

Translanguaging Practices in EMI Classroom: Blessing or Barrier?

A Case Study of a Tertiary Level Institution in Bangladesh



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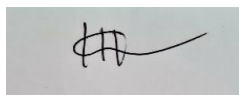
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CERTIFICATE OF APPROVAL

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.



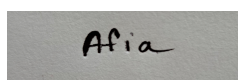
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DECLARATION

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.

A rectangular box containing a handwritten signature in black ink that reads "Afia".

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Table of Contents

Abstract	7
Chapter 1: Introduction	8
Chapter 2: Literature Review	14
Chapter 3: Methods and Methodologies	22
Chapter 4: Findings and Data Analysis	27
4.2 Research Question 1	
4.2.1 L1 Switching as Strong and Soft Translanguaging Strategies.....	27
4.2.2 Cultural and Identity Positioning through Language.....	29
4.2.3 Surface-Level Language Usage in the Classroom Interaction.....	31
4.2.4 Example-Based Translanguaging in Instruction.....	33
4.2.4.1 Lexical Gap in English.....	35
4.2.5 The Role of L1 in Shaping Informal Classroom Discourse.....	35
4.3 Research Question 2	
4.3.1 Clarity and Comprehension through L1.....	38
4.3.2 Motivation and Comfort in Participation.....	40
4.3.3 Variation in Tone and Expression During Language Shift.....	40
4.3.4 Over-reliance on L1.....	42
4.3.5 Potential Movement Towards Creole.....	44
Chapter 5: Discussion and Conclusion.....	46
Works Cited/References	49
Appendix/Appendices	55

Abstract

English has become a lingua franca around the globe and students at the higher education levels in Bangladesh are not away from its dominating clutches. Curriculum that focuses on English as a medium of instruction (EMI) pushes the students to use English in their entire academic activities. However, translanguaging literature highlights the students' habitual and emotional attachment with their mother tongue and how they struggle to continue their education in a second or foreign language, i.e., English. This study investigates the role of translanguaging practices in EMI classrooms at the tertiary level in Bangladesh. It aims to explore some notable practical factors of translanguaging that took place in the classroom either for serving certain purposes or sometimes might arise intrinsically without any deliberate intention. Furthermore, it explores how excessive dependency on translanguaging left a quality difference in their language proficiency. The study uses a qualitative case study approach where data were collected through classroom observation and semi-structured interviews. The study interviewed 5 teachers from ULAB with a target to learn about their experience in the EMI classroom. The findings reveal that although initially translanguaging is beneficial for supporting comprehension, reducing anxiety, encouraging participation but at the same time it lowers the possibility of becoming a proficient speaker; moreover, it estimates a significant risk of Bangla language being eliminated in the distant future. The study concludes by discussing the strategic implementation of pedagogical resources, and discouraging the journey towards a creolized form of Bangla language.

Keywords: Translanguaging practices, EMI Classrooms, Bilingual and multilingual education, L1/L2 use, Pedagogical Strategies, Second language Acquisition, Creole Formation.

Chapter 1

Introduction

1.1 General Introduction

The role of English in multilingual contexts is a subject of growing scholarly attention, especially in countries like Bangladesh where it is often labelled as an (English as a Second Language) ESL context. This linguistic setting is particularly evident in private universities where English is used as a medium of instruction (EMI) throughout diverse academic areas. The universities admit students from diverse linguistics and educational backgrounds including Bangla medium, English version and English medium; moreover, students whose first language is not Bangla, for instance the students from ethnic minority languages also get admitted into these universities. In such multilingual classes, translanguaging– dynamic shifting among multiple languages in a single conversation– often emerges as a pedagogical and communicative tool.

This is a case study on tertiary level students in Bangladesh that explores translanguaging in EMI classroom analysing the facts whether it aids English learning or not.

1.2 Background

The growing interest in the linguistically diverse world particularly within the domain of English language as an ESL context has become debated for a prolonged period. Within the ESL context translanguaging is a very common phenomenon especially among South Asian countries' educational settings, where English has a significant prestige and prioritizes as a social advancement.

The practice of translanguaging has become a subject of scholarly tension and raised many questions about its use from both positive and negative perspectives. Some empirical studies argue that shifting languages in ESL or EFL context works as an effective tool especially for scaffolding comprehension and participation, concerning the fact that it hinders full immersion in the target language. Ferguson (2003) and Cahyani et al. (2016) highlights important functions of translanguaging that enhance knowledge construction while Sapitri et al. (2018) talked about motivation and participation that ultimately contribute to classroom management. In contrast, many educators Jaspers (2018) and Alrayes (2023) claim that translanguaging limits full exposure

to English and hampers language proficiency. Garcia and Wei (2014) highlighted two variations implemented in the classroom– strong and soft translanguaging. However, depending on the habitual language shifting, language scholars like Ulfah et al. (2021), Otheguy et al. (2015) and Ningrum and Sahiruddin (2023) recognized it as a natural linguistic phenomenon.

The term ‘translanguaging’ was first conceptualized by a Welsh teacher named Cen Williams in 1980; over the past two decades many prominent scholars like Garcia, Wei and Otheguy expanded the field from classroom strategy to a sociolinguistic theory. As time progresses and English has become one of the most dominant languages all over the world, the challenges of learning English aside of native language started to begin. Bangladesh is not an exception. The private universities in Bangladesh enroll students from different backgrounds including Bangla medium, English medium, English version and ethnic minority groups, sometimes resulting in a multilingual classroom. The argument arose when these diverse backgrounded learners rely on alternating languages instead of having English as a medium of instruction. The perceptions about translanguaging argued significantly but this research aimed to examine how translanguaging naturally unfolds in EMI classrooms in Bangladesh and what implications it has for learning outcomes.

1.3 Statement of the Problem

The growing globalization and communication need for international level increases the demand for English language proficiency remarkably. In South Asian countries like Bangladesh, English holds a powerful socio-economical and educational position aligning it with reputation, modernity and global mobility (Rahman, 2010). In the process of learning English as a second language (ESL), the tertiary level students reflected their interest to rely on mixing languages for multiple reasons even though they are confined to the EMI approach. The practice of using multiple languages in one single conversation which is also known as translanguaging is a very common, yet controversial, pedagogical and communicative tool in ESL context (García and Wei, 2014).

Despite having high status on effective English language instruction, the tertiary level students struggle to fully expose themselves in English. The schooling period of both Bangla and English-medium students heavily rely on grammatical methods, memorization and translation

from English to Bangla, rarely using Communicative Language Teaching (CLT) e.g. group work, interactive presentations etc (Parvin & Haider, 2012). Moreover, Bangla is the dominant language at students' homes which limits and discourages the spoken practices (Islam & Stapa, 2021). Later at tertiary level, students especially in private EMI universities are highly expected to expose themselves completely in English. Sometimes they found it as challenging because of their previous educational style. As a result, they rely on translanguaging to bridge the gap between their limited English proficiency and the need to communicate effectively. Although, translanguaging may support confidence and comprehension but it can contradict the monolingual approach of English-only practices, stopping the immersion of the target language and making the learners less proficient (Canagarajah, 2011). This created a pedagogical tension for understanding the practical effects of translanguaging on its user– the tertiary level students of Bangladesh.

Failure to understand the proper use of translanguaging practices can result in weak learning outcomes, miscommunications, inadequate professionalism etc. Due to an integrated classroom environment some students may benefit while others find the instruction as difficult, confusing and unclear (Cook, 2016). This ambiguity can be harmful for their participation in discourse that is conducted completely in English.

The primary stakeholders affected by this problem consist of private university students and teachers, parents and the language policy makers. Students are the main affectors who suffer to achieve academic success and English proficiency. Teachers, on the other hand, require to be knowledgeable and well trained about when and how to use translanguaging for an effective pedagogical purpose. Furthermore, teachers are often compelled to break institutional policies, which goes against the official rules of the university. Parents who expect that their children will acquire English proficiency may be disappointed with the outcome. The policy makers may encounter challenges to design effective language policies concerning every student's needs.

The problem mainly existed on tertiary-level EMI students in Bangladesh, highlighting a case study on Translanguaging practices. This demographic has been particularly underobserved in terms of following proper instruction, awareness about the drawbacks from the very beginning of their learning English. The study aims to address these issues and investigate the pedagogical

functions, perceived advantages and potential limitations of translanguaging. Therefore, it is essential to explore how translanguaging works as a blessing or barrier in EMI classrooms.

1.4 Research Objectives

The objectives of this study are,

RO1: To identify the translanguaging devices that the students and teachers use as a communicative and learning strategy in their interaction(s).

RO2: To examine how translanguaging practices are associated or conflicted with language learning policies.

1.5 Research Questions

The research questions of the study are,

RQ1: How do the students and teachers use translanguaging devices in their classroom interaction(s)?

