very cold, there were no birds or animals in the snow covered country. (Make it simple)

Weather ^{খুব} cold ^{দেশ}, there were no birds or animals in the snow covered country.

I helped a boy who was poor. (Simple)

পরিচয়

I am so weak that I cannot ~~walk~~ talk. (Make it compound)

I am very weak and I cannot talk.

Figure 4.1 Prewriting Activity

Translation of the participant's work:

- The weather being very cold, there were no birds or animals in the snow-covered country.
- I helped a poor boy.

According to the concept of translanguaging receptive language skills involve taking information in one language while productive skills involve expressing thoughts in another language (Baker, 2011). For example, students may listen to a topic in Bangla and then they discuss it in English. Phase 7 was designed based on this concept where students transformed the prewriting activity into English, Bangla, and Arabic language. *Cross-speaker interactional translanguaging* strategy was employed, wherein the learners transformed their work into different languages. Translanguaging equipped students with resources that helped them absorb content more effectively and develop proficiency in the target language, as well as in

Bangla and Arabic. Utilizing multiple languages provided participants with new dimensions for learning and understanding content.

4.3 Comparing the performance of the control group and the intervention group

The practice of using translanguaging strategies to learn the content scaffolded the limited proficiency in English by leveraging students' linguistic resources. Along with the target language English, other languages (Bangla and Arabic) within students' repertoire were developed that facilitated improved communication to learn the content. As a pedagogical tool, Translanguaging motivates learning along with enhancing communication. It also serves as a beneficial tool that validates ethnic minority students (Cenoz, 2017c).

A quiz test was designed to collect data for comparing the development of English, alongside Arabic and Bangla, between the control and the intervention groups. A total of six participants were selected based on their academic performance where the intervention group contained three participants and the control group contained three participants. In the quiz, students were instructed to transform the mentioned sentences in English, Bangla, and Arabic. To compare the performance of the control and the intervention groups, three parameters were set: 1) high-performing students, 2) medium-performing students, and 3) low-performing students. The performance of the high-performing students in the control group was compared with the high-performing students in the intervention group, and this order was maintained for the remaining medium and low-performing students.

Madrasah 1:

The participants in the control group, following traditional lessons and classroom discussions, were unable to strategically utilize their linguistic resources. Their focus remained confined to the English language, without introduction to translanguaging pedagogies that incorporate the

strategic use of translanguaging. Consequently, they could not leverage their linguistic repertoire to scaffold the development of the target language alongside Arabic and Bangla. Traditional classroom practice lowered their performance on the quiz test. They lacked confidence in writing answers in other languages than English. As they did not practice using other languages rather than English in writing, it resulted in poor performance in the quiz test.

However, those in the intervention group strategically utilized their linguistic repertoires during the intervention, resulting in improved performance in English, Bangla, and Arabic. Along with the development of the target language English, the strategic use of translanguaging enhances the skills of the other languages of the repertoire that act as a scaffolding to comprehend. Comparison between the outcomes based on the performance of the control group and the intervention group signified the impact of the strategic use of translanguaging in the intervention. Incorporating translanguaging pedagogies to use the multilingual repertoire as a resource to develop metalinguistic awareness is noticeable in the performance of the treatment group. Participants of the intervention group demonstrated good performance comparatively to the control group who were not introduced and demonstrated the strategic use of translanguaging.

The following figures demonstrate the performance of the control group and the treatment group in English, Bangla, and Arabic language:

- I am very weak and I cannot walk (make it complex).
- ✓ I am so weak that I cannot walk.
- ✓ আমি বেশ দুর্বল হা আমি হাঁটতে পারি না।
 أنا ضعيف جدًا لدرجة أنني لا أستطيع المشي.
- I caught a fish which was big. (make it simple).
- ✓ I caught a big fish.
- ✓ আমি একটি বড় মাছ ধরেছিলাম।
 صيدت سمكة كبيرة.

$\frac{6}{6}$

Figure 4.2 High-performing student's performance in the intervention group

- I am very weak and I cannot walk. (make it complex)
- ✓ I am so weak that I cannot walk.
- ✓ আমি বেশ দুর্বল হা আমি হাঁটতে পারি না।
 ? (Arabic)
- I caught a fish which was big. (Make it Simple)
- ✓ I caught a big fish.
- ✓ আমি একটি বড় মাছ ধরেছিলাম।
 اصطدت
 اصطدت.
- $\frac{5}{6}$

Figure 4.3 High-performing student's performance in the control group

The participant from the intervention group performed better than the participant in the control group. The participant from the intervention group used the more appropriate Arabic sentence structure while the control group's participant did not attempt all the Arabic written parts. However, The Arabic sentence structure used by the participant from the control group, according to the question, is also poor, though providing the correct answer. Outcomes from the remaining participants of the intervention and the control group indicated that each participant from the intervention group outperformed those from the control group. Participants in the intervention groups demonstrated quality performance across all languages (English, Bangla, and Arabic).

However, the participants in the control group could not maintain consistency in their performance across languages (English, Bangla, and Arabic). Results showed that they performed better in the target language (English) while demonstrating poor performance in Bangla and Arabic. The following figures demonstrate the performance of the intervention group and the control group:

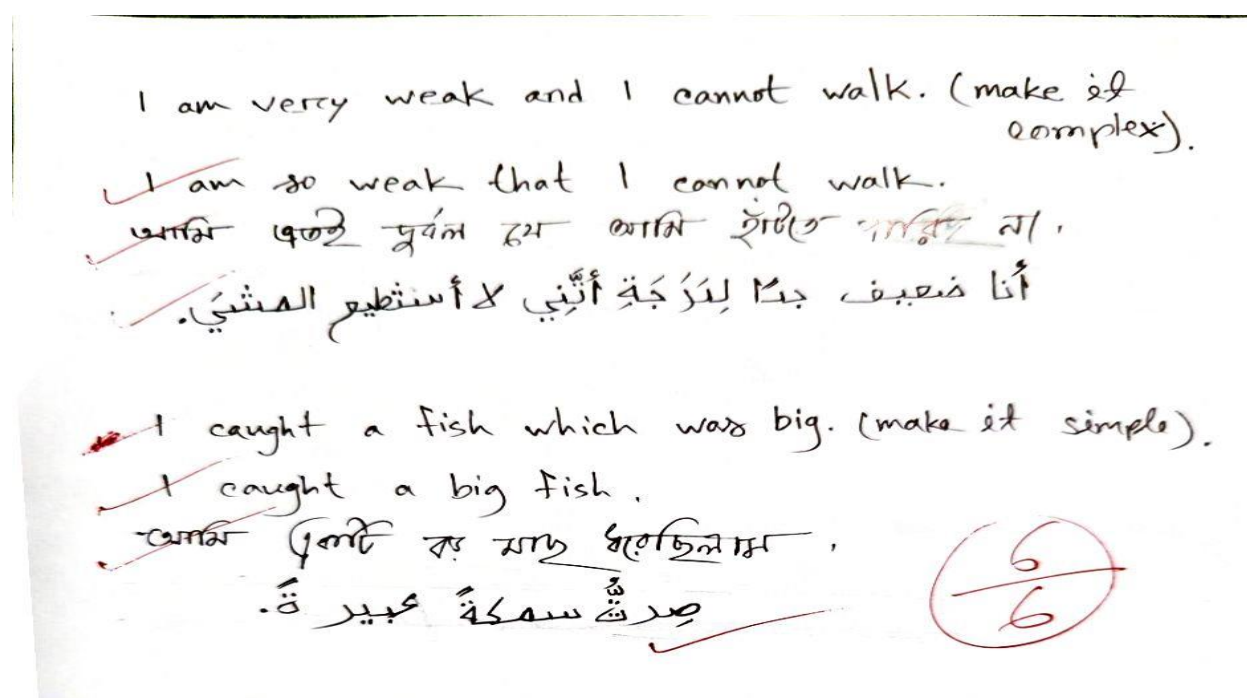


Figure 4.4 Medium-performing student's performance in the intervention group

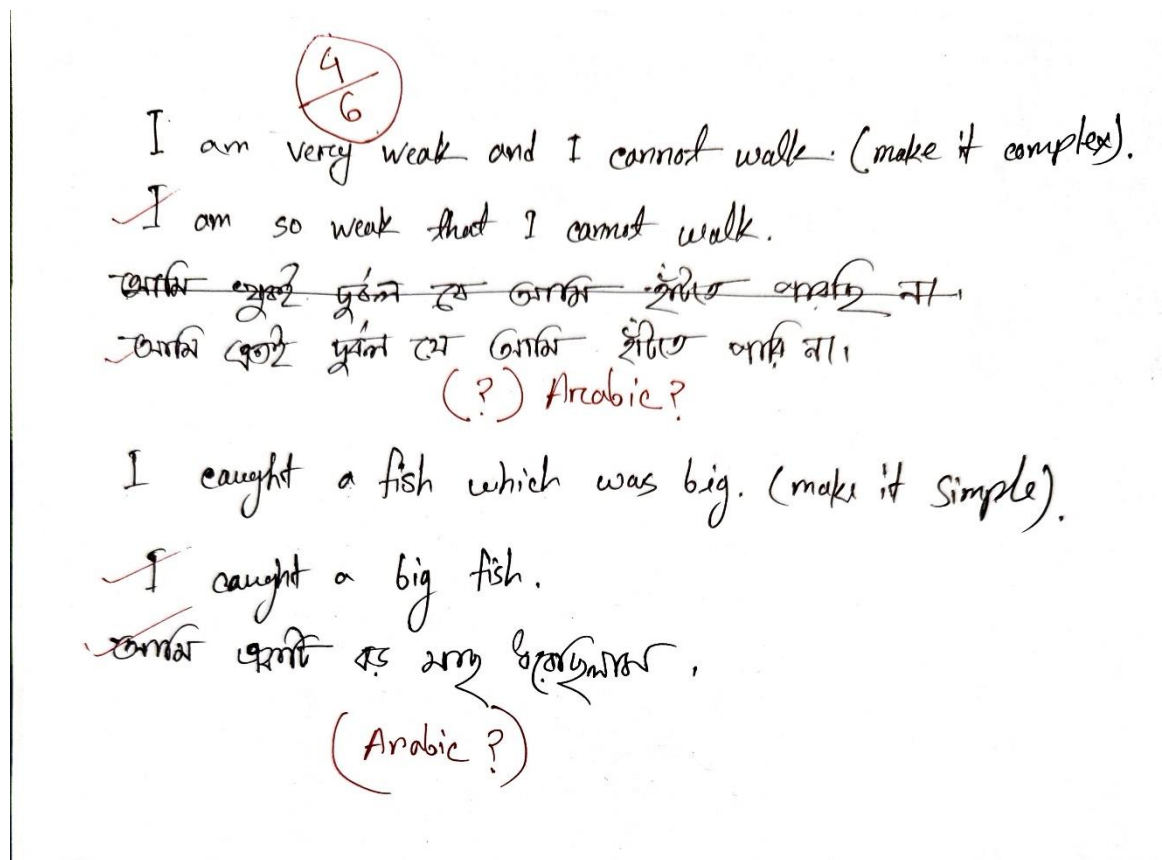


Figure 4.5 Medium-performing student's performance in the control group

The participant in the intervention group attempted all the questions and exhibited consistent performance across all three languages. In contrast, the participant in the control group did not even attempt the Arabic parts of the quiz test. Though the participant performed well in Bangla and English, the participant's performance in Arabic implied negligence towards putting effort into performing in Arabic. While the participant in the intervention group exhibited syntactic complexity in his Arabic sentence writing, indicating similar sentence structures to those complex and simple sentence structures he wrote in English and Bangla, the participant in the control group struggled to construct appropriate complex and simple Arabic sentences according to the questions.