RQ2: How do these shifts between languages challenge and benefit students in the way of learning English?

1.6 Theoretical Framework

The theoretical and conceptual foundation of translanguaging situated in the area of bilingual and multilingual education, second language education and classroom discourse analysis. These connections are important to explore whether translanguaging works as a supportive resource or a linguistics obstacle in tertiary level education. Translanguaging occurs in situations where diverse learners background navigate multiple languages. Bilingual and multilingual education believes in learning without separating languages. Hence, they are intricately connected to each other. Although, it is uncertain whether translanguaging can result in language proficiency or not; within (Second Language Education) SLA, the theory challenges the traditional model of prioritizing immersion in the target language and supports L1 use in a strategic way. The study is highly involved with classroom discourse analysis as it goes through

the actual language practices in an EMI classroom. These fields define the role of translanguaging in language education.

1.7 Scope and Limitations

The study is limited to a single private institution that lacks extensive findings on EMI classrooms of other private universities, particularly the renowned ones where English practice is strictly followed. Furthermore, it does not include any public universities where classroom practices use Bangla more vastly and which could offer diverse linguistic dynamics on translanguaging practices. Although the research focuses on the exact moment of translanguaging but it regulated only one classroom observation which may not fully capture the diversity of language practices of other classes and may lack detailed analysis of classroom discourse. Additionally, it only focuses on oral discussion practices inside the classroom without analysing any writing instruments. Finally, the study conducted interviews only with teachers by excluding valuable insights by the students.

1.8 Significance of Study

This research is especially important for investigating the actual moment of translanguaging providing insights into the fact that how it helps or hinders learning in terms of comprehension, participation, motivation etc. In addition, it contradicts the effects of making English a lingua franca through English-only or monolingual ideologies among young people. Furthermore, it is significant to understand the sociolinguistic complexities in multilingual education setting in order to provide more effective, inclusive and content-based language learning strategies. Lastly, it is extremely significant to understand the potential thread which is pushing Bangla language towards destruction. Therefore, understanding these dynamics is very essential so that the stakeholders related to the problem of translanguaging can make effective decisions about when and how to use L1 in an EMI classroom.

1.9 Definition of Key Terms

Translanguaging: Translanguaging is the process where multilingual speakers apply their full language repertoire both intentionally and unintentionally to build communication, learn and construct meaning (Garcia & Wei, 2014).

EMI (English Medium Instruction): EMI refers to the situation where English language is used to teach academic subjects in places where English is not native language (Macaro, 2018).

1.10 Chapter Summary

This chapter explores the circumstances behind the main objectives, understanding the key issues and gaps and trying to explain why further investigation is necessary. It draws attention to private university students in Bangladesh with diverse backgrounds and tries to analyze their language shifting by answering the questions whether it is beneficial or not in the process of learning English. Furthermore, it talks about other theories that are closely related to translanguaging like sociolinguistics, SLA, multilingual education and classroom discourse analysis. Finally, the chapter emphasizes on the importance of examining translanguaging from the pedagogical point of view in Bangladeshi higher education.

Chapter 2

Review of Relevant Literature

2.1 Introduction

In recent years, many researchers have been seen to conduct research on translanguaging under the section of bilingual and multilingual education. One of the main reasons for translanguaging by EMI students is “lack of vocabulary” (Efendi & Syafriyadin, 2024) - students may gather “a deeper comprehension of the target language” through the process (p. 222). In a similar vein, Kim and Weng (2022) argue that translanguaging creates an inclusive learning environment that helps students’ engagement and participation in the classroom. Furthermore, it maintains ‘equity’ by allowing the learners to express themselves confidently by combining their native language and target language. On the other hand, Sahib (2019) thinks transition through L1-L2 works like a scaffolding tool that supports communication. Hence, it can be understood that translanguaging is a widespread occurrence in a bilingual and multilingual education.

2.2 Translanguaging

The term translanguaging by Cen Williams’ first arrived in the formal academic field in 1994 through his PhD thesis; it was initially known as ‘trawsieithu’ –a Welsh term (Tian & Li, 2024). They have arranged a system where teaching-learning can take place interchangeably between English and Welsh language. Otheguy et al. (2015) describes translanguaging as when someone uses all their language skills freely without following any strict rules and regulations between languages (García & Lin, 2017). That means it is the combination of a speaker's full language abilities in a very naturalistic way. In an EMI classroom, translanguaging involves or permits the use of the home language of the students’. According to Sahib (2019), it is definitely helpful for processing English language teaching (ELT) as a foreign language. Additionally, it is important to grab students' interest in learning English. On the other hand, Yuvayapan (2019) says bilinguals have the ability to exchange one language to another while talking and this ability strengthens various language learning methods in an EMI classroom. Moreover, Wei (2018) defined translanguaging as a dynamic and multimodal process where learners use their

communication skills to construct meaning, communicate effectively and adapt across different social and cultural contexts.

Many South Asian researchers considered it as an linguistic inadequacy and a lack of language proficiency. An Indonesian study Witari and Sukanto (2023) reports that this process is enjoyable for some students while for others it creates some confusion and demotivates their full exposure to the English language. They claim that the at-risk students will benefit more from the opportunities of this system than the eager learners. Moreover, the process of translanguaging creates significant difficulties in multilingual classrooms when teachers and students do not share a common language. The study of Sah and Li (2022) shows teachers only use dominant languages (English and Nepali) when translanguaging. They avoided the tongue of minority students like ‘Bhojpuri’ and left the students confused. Therefore, translanguaging has raised a great curiosity among socio-linguists to dig into its function more.

2.3 Types of Translanguaging

Garcia and Wei (2014) divided translanguaging into two parts based on some facts: soft translanguaging and strong translanguaging.

2.3.1 Soft Translanguaging

This type of translanguaging only favors national and state level language boundaries. It is slightly beyond the isolated language teaching. In this process languages are taught separately but translation can happen rarely and occasionally only when it is needed. For example, in an English class if teachers feel that transferring a complex or culturally inappropriate English word is badly needed they will do it. Teachers gently soften strict boundaries by allowing L1/L2 mixing. This process supports little flexibility without breaking any language boundaries. It is also known as a weak version of translanguaging and it has a long lasting history in bilingual education. The final outcome (writing, speaking) will always be in the target language.

2.3.2 Strong Translanguaging

This process removes entire language boundaries and supports all features of students’ full language repertoire. According to Rafi and Morgan (2022), when a student enters into a class they

come as an entire person which means their linguistics repertoire depends upon so many things like cultural, political, social, economical and historical dimensions. Furthermore, it gives the idea that language should not be treated as an unitary system rather it should be natural, flexible and transferable when someone is learning it. The boundaries of named languages (like English) is uncountable in this scenario. It has some real life communicative purposes and aims to maintain equity of the learners. For example, students using both L1 and L2 (e.g. English) freely during classroom conversations and teachers are accepting and encouraging them. Therefore, languages are not rather than an integrated system.

2.4 Functions of Translanguaging

To identify the functions of using translanguaging by teachers and learners in an EMI classroom, this study will focus on Ferguson (2003), Cahyani, et al., (2016) and Sapitri et al., (2018) work. Ferguson (2003) mentioned four main functions of translanguaging; these functions later modified by Cahyani, et al., (2016). An Indonesian study by Sapitri et al., (2018) shows frequency of occurrence of each translanguaging functions:

2.4.1 Knowledge Construction

It was the most prominent activity or purpose that was intended for translanguaging (Sapitri et al., 2018). Most frequent translanguaging occurs by the teacher so that it can help students' comprehension, develop plain ideas about the content through comparing L1 and L2. Additionally, translanguaging influences teachers' role as a mediator and facilitator to construct ideas in students mind including responses, highlight key points, explaining complex ideas and vocabularies etc. Therefore, it can be said that L1 facilitates students to grasp unfamiliar and complex concepts more easily and quickly considering translanguaging as a scaffolding tool (Hassan & Ahmed 2015; & Cahyani et al., 2016).

2.4.2 Classroom Management

The second most important function of translanguaging is classroom management. In many cases teachers use translanguaging to control classroom behavior that includes giving instructions, explaining tasks, promoting discipline and gaining attention (Sapitri et al., 2018). This is also evident in Cahyani et al. 's (2016) work when teachers assigned tasks and need to give

instructions about following the protocols. According to Suarez's (2020), translanguaging can be helpful for building scientific discipline where students are allowed to use their comfortable communicative tools like English and Spanish, gestures and other forms of expression. It simplifies even difficult topics like electricity. Furthermore, Decristan et al. (2024) reported that translanguaging resulted as an improvement of classroom management making the activities more smoother than before. As a result, teachers tend to choose translanguaging as an alternative depending on the needs and situations of the class.

2.4.3 Interpersonal Relations

Interpersonal relation means here how the positive relationship between teachers and students is influenced by translanguaging. This section of the Indonesian study has an average rate of why teachers use translanguaging in an ESL context to build friendly relationships with the students (Sapitri et al., 2018). Functions like making jokes, praising, encouraging students and creating a relaxed environment are part of it. Rauteda (2022) observed that teachers intentionally blend languages to praise students with a target to reinforce their behavior. According to Saha and Rahman (2022), "students feel more comfortable speaking L1 specially during heated discussion" (p. 37). Overall, it gives the idea that to create an inclusive and supportive classroom environment teachers sometimes choose translanguaging.

2.4.4 Personal and Affective Meaning

Although this category was not observed in Sapitri et al., (2018) study, this section is about "covering teachers' personal experiences, feelings and sociocultural functions such" connected to their emotional depiction (Cahyani et al., 2016, p. 6). Teachers sometimes use translanguaging not just to teach content but to express their personal experiences and emotions like sharing personal stories in L1 to contextualize the contents used in the classroom. Sometimes to avoid awkward situations and create empathy with the students, teachers apply translanguaging. It helps students' to be more conscious and connected with the class.

2.5 Perceptions of Translanguaging

The attitude towards translanguaging for both teachers and students is mixed. Some acknowledge it as an effective learning tool while others claim it as a hinderful effect in the way of learning English.

EMI teachers hold diverse perspectives on translanguaging. The study of Yuvayapan (2019) shows the perceptions of some teachers in Turkey, most of them believe L1 use is beneficial and the rest either neutral or thought it as hindering English learning. They found data from interviewing the Turkish teachers and the majority of them felt translanguaging as a useful tool especially for lower proficient students. It encouraged the lending of two languages to enable their participation in the classroom. This idea is also supported by another study by Chicherina and Strelkova (2023), the complete refusal of mother tongue in an ESL and EMI setting can reduce classroom participation, opportunities for skills development from one language to another and can take more time to deal with complex language terms. Moreover, a Kazakhstani study by Karabassova and Isidro (2020) shows that teachers use translanguaging to scaffold content as a meaning making process and to mitigate language difficulties. Additionally, a study in the Northeast of Thailand presents how the teachers are prioritizing translanguaging by saying that situationally “employing students’ native language is very important” for the sake of their comprehension (Khojan, 2022, p. 46). Therefore, translanguaging as a pedagogical tool has a great potential in multilingual education to support students from diverse linguistic and cultural backgrounds (Andleeb et al., 2024).

Students of bilingual and multilingual education are very much attached to it. The survey of Rivera and Mazak (2017) shows how undergraduate students are either positive or neutral towards the use of translanguaging in CLIL context. Some motivational factors that students feel interested in applying translanguaging in an EFL classroom are “the ease of communication, the facility of contextual resources and the strategic manipulation of linguistic repertoire at their disposal” (Nguyen, 2022, p. 328). Additionally, in the Chinese study of Liu and Wimpenny (2024), a large number of students noted benefits of translanguaging including comprehension, motivation and classroom interaction. According to some interviews from students in Romanowski (2020) study, they often use translanguaging as a tool for clarification and to avoid

potential misunderstandings. In an Indonesian research it can be seen that almost all of the students are seen to favor mixing languages which according to Emilia and Hamied (2022) is a supportive effect on the way of language learning. Ultimately, the encouragement of translanguaging by the students is related to their comfort and belonging that allows them to become more confident in the learning environment (Ebe & Chapman-Santiago, 2016).

The most common assumption about translanguaging is that it is responsible for low language proficiency (Jaspers, 2018). In contrast, Brooks (2022) argues that through the content-driven instruction (CLIL), translanguaging contributes to expanded language acquisition. Furthermore, it causes reduction of the exposure to the target language (Alrayes, 2023). Understanding translanguaging as a blessing or barrier in an EMI classroom and diverse viewpoints from different levels of stakeholders is very important for further investigation.

2.6 Translanguaging as a Natural Phenomenon

Translanguaging is a kind of instinct which refers to innate human behavior to use all available linguistic resources to make meaning and communicate effectively (Wei, 2018). That emphasizes the idea of how languages act like a multimodal tool and crosses fixed language boundaries. In many instances, these practices come out organically without any direction most often influenced by classroom environment, cultural background and historical context (Rafi & Morgan, 2022). Garcia and Wei (2014) believed that humans integrate their speeches, emotion, gestures and adapt situations contextually in real-life communication using the available ideas at the moment. Similarly Ulfah et al. (2021) found that the habit of using L1 or mother tongue outside the classroom both teachers and students unconsciously and automatically switches code. According to Otheguy et al. (2015) the result of translanguaging is just a fluidity in language practices without any careful adherence towards a particular language. Another relatable study is Ningrum and Sahiruddin (2023), they investigated how frequently L2 proficient students rely on translanguaging. They found that students with higher proficiency in both L1 and L2 are unaware of their regular use of translanguaging. Most interestingly, their translanguaging skills are better and more effective compared to others. In conclusion, in bi or multilingual education automaticity in language is an idea of a dynamic, natural, and fluid system where speakers are not concerned that they are mixing language (Rauteda, 2022).

2.7 Research Gap

Despite having extensive research on translanguaging in ESL and EMI context—particularly across various Asian countries—studies in Bangladesh remain limited. There is an important gap in exploring the exact moment of translanguaging between students and teachers; it uplifts questions like what they do in that actual moment of translanguaging, what implications this practice holds for ELL (English Language Learning), what are the objectives and factors that influence them to translanguage in real-life classroom interactions. Rafi and Morgan (2022) study attempted to capture the actual moment of translanguaging through classroom observation; other remarkable studies in Bangladesh focus on surveying a large number of students or conducting interviews (e.g., Masood, 2019; Saha & Rahman, 2022). However, few studies have taken place on close exploration of actual classroom interactions between teachers and students through direct observations. This process not only helps understand the functions of translanguaging but also gives ideas about its natural occurrence. Furthermore, these studies do not label how translanguaging is used in real-life teaching and learning contexts and what implications it leaves for the whole environment of the classroom. Therefore, this study aims to collect information about the utilizations of translanguaging in an EMI classroom in depth, considering its effects from both a beneficial and problematic point of view.

2.8 Chapter Summary

The chapter starts with defining translanguaging and its role in bilingual and multilingual education, especially mentioning its effects on ESL and EMI context. In the second part two types of translanguaging— soft translanguaging and strong translanguaging have been discussed. The analysis reflects how each type of translanguaging shapes classroom interactions by promoting inclusivity, deeper engagement and more natural communication among students. The chapter explored four functions of translanguaging including knowledge construction, classroom management, interpersonal relations and personal and affective meanings. Each type demonstrates translanguaging as a beneficial tool for understanding content, maintaining the entire classroom environment, building communal relationships and sometimes expressing their own feelings. Moreover, this chapter demonstrates different perspectives from different levels of stakeholders like teachers, students and researchers. It shows how translanguaging is a highly debated topic—

while some recognize it as a powerful tool, others argue that it contributes to decreasing the quality of ELL (English Language Learning). Furthermore, it acknowledges translanguaging as a natural phenomenon when someone despite having high proficiency in English often unknowingly transcends between languages. In conclusion, the chapter highlights a significant research gap about Bangladeshi studies that lack proper investigation on real-time conversations and the need to find out exactly how and why both teachers and students engage in translanguaging.

Chapter 3

Methods and Methodologies

3.1 Introduction

This chapter describes different types of research strategies related to addressing the objectives and research questions of this study. Firstly, it focuses on some key components: research design, participants, sampling techniques, and instruments. Then, it talks about how the data has been collected and analysed. Finally, it emphasizes the ethical consideration, reliability and validity part.

3.2 Research Design

This research was conducted on a qualitative method on translanguaging practices in Bangladeshi EMI framework. The main reason behind selecting a qualitative method is to understand the lived experiences and perceptions of English language teachers regarding translanguaging in EMI classrooms. The researcher found this method more effective which allowed her to identify the language shifts emerging in the classroom discourse. In comparison with quantitative research techniques qualitative research is a very practical approach (Randy & McKenzie, 2011). The prior knowledge and experience about the classroom interactions between a teacher and students helped the researcher understand the flow of translanguaging more easily. Therefore, qualitative research design has been applied in this research for getting a deeper understanding on pedagogical functions, challenges and attitudes towards translanguaging.

3.3 Population and Sampling

A content-based classroom in ULAB, an EMI university, was chosen as the subject of the case study for this research. The researcher found the course interesting for its interactive nature and chose to work on this course as she anticipated a strong possibility of getting rich and relevant data from this class. Since, it is not a language course which mostly consists of reading materials, writing a response, learning vocabularies etc; it involves explanation and discussion. Thus, the researcher was purposefully selected for the course. Although the process was conducted in only

one class, it represents “all members of the community” with an aim to address the pedagogical implications of translanguaging and its impact on the overall classroom environment (Podesva & Sharma, 2014, p. 74). Hence, the students were the target population. Investigating classroom interactions at this stage grab attention to look upon real classroom language practices.