The outcome of the performance of the low-performing participant in the intervention group was equal to that of the high and medium-performing students. The following figure demonstrates the performance of the low-performing students in the intervention group:

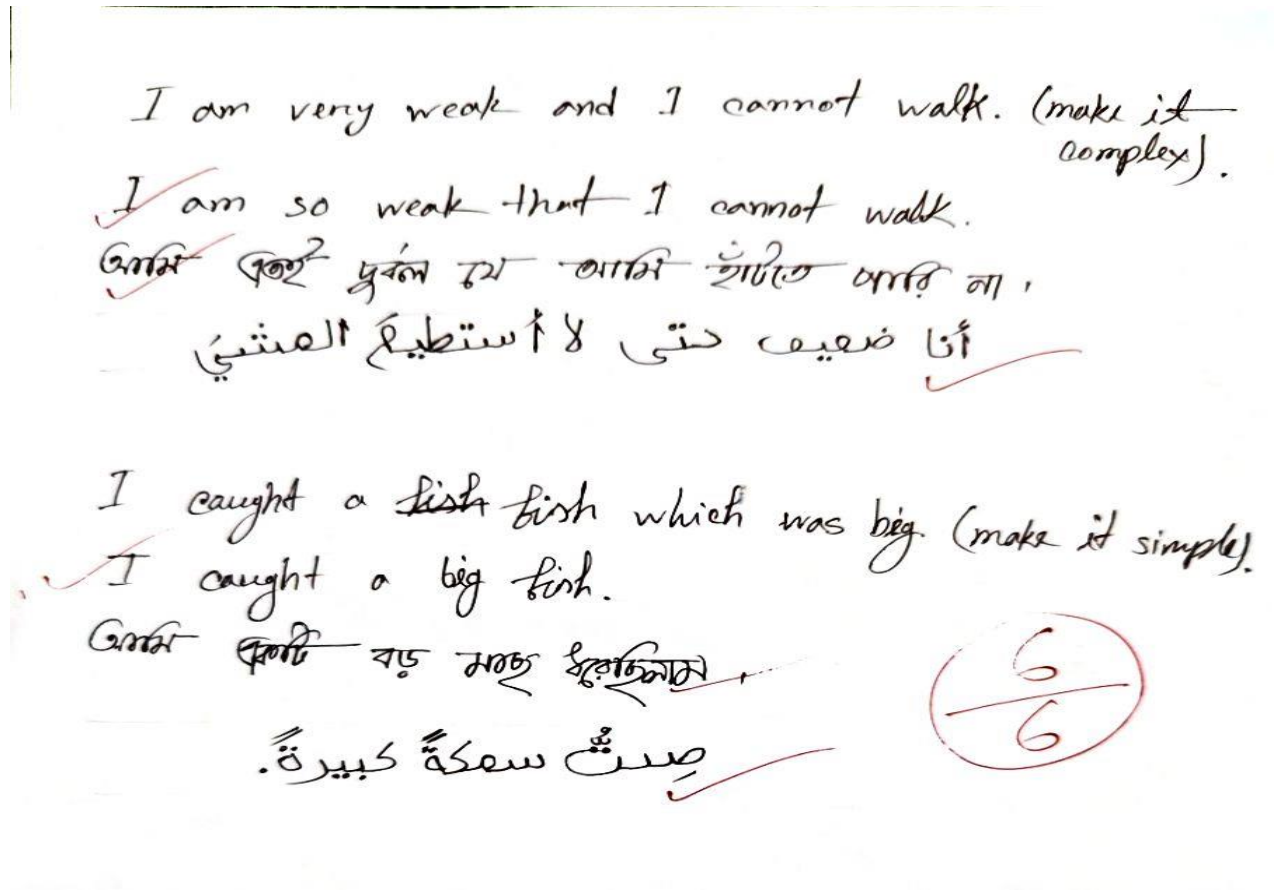


Figure 4.6 Low-performing student's performance in the intervention group

The participant demonstrated quality performance in English and Bangla, similar to that of the high and medium-performing students. Though the structure of the Arabic complex sentence could be more syntactically rich, the participant provided the correct answer. In contrast, the participant in the control group could not exhibit consistent performance in English, Bangla, and Arabic. The participant in the second question provided the wrong structures which indicated a lack of practice in utilizing different languages as language resources in acquiring content knowledge. The following figure demonstrates the performance of the low-performing student in the control group:

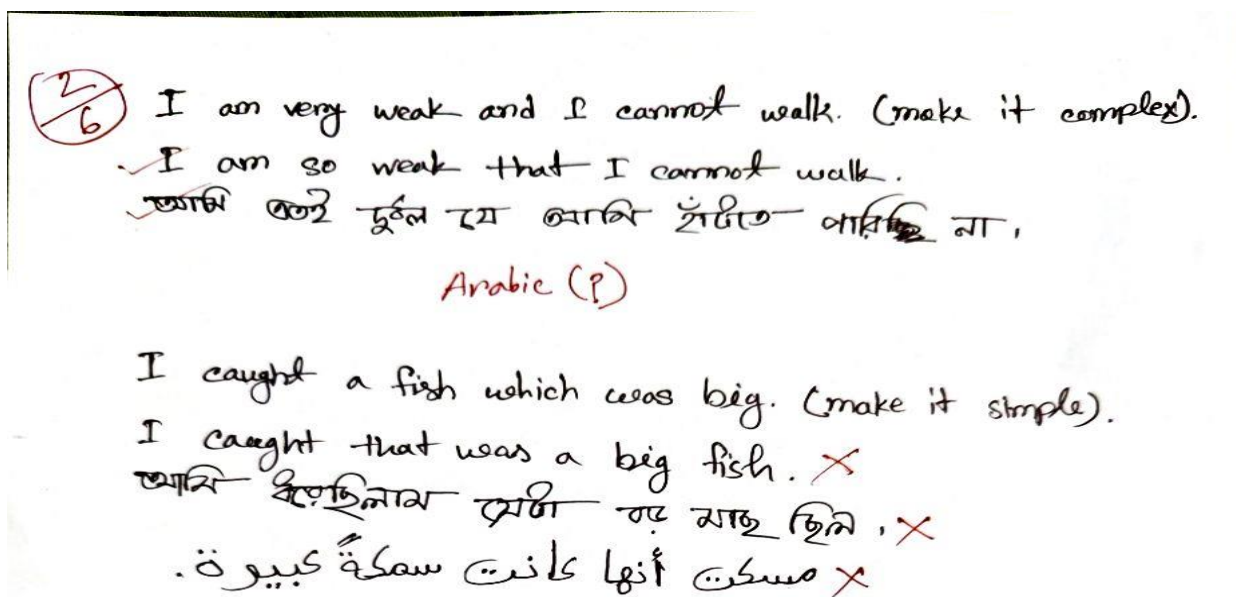


Figure 4.7 Low-performing student's performance in the control group

The participant provided only two correct answers among six, indicating her limited knowledge of sentence structures in English, Bangla, and Arabic writing. Translanguaging pedagogies could provide the opportunity where the participant could practice using her knowledge of all three languages and develop knowledge about sentence structures of all three languages.