A purposive sampling technique (Creswell, 2014) for in-depth responses has been followed in this research. It invited 5 DEH (Department of English and Humanities) teachers in ULAB who had at least 5 years of teaching experience in the EMI classroom. The researcher interviewed two language and three literature teachers; among whom one was the dean and another the head of the department. However, the focus was on teachers’ own observations and long-term experiences, reflecting why both students and teachers shift languages intentionally and unintentionally, even in an EMI institution.

3.4 Data collection

Data were collected through classroom observation and semi-structured interviews that provided in-depth insights of individuals (Cousin, 2009). The researcher as a student and an observer found the process of classroom observation to be more efficient and deeply connected to her own academic journey. The familiarity of classroom interactions, environment and the pedagogical approaches strengthened the researcher in the way of her data collection. Furthermore, the prior acquaintance with the teachers created a comfortable and easy situation for the researcher during the interview session.

According to Parpala (2012), a systematic data collection should always consist of speech, written text and audio or video recordings to effectively address the research questions. Consistent with this framework, the study incorporated audio recordings and notes taking into account. These procedures were aligned with the study objectives and questions that helped secure the validity of the findings.

3.4.1 Semi-structured Interviews

Each teacher was interviewed for approximately 10-15 minutes with an open-ended question aligned to the research objectives, to gain some ideas about their perception on translanguaging as a pedagogical tool, potential benefits and limitations in an EMI classroom (See

Appendix 1 for the interview items). The semi-structured interviews were conducted in a quiet, comfortable setting to record responses accurately. To take detailed notes audio was recorded with their permission. There were 5 questions used in the interview adapted from the study Nguyen (2022) and Andleeb et al. (2024). These questions were carefully selected and modified for their relevance with the context of translanguaging in EMI classrooms and aligned with the research objectives and questions. It was intended to create a well-suited environment for the participants who are involved in the study.

3.4.2 Classroom Observations

A total of 6 classroom sessions were observed to identify authentic translanguaging practices. The reason behind selecting this particular classroom was its nature of conveying different types of students including English medium, Bangla medium students and even there was a Chakma student which provided a rich context to this study. A non-participant observation was followed without any interaction in the classroom, for noting behavior resulting from translanguaging strategies. Therefore, the observation happened quietly without having any disruption in the lesson. The observations concentrated on what type of vocabularies, languages, phrases, tones and teaching techniques were frequently used by both students and teachers when they were translanguaging. The researcher not only made a passive observation during the classroom sessions but also engaged in informal interaction with the students before and after the class. The researcher gives an introduction about the purpose of her study to the student and tries to understand their language use and what are their insights about shifting language. However, every classroom session ran for 80 minutes which summed up to 24 hours of work. Each classroom event was carefully documented through audio recording and detailed notes were taken for an accurate analysis of the classroom interactions.

3.8 Data Analysis

The collected qualitative data were analyzed through thematic analysis, adopting a six-step framework outlined by Cresswell (2014). This method was selected for examining the interviewed and observed data effectively by dividing them into multiple sections like identifying the patterns, themes, categories etc. The analysis was implemented through the following steps:

Firstly, all collected data were organized and prepared like transcribing the audio recordings, classifying the notes and other relevant documents. It helped structuring all data into readable, relatable and easily manageable form. Secondly, reading through all the data assisted a holistic understanding on the implications translanguaging holds for EMI-based learning and how it affects real-life classroom interactions. Additionally, it categorized the level of translanguaging from a soft and strong viewpoint (Garcia & Wei, 2014), depending on the depth of first language use within the classroom. Audio recordings from classroom observation and semi-structured interviews (recorded with teacher's permission) were listened to multiple times. In the third and fourth part, after the familiarization– the collected data were coded under many functions and themes with short description including translanguaging behavior– students comprehension and engagement, teachers strategies, learning environment and natural occurrences for adding contextual meaning. The last two stages were about making connections among the themes (e.g., surface-level language usage by the students and strong translanguaging strategy, over-reliance on Translanguaging and potential downfall towards Creole etc.) and interpreting the meaning of the data. The researcher described the relationship among the themes and explained how they are interrelated with each other answering the research questions. Finally, conclusion was drawn through in-depth analysis making connection with previous literature with the broader field of language education.

3.9 Ethical Consideration

The sense of righteousness is necessary for a well-conducted study to ensure suitable strategy, maintain integrity and show respect towards the participants (Podesva & Sharma, 2014). The participants were well informed about the purpose and procedure of the study. The permission was taken for observing the classes from the teacher. Additionally, they had been notified about the usage of their data. The study was to ensure voluntary participation and respect their autonomy throughout the study. Moreover, the participants' identities were kept anonymous and confidential. Instead of using participants' names this report mentioned the participants as 'teacher' and 'student'. Most importantly, the data collection procedures avoided any kind of awkward and insensitive questions for the participants. The study was only grounded in observations and opinions of the collected data instead of any plagiarism like using AI generated

answers, copy-pasting etc. However, when support was taken from other studies, appropriate credit was given through in-text citations and references.

3.10 Reliability and Validity

To ensure consistent results, the same set of interview questions were used with each participant. The collected data were compared with results of other existing literature to demonstrate a similar conclusion and highly reliable study with repeatability of findings across multiple contexts. To ensure validity, the interview questions were adapted from Nguyen (2022) and Andleeb et al. (2024) and reviewed by experts of language education. Triangulation was followed by comparing the perspectives from the obtained data of the interviews and classroom observations so that the accurate impact of translanguaging in an EMI classroom can be understood.

3.11 Chapter summary

This chapter discussed the research methods applied in the examination process of translanguaging use by supporting comprehension, classroom management, interpersonal relationships and the natural aspects of it in an EMI classroom. Moreover, emphasized on a qualitative approach to get authentic information about students and teachers attitudes regarding promoting translanguaging. On top of that, it highlighted the importance of translanguaging enhancing learners' motivation, participation and building communication in real life situations. A purposive sampling techniques (Creswell, 2014) for both classroom observation and interview was followed for data collection, conducting classroom observations and interview sessions with the teachers. Based on the thematic analysis, developed by Cresswell (2014), the collected data were analyzed. This step-by-step process includes organizing, reading, coding, describing, interrelating and interpreting the collected data, ensuring a rigorous and reflective analysis. Finally, it discussed the study's reliability, validity and ethical consideration with an aim to maintain systematicity, accuracy and ethics in the research process.

Chapter 4

Findings and Data Analysis

4.1 Introduction

The primary purpose of this chapter is to present the key findings reported from the classroom observation and teacher interviews. The data analysis process has been analysed under themes, subthemes and in the light of research questions and theoretical framework. This chapter explains how the results address the research question about using translanguaging devices in the classroom interaction and whether it functions as a supportive pedagogical tool or as a barrier to language learning.

In this section, the classrooms and interviews were found using both soft and strong translanguaging (Garcia & Wei, 2014), four functions of Ferguson (2003) and identified many natural occurrences which provided detailed evidence by answering the first research question. Explaining these processes will help the readers to understand how translanguaging devices are used in conducting real time conversations between a teacher and students.

4.2 Research Question 1

The first research question for this study was how do the students and teachers use translanguaging devices in their classroom interaction(s)? The ways of using translanguaging devices in the classroom reflect the dynamic strategies, techniques and tools applied by both teachers and students.

4.2.1 L1 Switching as Strong and Soft Translanguaging Strategies

Extract 1

Insights from teachers interview:

- (1) Most of my students are Bangla speakers so I do use both English and Bangla. After all, they are doing a literature course and they need to first understand the content of the

learning materials. I normally use English but when I feel my message is not getting across very clearly I try to alternate the situation.

- (2) If a topic is going over my students head and if I notice that after finishing a lecture my students are sitting silently and not responding, it kind of gives me feedback that there is a possibility they didn't get everything I have said. Or there may be difficulty in understanding the language that I applied, so I might give a short summary in Bangla and also allow Bangla responses.
- (3) I only allow students to use other than English when they can't express themselves or I also sometimes use Bangla to explain things.
- (4) Usually, I don't allow my students to use Bangla if they are giving a presentation or any viva, they can use one or two words not more than that.

Classroom Observation

- (5) **Teacher:** Do you know what 'Parallax' is?

Students: (Silent)

Teacher: This is a kind of displacement of something that changes based on the observer's viewpoint. Do you understand?