The participants of the control received the traditional classroom lesson and practiced the grammar and sentence structures of the target language only. This traditional approach limited their scope to explore and utilize different languages to absorb content knowledge. Cenoz and Gorter (2014) argued that it is essential to consider the whole linguistic repertoire of multilingual speakers while learning and using languages. According to Gorter (2015), Individuals who speak multiple languages have the potential to be effective learners and users of a target language. This is possible when they are allowed to leverage language resources from their entire linguistic repertoires.

The outcomes from the performance of the participants of the intervention and the control group exhibit that employing translanguaging pedagogies in the intervention group resulted in quality performance in all three languages (English, Bangla, and Arabic). Translanguaging pedagogies provided the participants with the opportunity to use their entire linguistic repertoire to understand the content and develop the target language. Incorporating Translanguaging pedagogies resulted in developing the target language along with developing proficiency levels in the home languages.

A Madrasah-1 student from the control group, who attended the traditional classroom lesson and performed poorly in the quiz test, said:

Quiz test এ আমাদের বাংলা and আরবিতেও লিখতে বলা হইছে। আমরা বাংলা আরবি subject পড়ি কিন্তু English ক্লাসে আমরা কখনও এভাবে practice করি নাই। English ক্লাসে আমরা আমাদের ভাষায় কথা বলি কিন্তু আমরা English এর বাইরে অন্য কিছু লিখি না। আর অন্য ভাষার সাথে English কে মিলাই না। আমরা শুধু grammar এর জন্য rules মুখস্থ করি। কিন্তু language এর দিকে class এ focus করা হয় না। English এর rules মুখস্থ করি কিন্তু English ভাষাটা কেমন, ভাষার ধরণ কেমন এগুলো নিয়ে class এ আলোচনা হয় না। তাই পরিক্ষাটা আমাদের কাছে নতুন মনে হয়েছে। তাই এভাবে আমরা ভালো করতে পারি নাই।

(In the quiz test, we were told to write in Bangla and Arabic also. We study Bangla and Arabic subjects. But in English class, we never practiced like this. We speak in our language in English class. But we never write anything except in English. And we do not mix up English with any other language. We only memorize grammar rules. But we do not focus on the aspects of language. We memorize the rules of English. But we do not discuss the nature of the English language. So the exam felt like a new thing to us. That is why we could not do well in the exam).

The lack of opportunities to use linguistic resources to understand a new language prevented the participants from delving into a new dimension in which they could utilize their whole linguistic repertoire to become effective learners of the target language.

A Madrasah-1 student from the intervention group, who attended the intervention designed with translanguaging pedagogies and performed well in the quiz test, said:

পরিক্ষাটা আমাদের জন্য নতুন ধরনের ছিল। কিন্তু ক্লাসে আমরা English, Bangla, Arabic language এর simple, complex আর compound sentence structures practice করেছি। আমরা কোন ভাষার বাক্যের ধরণ কেমন তা নিয়ে আলোচনা করেছি। শুধু শুধু না বুঝে rules মুখস্থ করি নাই। আমরা যে ভাষায় কথা বলি সেই ভাষাটাকেই ব্যবহার করা শিখানো হয়েছে। Sentence transformation এর যে ব্যাপারটা এটা বই থেকে মুখস্থ না করে অন্যভাবে আমরা যে ভাষাগুলো জানি সেইগুলো use করে বুঝানো হইছে। একটা অন্যরকম experience ছিল।

(This kind of exam was new for us. But in the classroom, we practiced simple, complex, and compound structures of English, Bangla, and Arabic language. We discussed the nature of languages. We did not only memorize the rules without understanding them. We were taught to use our repertoire. We did not memorize the aspects of sentence transformation from the book rather we used the languages that we know to understand it. It was a different kind of experience).

Through translanguaging pedagogies, the participants learned to use their whole linguistic repertoire to understand the target language English along with the languages that acted as the scaffoldings. It is natural for multilingual speakers to tend to connect previous knowledge with new knowledge. Likewise, multilingual speakers naturally tend to connect the knowledge of a new language that is being learned with their previous linguistic knowledge. However, learners cannot use their own resources when they are prevented to do so because of the monolingual

focus on the target language (Cenoz & Gorter, 2011). The control group was prevented from using their whole linguistic repertoire, which compelled them to learn the grammar rules of the target language. Only memorizing rules hindered them from linking their prior linguistic knowledge with the knowledge of the target language. They did not have the scope to compare the metalinguistic aspects of the languages, which could have helped them delve into a deeper understanding of the target language, as well as their home languages.

Madrasah 2:

The intervention group experienced translanguaging pedagogies where they utilized their linguistic repertoire strategically. The strategic use of the linguistic repertoire of the participants was designed by the translanguaging pedagogies to ensure the utilization of the entire language resources of the participants. The practice of the strategic use of the linguistic repertoire to comprehend the metalinguistic aspects of English, Bangla, and Arabic resulted in better performance in all three languages. Translanguaging pedagogies are known and studied for their effectiveness in enhancing learning, especially in bilingual settings, where learners can engage in using, comparing, and integrating languages (Martínez, Durán & Hikida, 2017). In contrast, the control group, who attended traditional classroom lessons and focused on memorizing the grammar rules without using their language resources for a better understanding of the target language and the content, performed poorly.

The following figures demonstrate the performance of the high-performing students in the intervention and the control group:

- (6/6)
- I am very weak and I cannot walk. (Make it Complex)
- ✓ I am so weak that I cannot walk.
- ✓ আমি খুবই দুর্বল যে আমি হাঁটতে পারছি না।
- ✓ أنا ضعيف جدًا لدرجة أنني لا أستطيع المشي.
- I caught a fish which was big. (Make it Simple)
- ✓ I caught a big fish.
- ✓ আমি একটি বড় মাছ ধরেছিলাম।
- ✓ صرث سمكة كبيرة.

Figure 4.8 High-performing student's performance in the intervention group

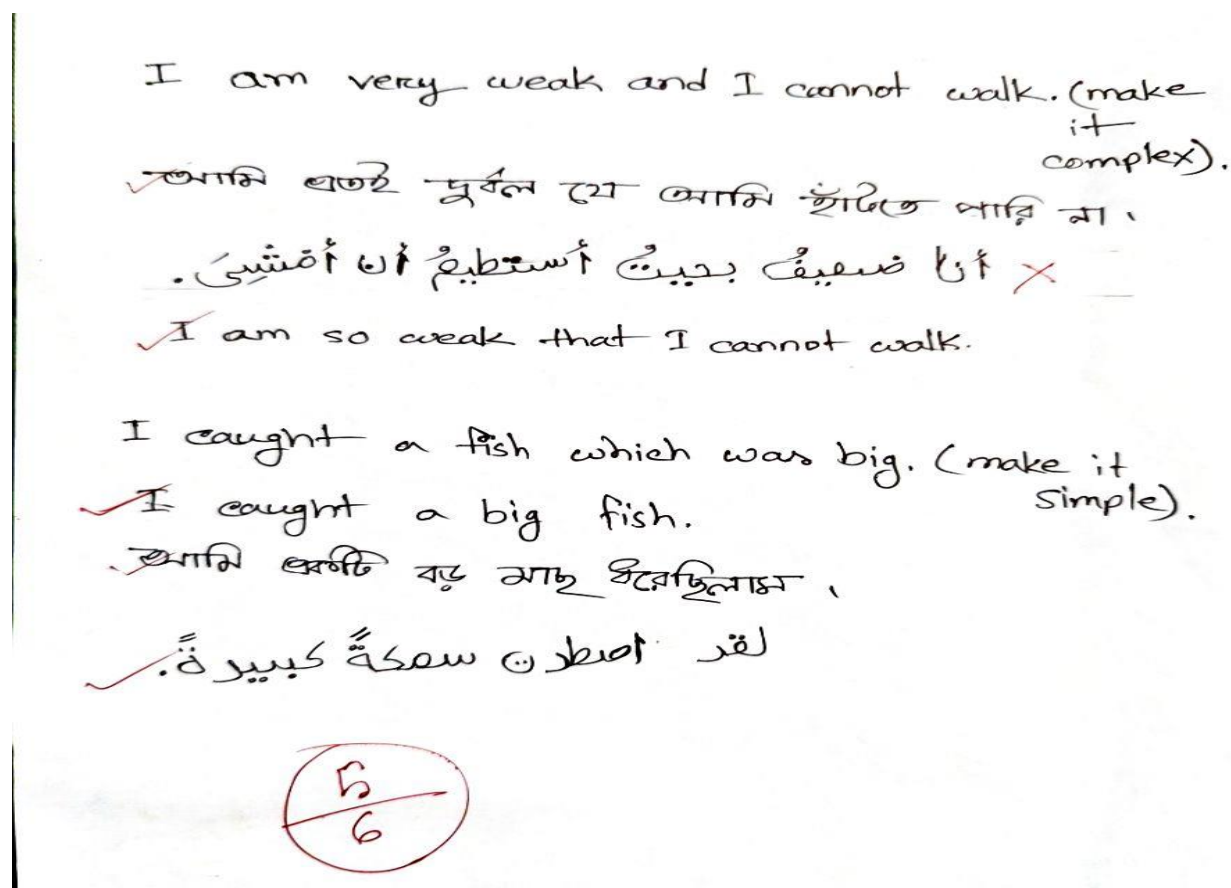


Figure 4.9 High-performing student's performance in the control group

The participant in the intervention group demonstrated high-quality performance in English, Bangla, and Arabic. The participant exhibited appropriate sentence structures in all three languages. In contrast, the participant in the control group showed inconsistency in performance. Consistency in performance was noticeable in the case of structures of Bangla and English sentences. However, the participant performed poorly in writing the complex sentence in Arabic.

The following figures demonstrate the performance of the medium-performing students in the intervention and the control groups:

I am very weak and I cannot walk. (make it complex).

I am so weak that I cannot walk.

ଆମି ଏତେ ଦୁର୍ବଳ ଯେ ଆମି ଚାଲି ପାରି ନା ।
أنا ضعيف بحيث لا أستطيع أن أمشي.

I caught a fish which was big. (make it simple).

لقد اصطدت سمكة كبيرة.

ଆମି ଏକଟି ବଡ଼ ମାଛ ଝିଲାଇଲି ।

I caught a big fish.

(6/6)