Students: ... (Silent)

Teacher: For example, আমি যদি আমার জায়গাটা change করি. যেমন আপনি দেখতে পাচ্ছেন আমার মুখটা। পেছন থেকে যে আসবে সে আমার মাথার পেছনটা দেখতে পাবে। তার মানে হচ্ছে যে একটা different জায়গা থেকে দেখলে সেটা পরিবর্তন করে দেয় যে আগে আসলে কি দেখেছি। (Tr. If I change my position— for example you are seeing my face and if anyone comes from behind, they will see the back of my head. That means looking from a different perspective changes what we have seen before). So the thing I want to say is, the moment you change your theory, you will find different kinds of results.

- (6) **Teacher:** Moon, is your title ready? Or have you written your research questions?

Student: Actually I have few questions. Last day আপনার সাথে কথা বলার পরে আমি কিছু questions make করেছি. (Continued in Bangla) (Tr. After talking to you I have re-written some questions).

Teacher: Can you give me some examples?

Student: Yes, I can, ওখানে মানুষের ভাষায় ‘ত’ and ‘থ’ এর পার্থক্য থাকে। (The people lived there has a distinction between ‘ত’ (t) and ‘থ’ (th) in their language).

The excerpt presented above demonstrates that teachers purposefully switch to Bangla when students show signs of some confusion and silence. In (1) and (2), the teachers shared how the classroom situation urged them to integrate Bangla and English, reflecting the strong translanguaging practices in the classroom. While in presentation and viva they don’t allow any integration as per the information given in no. (4) which means this situation limits the use of English. This is an example of a soft translanguaging system. Another soft translanguaging classroom environment can be noticed in the interview no. (3) where the teacher is strict about switching to L1.

Then again there are teachers who normalized the fact that as Bangla speakers, students expect detailed explanations on those topics that they don’t understand well in only one single conversation rather need further explanation which mostly happens using both languages. In these types of situations teachers choose the way that could be more effective for the student. This is almost similar to the situation in extract no. (5) where the teacher is kind of redefining the term “parallax” using L1 so that the students can perceive the intended meaning of the language that he already delivered in English. No. (6) where a student starts the conversation in English but is suddenly involved in a code-switching within the same– utterance that shows how the classroom follows strong translanguaging based practices. Whether a classroom uses strong or soft translanguaging highly depends on the classroom situation and need.

4.2.2 Cultural and Identity Positioning through Language

Extract 2

Insights from Teachers Interview:

- (1) Students come as an entire person with their experience, values and background related to culture, politics, society, economy and other dimensions. They can know a partial Arabic language like alhamdulillah, mashallah etc. Moreover, it's not only about the standard

words in fact it is also about dialects. It is very normal these things will reflect throughout their exposure. Translanguaging scholars aim to promote this.

- (2) I have worked very closely with my students who come from different disciplines and backgrounds. They don't join higher education with required academic literacy and language knowledge. I let my students apply whatever knowledge they have in their mind which opens some sort of opportunity for them to learn.

Classroom Observations

- (3) **Teacher:** Can you please tell me your topic?

Students: An autoethnography exploration about my journey as an ESL student in university.

Teacher: Let me tell you something that তোমার (your) dialect, একদম টাঙ্গাইলের সাথে match করে (matches with Tangail's)! Let me share something interesting with you, আমার একটা ইটালিয়ান friend ছিল (I had an Italian friend)! She often used to translanguaging from English to Italian language and আমরা (we) like ওর দিকে তাকিয়ে থাকতাম যে (used to stare at her) what are you saying bro? And most interestingly ওর English accent একদম ইটালিয়ান accent এর সাথে match করতো (Her English accent exactly matches with Italian accent).

Observation note: The teacher is revealing how personal and cultural references are part of a classroom discourse.

The above extract 2 shows language is highly connected with cultural references and often reflects the identity of a person in many ways. The most common misconception about translanguaging is that alternating one language to another (Rafi & Morgan, 2022), it involves everything else that is not a part of that particular language. Translanguaging is not only a linguistic practice that shifts one language to another, in fact it can also be about social and cultural positioning tools. For instance, someone whose English speaking sounds like their L1 or maybe someone adding terms that reflects their identity in terms of their community, religion even it can expose their personality that they don't want to show. The teachers insights in no. (1) and (2) shows acknowledgement about a student's linguistic repertoire. Alongside students L1, students also bring other linguistic resources which may be connected to their surroundings e.g. some student may insert some Arabic words while speaking in English which can be considered

as code-meshing. Additionally, it reflects their belonging from a muslim community. The teachers' acknowledgment about allowing students complete linguistic knowledge that they contain in their mind, no matter how they are using; it gives the idea that these classes are based on strong translanguaging practices. No. (3) two instances can be noticed: 1. The teacher, while speaking to a student, catches the Tangail (a Bangladeshi region) accent even when the student was talking in English, 2. The teacher shared his own experience about his Italian friend. Here the translanguaging device is the student's accent that becomes a site of identity affirmation—everyone surrounding him is now aware that he belongs from Tangail. Furthermore, the anecdote about the Italian friend highlights how translanguaging separate cross-cultural phenomena based on blending someone's linguistic repertoire. The teacher's style of using languages like sharing personal experiences through shifting into L1 again reflects Ferguson's (2003) another function 'Personal and Affective Meaning' which main point is people often switch in L1 at the time of sharing something personal that is connected with their emotional state. These practices are part of a wider sociolinguistics reality that push the classrooms to become strongly translanguage.

4.2.3 Surface-Level Language Usage in the Classroom Interaction

Extract 3

Insights from Teachers Interview

- (1) I alternate words using synonyms, simple English words and sometimes translating into Bangla.
- (2) There is a difference in responses between the students who monolingually speak English and those students are mainly from EM background and those who mix languages. Those who frequently rely on mixing languages often use simple English terms, and sometimes vice versa also happens.

Classroom Observation

- (3) **Teacher:** Can you read Chakma?

Student: No, আমাদের শেখানো হয় না। এটা একটা old language আর এগুলো বই তে included থাকে না। (We are not taught Chakma language. It is an old language and is not included in the academic book)

Teacher: In Vihara you also use Bangla language?

Student: Yes, everything is in Bangla.

Teacher: How you understand Chakma language? Do you understand it properly?

Student: No, sir, I don't; অনেক words আছে যেগুলো আমি বুঝি না। আর এই words গুলো সাধারণত গ্রামের ভিতরে মানুষ use করে। (There are many words that I don't understand. These words are mostly used by village people.)

(4) **Teacher:** Can you give me some examples?

Student: Yes, I can give you some examples, ওখানে মানুষের ভাষায় 'ত' and 'থ' এর পার্থক্য থাকে। (The people lived there has a distinction between 'ত' (t) and 'থ' (th) in their language).

(5) **Student:** Sir, I don't understand যে bilingual speaker দেব জন্য আমি কি রকম type paper খুঁজবো? (I don't understand what type of paper I should look for regarding bilingual speakers.)

Teacher: You have to find articles related to how do bilingual speakers go through difficulties as they will have to produce certain sounds.

Student: Sir, so I will focus on sound?

Teacher: Yeah

Observation note: The students' initial responses are close-ended answers and at the time of explanation they relied on using L1.

The extract (3) depicts how both teachers and students with different purposes engage in surface-level translanguaging. Teachers use surface-level translanguaging to facilitate comprehension and expression while students may use it due to lack of proficiency. From the teacher's interview (1), since the academic program is EMI based, the teacher tries to give their best effort to maintain English immersion; however, when this approach fails, they shift from a trickier one to a simpler one. For example, using simple English structure, vocabs, words and phrases in English or then maybe if needed they can provide Bangla translation which reflects a

soft form of translanguaging. In the second case (2), the teacher points out that students who had less exposure to English before their tertiary level tend to rely on basic English in their communication process. In the same way some EM students are unable to understand proper Bangla and they may use basic Bangla. Therefore, both parties can have a gap in their ability to fully engage in bilingual or multilingual discussion. English is becoming a lingua franca in countries like Bangladesh (Rafi & Morgan, 2022); but if the languages are not distinguished and evaluate through different lens like SLA (Second Language Education) and CPH (Critical Period Hypothesis) then it can be found that no matter what background students acquired the process are same for both group— both group struggle in learning an additional language.

The classroom observation shows that students' replies are closed-ended which reflects their basic use of English language and reliance on Bangla for further elaboration. The students start the conversation in English but soon shift into Bangla, it is because they are aware of their alignment with EMI but do not use them in in-depth conversation when they are analysing it rather they only focus on short and direct answers mostly connected to the questions. For example the instance happened in no. (4). As a result, their participation remains surface-level.