Figure 4.10 Medium-performing student's performance in the intervention group

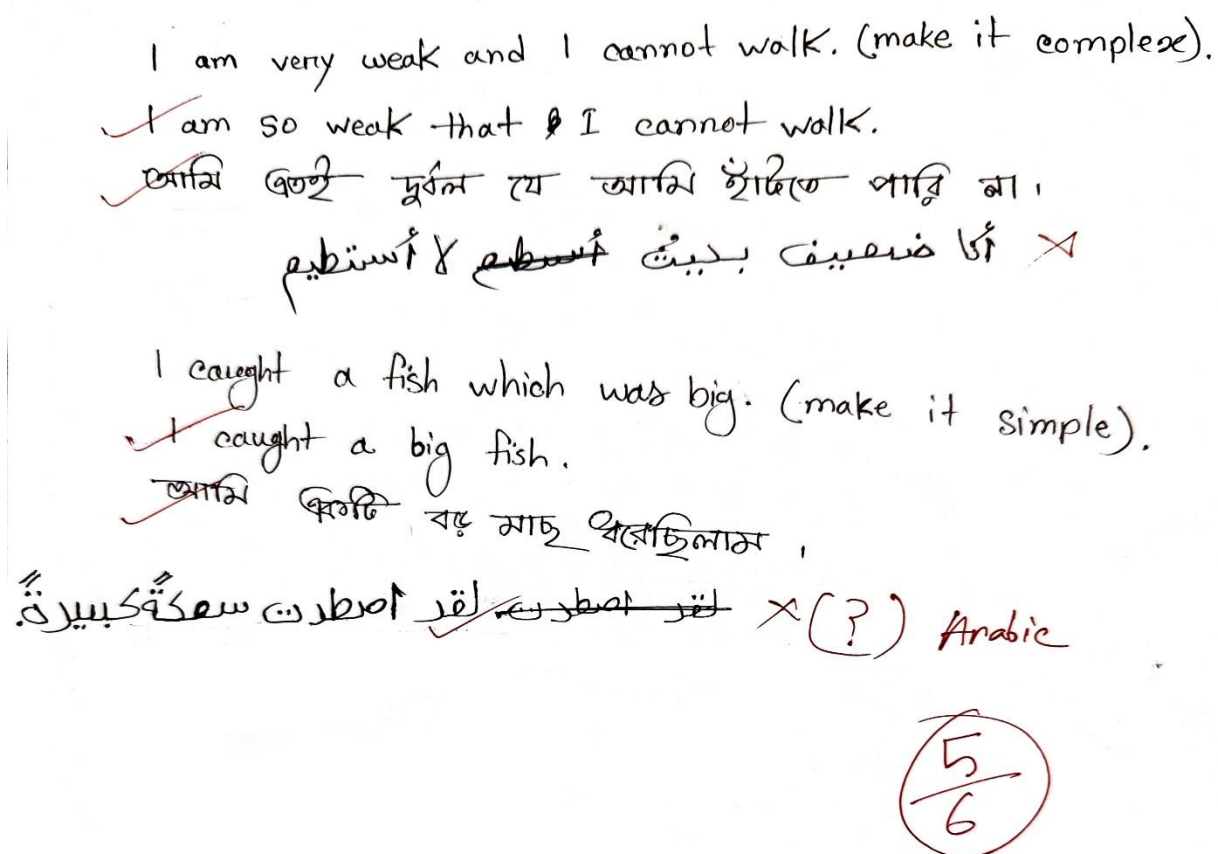


Figure 4.11 Medium-performing student's performance in the control group

The participant in the intervention group exhibited equal high-quality performance to that of the high-performing participant. The participant demonstrated equal proficiency in writing simple and complex structures of sentences in English, Bangla, and Arabic. The participant in the control group performed well in Bangla and English while demonstrating poor performance in Arabic. The outcome indicates that the participant who practiced utilizing the entire linguistic repertoire through translanguageing pedagogies outperformed the participant who was not exposed to the translanguageing pedagogies. Translanguageing pedagogies enhanced proficiency in the target language and in the languages which were utilized strategically to learn the target language.

The following figures demonstrate the performance of the low-performing students in the intervention group:

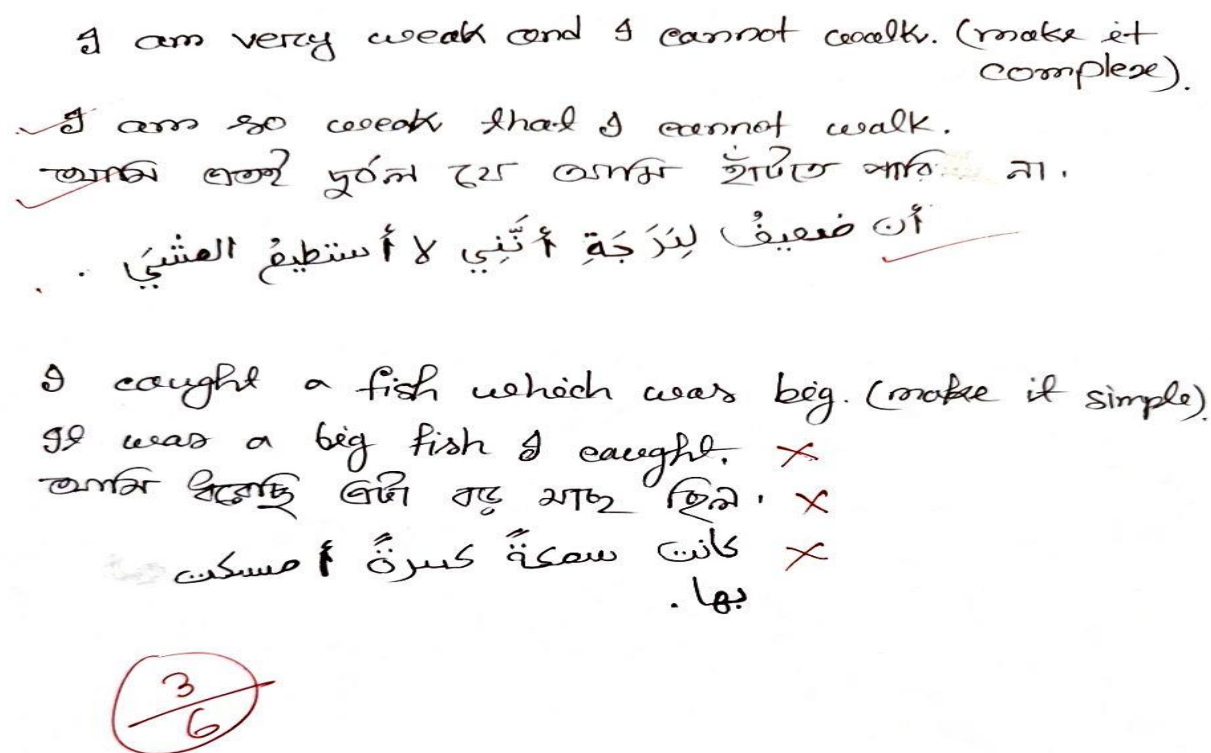


Figure 4.12 Low-performing student's performance in the intervention group

Unlike the other participants in the intervention group, this participant performed poorly. This participant could not perform consistently and demonstrated poor proficiency. Though the outcome implies that the translanguaging pedagogies have proven to be less beneficial for the participant, still translanguaging pedagogies can work as a scaffolding to enhance proficiency in the target language along with improving proficiency in the other home languages. Since translanguaging pedagogies discard the monolingual focus to the target language that limited the utilization of the linguistic resources of a learner.

The following figures demonstrate the performance of the low-performing students in the control group:

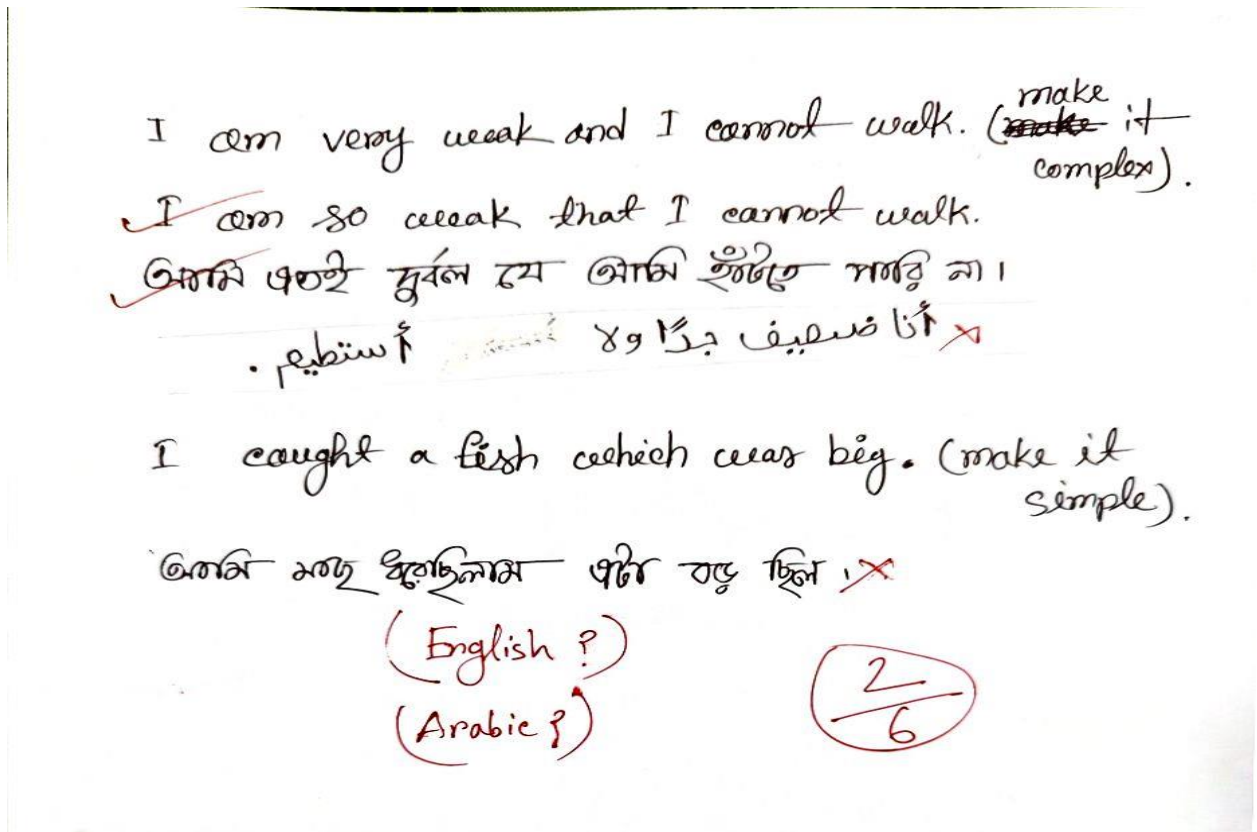


Figure 4.13 Low-performing student's performance in the control group

The participant exhibited low proficiency in knowledge of grammar and languages. This participant performed inconsistently. The outcome showed poor proficiency in the target language as well. After comparing the outcomes, it is noticeable that the participants who were exposed to translanguaging pedagogies performed better in the target language than the participants of the control group who were not exposed to the translanguaging pedagogies. A Madrasah-2 student from the intervention group said:

আমরা যেভাবে class এ practice করেছি এটাই help করেছে একই সাথে English, Bangla আর Arabic এ ভালো করতে। আমরা class এ একটা language এর সাথে আরেকটা language compare করেছি। এটা আমাদের language এর sentence structure গুলো ভালোভাবে বুঝতে সাহায্য করেছে।

(How we practiced in the classroom, helped us to perform well in English, Bangla and in Arabic. We compared one language with another in the classroom. This helped us to understand the sentence structures of the languages).

The outcome from both Madrasah 1 and Madrasah 2 demonstrates that translanguaging pedagogies enhanced proficiency in the target language, while also improving proficiency in the other languages within the learner's repertoire. 5 participants out of a total of 6 participants in the intervention group outperformed the participants in the control group. The participants in the intervention group, who were exposed to the translanguaging pedagogies, performed better than those in the control group, who attended regular traditional classroom lessons.

Translanguaging pedagogies have proven their potential in developing the target language when simultaneously utilizing the learner's home language and improving proficiency in other languages within the learner's repertoire. Translanguaging 'is a pedagogical practice designed by the teacher who uses the stronger language to develop the weaker one, and in this way, it implies a deep understanding of meaning and can result in increased proficiency in the two languages' (Cenoz & Gorter, 2020, p.305).

4.4 Teacher's Perspective on Translanguaging

The detailed interview revealed that all the teacher participants were aware of the language situation in their classrooms. Mr Rashid was concerned about the needs and was aware of the varying language proficiency of students:

I have to use such language that can clear the concept to the students. If I use English sometimes, I make sure that the English is very simple. Some students are good and some have poor proficiency in English. I communicate with the students in their language. Otherwise, they show reluctance to share their thoughts and understanding.

Likewise, other teachers agreed with the situation where they had to make sure their language was easy enough to present a clear concept of the lesson to the students. Consequently, translanguaging was inevitable to facilitate teaching and learning in the focal classrooms. Mr Zamal explained that the spontaneous use of translanguaging engendered an engaging learning environment:

Students use translanguaging spontaneously to ask questions, communicate, and discuss with each other. However, in the case of writing, translanguaging cannot be allowed. The goal is to develop specific grammatical knowledge of English, so they must write in English to demonstrate their knowledge. Although translanguaging may improve the quality of their written content, it is neither practiced nor welcomed.

All the teachers agreed that pedagogic use of translanguaging both in classroom discussion and writing could serve the needs of the students more efficiently than random use of translanguaging. Translanguaging education policy focuses on collaborating two dimensions: the internal repertoire of students and the external societal language, which is the aim of a policy (Garcia and Kleyn, 2016). However, teachers are not trained to employ pedagogic translanguaging in the classroom. The curriculum of the Madrasah Board of Bangladesh does not promote materials and facilities to incorporate translanguaging pedagogies. The English language education policy of the Madrasah Board has not yet recognized the efficiency of collaboration and utilization of students' linguistic repertoire in developing the target language.