4.2.4 Example-Based Translanguaging in Instruction

Extract 4

Insights from Teachers Interviews

- (1) As a literature teacher in the department of English I deliver my lectures usually in English but in case of giving relevant examples Bangla words show up automatically.
- (2) Shifting languages works like a safety net. If you know you will be protected by that net your effort will be less. For example, আপনি কোনো একটা কাজ করছেন যেখানে আপনাকে আপনার family সবসময় support দিচ্ছে। যখন আপনি একা কাজটা করতে যাবেন আপনাকে effort টা বেশি দিতে হবে। (For example, you are doing a task with the support of your family. When you are individually doing it, you are required to put much more effort.)
- (3) Sometimes people do not find appropriate vocabularies in English. For example, how students say যে আমি অভিমান করেছি (I felt offended). এটা সে ইংরেজিতে structurally বলতে

পারবে না বা I miss you কে সে translate করতে পারবে না। (Students will not be able to structurally translate ‘I miss you’).

Classroom Observation

- (4) **Teacher:** What is the পার্থক্য (difference) between phonology and phonetics? Phonetics কি করে (what is phonetics)?

Students: (Keep searching)

Teacher: Phonetics focuses on physical properties. ওই যে ও যেটা নিয়ে কাজ করছে ওটা, (That one he/she is working on) okay? And production of sounds. And phonology examines the sound patterns of language and how they are organized. আপনি যখন বলতেছেন ‘ভালা আছো’ (When you are saying ‘are you good?’). It's about how you are creating meaning.

- (5) **Teacher:** Is there any difference between Chatkhil dialect and Noakhali dialect?

Student: নোয়াখালীর মধ্যে কিছু কিছু words এ change আছে। (There are some differences in Noakhali words).

Teacher: As a sociolinguist your responsibility is to talk about specific context. You need to talk about a place like উপজেলা (Upazila) or গ্রাম (Village) and you say that Noakhali has multiple dialects. বুঝতে পেরেছেন? (Do you understand?) For example, (asking another student) আপনি কি মধুপুর এর dialect এ কথা বলেন নাকি কালিয়াকইর dialect এ কথা বলেন? (Which dialect do you speak? Madhupur or Kaliakoir)

Student: মধুপুর (Madhupur)

Teacher: But every time I hear you it sounds like Kaliakoir! So, the dialect is different.

This theme provides evidence from both teachers' interviews and classroom observation, how teachers spontaneously shift in Bangla while giving relevant examples. This kind of shift is normally not pre-planned in fact it interrupts naturally within the flow of speeches. The teacher in (1) shared how they use Bangla in a more relatable manner especially when giving examples of some complex topic. Similarly, the teacher in extract 1 (4) provides an illustration on ‘parallax’ switching the code. Additionally, while interviewing other teachers (2) and (3), they had a sudden shift from English to Bangla that they might not even realize at the time they were giving

examples which indicates that this is a common phenomenon for most of the teachers. Now the question might be why does this process naturally happen? Teachers do this unconsciously to bridge up classroom contents with cultural elements and everyday life. The teacher in (4) embedded Bangla examples that most recently happened in the classroom ‘ওই যে ও যেটা নিয়ে কাজ করছে’ (That one he/she is working on) and also brought examples like ‘ভালা আছো’ (Are you good?) – normally used in informal conversation. The teacher is trying to create a bridge between academic knowledge and the occurrences they have faced recently.

4.2.4.1 Lexical Gap in English

The process of example giving and translanguaging lead us towards such situations when both teachers and students may not articulate their speech in English even if they wanted to. As a result they had to articulate those things in another language. For example, the teachers interview in extract 4 no. (3) shows how students rely on L1 when they were unable to find any equivalent words in English like ‘আমি অভিমান করেছি’ (I felt offended) is not an appropriate translation that can be used in a formal setting like classroom; in such a situation translanguaging supports them to express their ideas and convey meaning. Another instance can be noticed in extract 3 no. (4) where the student would not be able to express his/her idea if they don’t use ‘ত’ (t) and ‘থ’ (th). Accordingly, it is evident that example based communication in the EMI classroom frequently, intentionally and unintentionally showed up utilizing first language (L1).

4.2.5 The Role of L1 in Shaping Informal Classroom Discourse

Extract 5

Classroom Observation

- (1) **Teacher:** Hey, আপনি আমাকে email করেছিলেন? আপনি কি এখনো অসুস্থ? (Did you email me? Are you still sick?)
- Student:** Sir, গলায় এখনো বেথা। (My throat is still in pain)
- Teacher:** পরে কথা বইলেন আমার সাথে। (Talk to me later)

(2) **Teacher:** আপনি কি আমাকে mail করেছিলেন? (Did you mail me?)

Student: Yes, Sir.

Teacher: Ok, class এর পরে দেখা কইরেন। (Meet me after the class). Ok, so class time শেষ হয়ে গেছে (Class time is over). আমাদেরকে এখন বের হওয়া দরকার class থেকে (We have to leave the class now). আমাদের কবে যেন পরীক্ষা? (When is our Exam?)

Student: বুধবার (Wednesday)

(3) **Observation Note:**

Identity Marker: The teacher often draws on L1 to establish identity markers, for example, asking someone's name in Bangla most of the time “আপনার নাম কি?” (What is your name?)

Discourse Marker/ Interjection: The filler words or the interjection marker were most of the time applied in Bangla e.g বুঝতে পেরেছেন?, ঠিক আছে, তাইতো ইত্যাদি (Do you understand?, Alright, Okay) even if the speech was delivered completely in English by the teacher.

This extract illustrates a translanguaging pattern in which the interactions shifted from an English academic discourse to a Bangla casual conversation. The interaction speeches in (1) and (2) have no connection with the course materials, but it is coming forward as a natural occurrence in classroom discourse. The course materials are delivered normally using English by the teacher but when casual inquiry like checking students' well-being, maintaining social connection in the classroom; it reflects an automatic shifting into Bangla. These practices foster rapport building between a teacher and student relationship within the area of L1.

Almost every time during the classroom observation the researcher found the teacher (3) using the identity marker in Bangla e.g. “আপনার নাম কি” (What is your name?), that indicates the teacher's way of using translanguaging that will not be harmful in the way of language acquisition while maintaining the EMI setting. Furthermore, discourse markers like ‘ঠিক আছে’ ‘বুঝতে পেরেছেন?’ ‘তাইতো?’ (Okay, Do you understand? etc.) were used generally in Bangla which manages the flow of interaction by making the interactions more smooth.

Table 1: Thematic Analysis of Question 1

Theme	Teacher Insights	Classroom Observation
Strong and Soft Translanguaging Strategies	Mostly reflects strong TL practices adapted according to students' requirements and vary from class to class	Strong TL practices have taken place as the students switch frequently, even if the teacher push them to use English as much as possible
Cultural and Identity Framing	Students linguistics repertoire that is connected with cultural and social factors, play a vital role in shaping identity	Personal and cultural references naturally emerged through L1 in classroom discourse
Surface-Level Language Usage	Teachers simplifies concepts that need further or in detail explanation	Students struggle using complex ideas and avoid extended conversation in English
Example-based Translanguaging	To convey and maintain relevant expressions often example giving time, teachers mix languages	The teacher used TL in a relatable manner when providing some examples on linguistic concepts and dialectal differences
L1 and Informal Discussion		Casual interactions mostly happened in Bangla (L1)

4.3 Research Question 2

The second research question of this study investigates these shifts between languages that have been explored so far, benefit and challenge students in the way of learning English. In this section the study will explore how translanguaging facilitates and challenges real time conversation between teachers and students.

4.3.1 Clarity and Comprehension through L1

Extract 6

Insights from teachers Interview

- (1) I personally do not find any difficulties. সবচাইতে important যে বিষয় সেটা হচ্ছে (Most important matter is) access to the knowledge. Learner রা knowledge টা, concept টা internalize করতে পারছে (Learners can able to internalize their knowledge). It contributes in the way of a pedagogical role.
- (2) I have never noticed the students who mix languages. Maybe they are from BM that's why their capacity in English is bad or the students from EM they are doing really well. I have not seen the difference but I have seen the opposite where the students are claiming that they are from EM but their English is not good and they also often switch between languages. The background of their medium of instruction usually does not hamper their learning experience. They are interacting with the content very confidently even if they are mixing languages.

Classroom Conversation

- (3) **Teacher:** Background will be a mix of both past and future tense. বুঝতে পেরেছেন (Do you understand?). So, the background almost reflects your literature review. Always remember that background to the study is a window to the literature review. Whatever you say in your background of the study you are going to take them up and talk about it in detail in your lit review

Student: Sir can you explain it please?

Teacher: Okay, So, এই যে আপনারা যে concepts গুলো নিয়ে কথা বলছেন literature review তে, আমি আশা করবো এগুলো will cope up with your background in the study (The concepts that you are working with in your literature review I will expect these will cope up with your background in the study). Because background in the study, মানে কি (What does it mean)? আমি এইভাবে এই সমস্যা টা কে দেখি (I consider this problem in that way). Whatever problem you are studying you see the problem through that lens. বুঝতে পেরেছেন? (Do you understand?)