4.5 Implications

Considering students' needs and various English proficiency levels, translanguaging prevails in the Madrasah classrooms. The absence of any strict medium of instruction (MOI) policy in the curriculum engenders a translanguaging situation in the classrooms. Although spontaneous translanguaging, characterized by the natural use of multiple languages, aids as a resource to understand contents, the deliberate integration of translanguaging pedagogies into lessons is

noticeably absent. The findings of the study demonstrate that Madrasah classrooms at the HSC level have the potential to incorporate translanguaging pedagogies. Employing translanguaging pedagogies rather than spontaneous translanguaging proved to be more efficient in developing the target language and comprehending the content.

According to García and Wei (2014), the strong version of translanguaging suggests that bilingual speakers do not adhere to the socially constructed boundaries of different named languages. They selectively utilize features from their diverse linguistic abilities to construct meaning and facilitate learning. Utilizing translanguaging pedagogies fostered metalinguistic awareness by providing the scope to compare aspects and elements of different languages of the participants' repertoire. Prompting the incorporation of translanguaging pedagogies along with proper material development and lesson planning will lead to significant improvements in language education, ensuring the strategic use of multiple languages to cater to the individual needs of the students.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The study demonstrated the language situation in the HSC-level English classrooms that contained the use of translanguaging and implied the scope of integrating translanguaging pedagogies. Through comprehensive classroom observations, the potential of translanguaging to cater to the diverse language proficiencies of participants effectively became evident. Students from various linguistic backgrounds had diverse linguistic resources that were utilized as valuable tools to enhance metalinguistic awareness and facilitated the development of the target language, English. The actual worth of the participant's multiple linguistic repertoires was manifested by attempting the pedagogical intervention that introduced a new dimension to use linguistic resources to learn grammar rather than relying solely on memorizing rules.

Classroom translanguaging can be planned or happen spontaneously. It encourages discussions about how students learn, how teachers teach, and how the curriculum is organized and taught in the classroom. This type of translanguaging is about making the classroom experience more effective and meaningful for both students and teachers (Lewis et al. 2012). The strategic use of translanguaging enhanced the language skills and performance of the participants in specific languages, indicating improvements not only in English but also in other academic languages such as Arabic and Bangla, which were part of the participants' linguistic repertoires. Discouragement of applying strategic use of multiple languages in writing and confining focus only on the English in the regular lowered quality of the content. While pedagogical intervention included the use of the whole linguistic repertoires of the participants.

The treatment group that received the pedagogical intervention demonstrated better performance than the control group that lacked the confidence to perform skills in English,

Bangla, and Arabic. In contrast to the control group, the treatment group demonstrated improvement in their skills in academic languages Bangla, English, and Arabic. Findings manifested that integration of translanguaging enhanced the understanding of the participants of the content along with the improvement of English language skills. In the case of learning English grammar translanguaging pedagogies fostered a new approach that provided scope to introduce connection and compare between different languages of the repertoire. This study claims that incorporating translanguaging pedagogies will enable learners to utilize their whole linguistic repertoire and experience to explore their integrated linguistic features. By integrating translanguaging pedagogies alongside the target language, skills in other languages within the linguistic repertoire will be improved.

Learners will experience a new approach to learning the target language, accessing different dimensions of resources and features across various languages. The educators and the policymakers must recognize what knowledge and experience students bring with them in the classrooms along with their home languages are valuable resources for use in language education. Translanguaging practices allow learners with multilingual abilities freedom and confidence to express themselves fully. This not only helps them speak the foreign language better in different situations but also lets them express themselves fully, understand things better, and learn as complete individuals in their bilingual or multilingual lives (Turnbull, 2019).

The Challenges of integrating translanguaging pedagogies in classrooms indicate the lack of acknowledgment of the policymakers and curriculum administrators regarding the efficacy of pedagogic translanguaging in language education. Recognizing and promoting the potential of the incorporation of translanguaging pedagogies are necessary to facilitate material design, lesson planning, and classroom implementation.

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APPENDIX

Consent Forms

Consent Form for Research

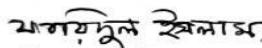
Research Title: *Language Situation and Scope of Incorporating Translanguaging Pedagogies in HSC-Level English Classrooms of Bangladeshi Alia Madrassas*

Researcher:

Kaniz Fatema Lamia
Student of MA in Applied Linguistics and TESOL
University of Liberal Arts Bangladesh (ULAB)

I willingly agree to the following terms:

- My participation in this research is entirely voluntary.
- Data collected from classroom observations, interviews, and control and treatment groups will be used solely for research and academic purposes.
- The name of the institution and the identities of the participants will remain confidential.
- Pseudonyms will safeguard participant anonymity.
- Participants retain the right to withdraw their contribution at any time.
- There is no associated risk with participation.

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Signature of the Principal:

Signature of the Participants:

1. Farzana	9. Jomera
2. Sumiya	10. Jasmin
3. Sima	11. Rasma
4. Nusrat	12. Khodiza
5. Sumaiya	13. Jannati
6. Sanjida	14. Shaon
7. Alma	
8. Dulakha	

15. MD: Abu Bokkar.
16. MD: Atik
17. ASIF Sikder
18. Sabbir Hossain
19. MD: Ashratul Islam

Consent Form for Research

Research Title: *Language Situation and Scope of Incorporating Translanguaging Pedagogies in HSC-Level English Classrooms of Bangladeshi Alla Madrassas*

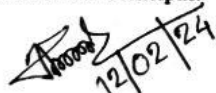
Researcher:

Kaniz Fatema Lamia
Student of MA in Applied Linguistics and TESOL
University of Liberal Arts Bangladesh (ULAB)

I willingly agree to the following terms:

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- Participants retain the right to withdraw their contribution at any time.
- There is no associated risk with participation.

Signature of the Principal:


12/02/24

Signature of the Participants:

- | | | |
|--------------------|--------------------|--------------------|
| 1. <u>RIFAT</u> | 7. <u>Snisty</u> | 15. <u>Bushna</u> |
| 2. <u>Abdullah</u> | 8. <u>Akhi</u> | 16. <u>Jannat</u> |
| 3. <u>Sumaiya</u> | 9. <u>Munni</u> | 17. <u>Sapwara</u> |
| 4. <u>Habib</u> | 10. <u>Sadia</u> | |
| 5. <u>Imran</u> | 11. <u>Farhana</u> | |
| 6. <u>Aminul</u> | 12. <u>Ibrahim</u> | |
| | 13. <u>Shorona</u> | |
| | 14. <u>Mousan</u> | |