Student: Yes, sir. Clear.

(4) Extract 4 no. (4)

(5) Extract 1 no. (4)

The interview insight in (1) ‘access to knowledge is the most important thing’ captures a pedagogical approach. The English-only policy can block students’ access to knowledge leading the way towards uncertainty, indecision and puzzlement. In a context where L1 functions as a scaffold for comprehension, an English-only environment can be detrimental for sustaining the concepts covered in the classroom. Another teacher in (2) challenges the common assumption that EM students understand things better and their performance is also good compared to BM students. The teacher mentioned mixing languages doesn’t mean that the students are learning less, in fact there are a lot of students whose performance is better. As a Bangladeshi citizen EM students also switch their languages to support their ideas. Translanguaging allows both BM and EM students to enter into the discourse decreasing the disengagement maintaining the inclusivity of the classroom.

In the classroom observation (3), the teacher’s revoicing and reframing the concept like extending the explanation in Bangla is creating a map between the sections so that the student can gain deeper insights and it worked. Similarly, extract 4 no. (4), there is a repetition version in Bangla. Moreover, in extract 1 no. (4), the teacher said learning through mixing languages is not good for qualitative learning. However, he couldn’t completely deny the fact that for conceptual clarity Bangla is needed sometimes. Hence, the ideas explored above match with one of the main functions ‘knowledge construction’ mentioned in Ferguson (2003) which shows how teachers’ frequent translanguaging involves comprehension and explaining ideas.

4.3.2 Motivation and Comfort in Participation

Extract 7

Insights from Teachers Interview

- (1) Suppose you know all together 100 words. If I ask you to use only 10 words while speaking with me will you feel motivated? Of course not, so, this is very helpful for building confidence which prompts students' identity and also pushes them in the platform that is well supported.
- (2) When I allow Bangla responses they feel comfortable.
- (3) To take part in the classroom it motivates them.
- (4) It helps understanding things. When they understand better they communicate better.

Translanguaging is always affirmation when it comes to motivation and confidence building in classroom participation. As evident from faculties' interview in extract 7, everyone agreed with the fact that translanguaging assists learners to be active during classroom discussion. For example, the teacher in (1) displayed a great example about what would happen if someone was told to only use 10 words among 100 words that they know. This emphasizes the fact that restricting learners to limited English vocabulary would be demotivating for them. They are at a certain level where they are aware of their boundaries; they understand that, as students of the English department in an EMI setting, they need to use English as much as possible. Despite that, they still choose to incorporate Bangla which means they need it to support conveying their message, clarify concepts and obviously for an effective participation in the classroom discussion.

4.3.3 Variation in Tone and Expression During Language Shift

Extract 8

Insights from Teachers Interview

- (1) Forcing to monolingually use English results in some kinds of fear about using language freely among the students.

Classroom Observation

- (2) **Teacher:** Have you come up with your title?

Student: Yes, Sir. “My research topic...” (not clear) (slowly replying something in English)

Teacher: I can't hear you.

Student: আমার (My) research topic এখনো (still) select হয়নি (Did not) (Note: Normal tone). I have collected some information (again in a slow tone)

Teacher: Okay, So, আপনি কিছু information পেয়েছেন (you collected some information), right? And you want to discuss the topic. এটা বলতে চাচ্ছেন? (Do you mean to say it?)

Student: Yes sir, just একটা দুইটা information collect করেছি (I have collected a few information). For example, Inclusive classroom.

- (3) **Teacher:** Santa, are you done with your literature review?

Student: No, sir. But it will be done by next week (slowly).

Teacher: Sorry, what?

Student: Next week এর ভিতরে করে ফেলবো (I will done by next week)

Teacher: Okay

This section of the themes is about student hesitation and anxiety that they often pass by especially at the time of expressing themselves in English. This anxiety is revealed through many body language and gestures. Among them, one of the prominent ones is changing the vocal sound. As per the record (2), since the teacher asked the question in English the student tried to go

with the flow but soon ended up with a slow voice when he/she was trying to say something in English. The second example is also equivalent to the first one where ‘Sorry, what?’ denote that the teacher is not getting the message properly. On the other hand, when they bridge the gap with the help of their mother tongue then it is returning to its normal tone. Hence, it is evident that they are trying to become a part of the discourse with enough confidence and also wanted to sustain the interaction. However, these responses showed that although the student knows what they have to reply in English, they are not confident enough to expose or represent their hidden self. Their expression towards English is that they want to respond and engage in it but there might be a reason for making mistakes regarding grammatical or pronunciation errors or how these might be received by teachers and peers (Alazeer & Ahmed, 2023). In the Bangladeshi context, where students come in tertiary level from diverse backgrounds, this type of translanguaging functions as a blessing for learners to participate in a meaningful conversation.

4.3.4 Over-reliance on L1

Extract 9

Insights from Teachers Interview

- (1) Sometimes students use only Bangla. During discussion I try to give the impression that I am naturally using Bangla so that the student will understand that they have to use English as much as possible aside Bangla.
- (2) If students mix two languages all the time it might help their understanding but the end should be better learning and for me it would be better if they learn through English. They don't get a good grade if they are not able to use proper English.

Classroom Observation

- (3) **Teacher:** How many participants are you working with?

Student: দুইটা participant নিয়ে কাজ করতে বলেছেন একটা ছেলে আর একটা মেয়ে। (You have told me to work with two participant one male and one female)

Teacher: I am not that interested in male or females, that is not important.

Student: But sir আমি এই process টা কে explain করতে গেলে, তুলনা করলে ভাল হতো। (If I need to explain the process, it would be better to do so by making a comparison)

Teacher: Why do you want to compare between male and female?

Student: আমি চাচ্ছি because CPH 0-10 years old এর মধ্যে হয়। (I want because CPH occurs between 0-10 years of age)... (Bangla)

Teacher: If you want to work with first language acquisition then you have to work with children under age 5.

(4) **Teacher:** In which course have you read about language anxiety?

Student: SLA

Teacher: Okay, so was there any language anxiety among students? Have you noticed?

Student: Sir, আমার নিজের anxiety কাজ করে অনেক সময়, যার কারণে আমি অনেক কারণ জানি যে এটা কেন হয়। এইজন্য chose করেছি। (I have language anxiety and because of that I know many reasons why it happens. That's why I chose it)

Teacher: এটা তোমার personal experience এর উপর না। তোমার এটাকে একটা theoretical lens দিয়ে দেখতে হবে যেটার জন্য তোমাকে একটা particular group of people study করা লাগবে। (This is not about your personal experience, rather it should be viewed from a theoretical lens and for this reason you have to study a particular group of people).

Observation Note: Some students don't use English at all, which eventually compelled the teacher to switch to Bangla in order to maintain communication.

This extract shows students' tendency to heavily rely on Bangla even when the teacher continues the conversation in English. The teacher in (1) and (2) noted that students sometimes use L1 a lot, which makes a kind of dependency on L1. As an example number (3) can be followed where the student is replying every time in Bangla even though the teacher is consistently redirecting the student back to English. Although, the student uses some English terms while speaking like 'participants', 'process', 'because' but compared to Bangla words these are so minimal. As a result, it can be said that the student is showing over dependency on L1 which could leave a qualitative difference in learning the target language according to the interview of no. (2). Related to this problem the researcher found an interesting fact that

depending on the requirements of those students who highly rely on their first language the teacher after a while is bound to switch their words to balance the pedagogical act (noted in no. (4). The conversation depicted in (4) reflects initially the teacher communicated in English but quickly shifts to Bangla when the student responds in L1. In most of the cases mentioned in extract 9, the teachers seem to encourage the students to speak in English to the greatest extent. This approach connects with the principle of Communicative Language Teaching (CLT), where learners are expected to express themselves in real communication and also in the target language rather than depending highly on L1. This process not only encourages students to maximize English use but also creates an authentic communicative environment that can be helpful for removing language anxiety and dependency. Therefore, there must be a limit employing L1 and its occasional use should be well understood; otherwise excessive reliance may hinder English language development.

4.3.5 Potential Movement Towards Creole

Extract 10

Insights from Teachers Interview

- (1) This process will end up with a Banglish form. If it becomes accepted at this place the children will pick it up as a first language.

Nowadays, in Bangladesh, English is not just prioritized as a foreign language in fact it is positioning itself as a second language. In plain language with the advancing modernity the role of a lingua franca is increasing. English has become a medium and one of the important influencing factors for a wider range young generation. Eventually, they are forced to think that it functions as a gateway to many opportunities. However, in the process of mastering the language students are often involved and sometimes end up with translanguaging which in the distant future can have a terrific side effect by resulting a creole language. Indeed, in recent times many signs can be observed where many Bangla words are disappearing. Many people, especially the young generation are unfamiliar with the meaning of certain and even some simple Bangla words

that they used to say in English (Sultana, 2014). These occurrences are significant to predict how blending two languages is progressive towards creating a hybrid form of Bangla language. In extract 10, the teacher underlines the same concern that although translanguaging is not a barrier to communication but its consistency harms single language learning, and more importantly it risks Bangla language to convert to Banglish in the foreseeable future.

Table 2: Thematic Analysis of Question 2

Theme	Teacher Insights	Classroom Observation
Clarity and Comprehension through L1	All the interviewed teachers considered TL as easier form of understanding difficult concepts	Whenever the teacher re-explain tricky concepts, the message get more clearer to the students
Building Confidence	It was evident that when students understand well their participation increases automatically	Students who do not want to engage themselves due to language barrier, allowing TL in the classroom encourage them to be a part of the discussion
Tone and Expression during Shift	Forcing to apply only L2 come out as language anxiety	Students tended to speak more slowly and nervously when using only English.
Over-reliance on L1	For unproficient students, teachers encourage the balancing between two language and discourage using only Bangla	Students over-dependency sometimes forced the teacher to shift language
Creolization Tendency (Banglish)	Banglish can becoming a language of future generation	

Chapter 5

Discussion and Conclusions

5.1 Discussion and Conclusion

This section revisits the previous chapter and provides an overview– the analysis of the finding data from classroom observation and teachers interview. The study explored the role of translanguaging in tertiary level EMI classrooms in Bangladesh, answering the research questions about translanguaging devices practiced in the classroom and challenges and benefits associated with language shift.

The perspectives of the head and dean of the department added significant depth to the findings through the teachers interview. First of all, it was not only helpful to understand their senior academic voice as highly experienced teachers in EMI settings but also offered institutional and administrative management insights regarding language policy and pedagogical strategies. Their interviews unfold facts that were not reflected through classroom practices. Additionally, their statements provide a broader look on how translanguaging works on both micro (classroom) and macro (institution) level.

Findings from the classroom observation represents many translanguaging devices, employed strategically to facilitate understanding, clarifying complex topics, maintaining engagement and so on. In summary, students were marked frequently shifting to Bangla and the teacher alters the language when English fails to convey abstract ideas. They allowed L1 responses based on struggling situations of the students. Additionally, the observation and interview draw attention to another strategy that reflects how translanguaging drives cultural and identity positioning. During discussion, culturally connected topics automatically emerged in the conversation which resulted in revealing individuals' identities and indicated where they belong. Another observation and interview have confirmed that students often rely on simple use of English, avoiding entering into detailed discussion in L2 they switch into Bangla and involve themselves in practices like code-switching, code-mixing etc. The study also collected data from classroom observation and teachers' interviews where they mentioned situations where they sometimes both intentionally and automatically shift code during example giving time. Moreover,

due to some lexical gap between these two languages some Bangla words have appeared naturally. The next translanguaging strategy that occurred in the classroom is informal classroom discourse where both teacher and students used to talk about casual things in Bangla which have no connection with the course materials. In this procedure the researcher observed that most of the identity marker and discourse marker were used in Bangla. These circumstances point out that the classroom observed for this research is followed by a strong type of translanguaging which highly values the pedagogical implications. The teachers' interview reflects a mixed approach about soft and strong translanguaging. The measurement of employing translanguaging depends on the overall student level and how they are receiving the information. This differentiated approach can be connected with Kumaravadivelu's (2001) postmethod pedagogy– the three parameters of particularity, practicality and possibility. These parameters give precedence to ongoing requirements of the classroom emphasizing pedagogical connection with local and cultural context, the teacher should generate their own classroom-based practices and create an idea about students' position of learning. In this study, these parameters are evident when both teachers and students apply cultural elements through translanguaging, teachers' awareness of using Bangla at the right moment and its quality to reduce anxiety and motivate students to participate strengthen the possibility of meaningful learning.

Terence– a Greek playwright, in his 'Nothing in Excess' play suggested that balanced life avoids extremes and human behavior should be guided by moderation. This proverb is true for translanguaging as well. The practices in the classroom were found quite friendly but as it progressed its analysis in depth it discovered some limitations that could have a horrible effect in the forthcoming period of Bangladesh. The friendly aspects that the study is talking about which no one can deny are building comprehension, confidence and encouraging active participation that supports the pedagogical environment over anything. Both from the teachers interview and classroom observation these positive sides are proved. On the other hand, when the study turns around it encounters some major problems like vulnerability on Bangla that slow down English language development. The most important estimation comes forward due to its excessive use that it is eventually stepping towards a creole which means creating a new form of mixed language (Banglish) that ultimately risks Bangla language to becoming extinct. For that reason, it is obvious to maintain a balance between English immersion and strategic use of L1 use in an EMI classroom so that our Bangla language remains unchanged.

Overall, translanguaging is a sensitive, dynamic and pedagogical strategy that requires a concrete understanding about its use otherwise it will reduce the ability to be fluent in English and end up creating a new language for our furniture generation.

5.2 Limitation of the Study

This study is not an exception in terms of limitations. Among them the most prominent one is small sample size. The qualitative case study exclusively observed only one classroom and also an interview was conducted with only 5 teachers which restricts the validity of the findings. Furthermore, the study only focuses on private universities inside Dhaka where English is used as a medium of instruction, excluding public universities and other tertiary institutions. Moreover, it collected data from 4th year BA students from the English department, which restricted a comparison of the data between newly admitted students and soon-to-be graduate students. The study solely focuses on teachers' perspective which is why it lacks in-depth perspectives from students and other stakeholders like parents or curriculum designers. As a result, the study fails to represent the broader experiences of other institutions across the country, students across other departments and other stakeholders are connected with the problem.

5.3 Recommendation for Future Study

The first recommendation will be conducting more studies observing multiple classes and interviewing a lot of teachers from different universities. This study was restricted only inside ULAB but requires further study across wider space including other private and public universities in Bangladesh. Additionally, it would be more generalizable if the data collection were extended to other departments which offer a variety of content courses where English is used in a greater diverse way. Future study on the use of L1 in the EMI classroom is highly recommended, particularly in relation to identity defining, cultural relevance, casual interactions and the sharing of personal stories. The final suggestion for this study is towards collecting diverse viewpoints from other stakeholders like parents or curriculum designers, which may aid in uncovering other practices that developed in EMI classrooms.

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Appendix A

Interview Questions for the Teachers

1. What are your thoughts about mixing two different languages (e.g. Bangla and English) in an EMI classroom while you are teaching in ULAB?
2. What are your views on the pedagogical strengths of mixing languages? Do you think this is useful in a context like Bangladesh?
3. Do you feel that there is a need for shifting the medium of instruction in the classroom sometimes? Do you ever feel like that it is triggering or motivating in the way of their better participation?
4. What are your thoughts about students who mix languages and the ones who monolingually use English responding or interacting in the classroom? Does their contextual understanding make any difference?
5. Based on the requirement, would you recommend this transition process between languages? Why or why not?

Appendix B

Informed Consent Form

INFORMED CONSENT FORM

Research Title: Translanguaging Practices in EMI Classroom: Blessing or Barrier? A case study on tertiary level students in Bangladesh

Researcher: Afia Sultana

Institution: University of Liberal Arts Bangladesh (ULAB)

Supervisor: Mahmud Hasan Khan, PhD

PURPOSE OF THE STUDY

You are being invited to participate in a research study that seeks to explore how translanguaging practices are used in English Medium (EMI) classrooms at the tertiary level in Bangladesh, and how these practices affect learning outcomes, confidence, and identity.

PROCEDURES

If you agree to participate, you may be asked to:

- Take part in an interview.
- Share your thoughts and experiences related to language use.

The session will take approximately **10-15 minutes** and, with your permission, may be audio-recorded for accuracy.

VOLUNTARY PARTICIPATION

Your participation is entirely voluntary. You may withdraw at any stage without giving any reason, and no penalty will result.

RISKS AND BENEFITS

- There are **no known risks** to participation in this study.
- While you may not benefit directly, your insights will contribute to improving teaching practices and understanding language learning in Bangladesh.

CONFIDENTIALITY

- Your identity will remain **confidential**.
- Data will only be used for academic purposes and securely stored.

CONTACT INFORMATION

If you have any questions about this study, please contact:

- **Researcher:** Afia Sultana

Email: afia.sultana.deh@ulab.edu.bd

- **Supervisor:** Mahmud Hasan Khan, PhD

Email: mahmud.hasan@ulab.edu.bd

CONSENT STATEMENT

I have read and understood the information above. I agree to voluntarily participate in this study.

Signature of Participant: _____

Date: 31-07-25

Signature of Researcher: Afia

Date: 31-07-25

