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Role of Translingual Pedagogies for Invoking Creative and Critical Skills: A Case Study

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Abstract

A quantitative and descriptive study is conducted to see the attitude of Pakistani ESL teachers towards the use of 'Translingual pedagogy'. Survey Method is used to collect data via google forms. The sample of the study consists of 170 English teachers teaching to undergraduate students in Pakistani universities and affiliated colleges. The tool contained three sections. The first section gathered information about the demographics of the participants; the second focused on the class practices of the ESL teachers and the third section had questions about the use of Urdu language in ESL classrooms. The Likert scale is used to provide different options to the participants. In order to check the reliability of the tool, Cronbach Alpha test is used. For validity check, research tool is evaluated and approved by 5 university Professors. Findings show that Pakistani ESL teachers are successfully using this pedagogy and claim that this teaching technique helps in developing the understanding, cognitive, creative and critical abilities of the ESL learners. In addition, translanguageing motivates ESL learners to actively participate in classroom activities. It has a positive impact on the learning abilities of the ESL undergraduate students.

Introduction

As globalisation had a colossal impact on economics, technology, socialization, communication, career opportunities, commerce etc.; it had significant impact on the modes, models and skill development criterion of education as well. It announced the significance of English language in the world and English language teaching (ELT), which was primarily occurring practice in ex-colonized countries all over the world; now this language became essential part of 21st century education because all eminent discoveries, academic knowledge is either primarily produced in English or is translated in English. In this competitive world, where there are more people competing for good careers, and the number of available jobs is less; the career-providers are not relying on academic achievements of students only, they look for an additional set of skills in their employees. The 21st century education aims to bring excellence in academics and to prepare students who are good communicators of international *lingua franca* i.e., English; and have excellent creative, collaborative, and critical skills. In order to infuse good English communication skills, the ELT teachers are not reluctant to adopt and adapt the pedagogical practices which refine students' basic four life skills, also known as 4 Cs (communication, creativity, criticality, collaborative skills) among educationists; in order to make their learners competent enough to meet their career demands.

English language teaching to ESL bilinguals in a traditional way has its root in teaching of Latin and Greek. Since language teaching is brought to us from Britishers, the ELT teaching has steadily grown. Rote-learning and

memorisation of content does not allow students to understand the content, and due to these writings of our students are lacking innovation and creativity. Many researchers reported that Pakistani English students have a lack of creativity in their writings. In order to address the issues of Pakistani bilingual students, ELT are always in search of teaching methodologies which can help to improve the conceptual understanding of English content and enable students to refine not only their academics, but refine their communicative, collaborative, creative and critical skills as well. In this research paper, the researcher is interested in exploring the use of ‘translingual pedagogical practices’ in undergraduate ESL classrooms. Translingual pedagogy is comparatively new methodology of English language teaching and the proponents of this theory believe that language should be taught focusing on its function in the society instead of focus on the form. Many researches are trying to see its role in English language development among immigrant communities (in immigrant academic institutions) living in the English-speaking countries; some other researchers are doing longitudinal and empirical studies to know the significance of this pedagogy in bilingual countries like Saudi Arabia, Kuwait, Turkey, India, Bangladesh, China. Few studies were done in Pakistan to know the impact of Translingual pedagogies on school students but there is still a huge gap for research on the use and effectiveness of translingual pedagogies at tertiary level of education in Pakistan.

Problem statement Keeping in view the role of English in today’s world, the ESL teachers in Pakistan are striving to look and opt for pedagogies which can be used to cope-up with the requirements of ESL students. At undergraduate level, in Pakistan, English is a medium of instruction and a four-year Bachelor’s degree is usually a terminal degree for most of the university students, because higher-education in Pakistan is a luxury and many students cannot afford higher studies without scholarship. Career providers seek job candidates, who have excelled academically as well as have well advanced creative and critical abilities. Due to traditional methods of teaching, most of the ESL students memorize content and reproduce it in exams without understanding and processing the content. Lack of understanding about content taught at BS level, the cognition of students remains unsatisfied and these students face difficulties in applying learnt knowledge. This study is an endeavour to look for an alternative pedagogy which is tested and found useful for immigrants living in English speaking countries of the world and is found effective in developing the learning abilities of ESL learners in South Asia, Saudi Arabia, Turkey and Middle Eastern States. This research results would add the scope and use of translingual pedagogies in Pakistani settings.

Research Objectives

The objectives of this research are:

- 1) to find out whether Pakistani teachers use translingual pedagogies in ESL undergraduate classrooms or not
- 2) to research the effectiveness or ineffectiveness of translingual pedagogies in Pakistani undergraduate classrooms

Research Questions

- 1) What is the attitude of Pakistani ESL teachers towards adoption of translingual pedagogies in undergraduate classrooms?
- 2) How translingual pedagogies play a role in enhancing or deteriorating the creative and critical abilities of ESL undergraduates? **Significance of the Study**

The results of current study would provide evidence about the use or disuse of translingual pedagogies in Pakistani ESL undergraduate classrooms. The study would help the teachers to get familiar with the advantages and disadvantages of this teaching technique. In addition, this study explains views of ESL undergraduate teachers who are using this technique and their views can be a guideline to other ESL teachers about ‘how’ and ‘why’ this teaching method is better than other traditional methods e.g., GTM, AV aid and lecture method etc. Translingual pedagogy is comparatively new pedagogical technique which is designed for bilingual students and it focuses on academic as well as skill development of students.

Literature Review

“We are currently preparing students for jobs and technologies that don’t yet exist... in order to solve problems that we don’t even know are problems yet.”

Generally, education in the 21st century is facing new challenges due to fast-track changes occurring in the world. Due to advancement in technology and everyday new discoveries and every minute transitions of knowledge is adding plethora of new research and information. The assimilation of knowledge is fastened and teachers as well as students are facing new challenges in teaching and learning respectively. In acquaintance with the rapid additions in newly generated knowledge, traditional methods of teaching need to be revised. Models of education used in the last

century seem to be outdated and need to be reframed and changed in order to prepare our learners for new imagined communities. The teachers in the developed countries are working hard to prepare students for the challenges of the 21st century by providing good education, invoking critical thinking abilities, by making students well-equipped with better creative, cognitive, communicative, collaborative and critical abilities. Herman (2017) claims that valuable classroom time is spent in teaching content to students and teachers are not spending enough time on developing basic skills. There is need to highlight the issue, besides developing academic skills of students, ESL teachers should ensure that the students not only learn content by memorizing, they should be able to interact with the text, conceptualize it, be able to reflect on the text and should be able to bring creativity and newness in their writings.

Challenges of English teaching and learning are more obvious in countries which have a history of colonization. Countries like Pakistan use the English language as a medium of instruction (MEI) which makes Pakistani students bilingual due to the use of English in the education system (Crystal, 2003; Romaine, 2008; Matras, 2008). After getting independence from ex-colonists, the colonial medium of instruction remained as a political imposition on natives of the colonized nations like Pakistan. The English language education system facilitated elitist Pakistanis only. In the post-colonial period, educational policies were designed which led to switching from English medium of instructions to national language medium of instructions (Hamid, Jahan & Islam, 2013). Moving from English medium of instructions, to Urdu medium of instruction is again shifted to English as medium of instructions due to English becoming an international *lingua franca* (Lin & Martin, 2005; Rassool, 2007). K-12 education in Pakistan has use of either EMI in classroom practices (private schools) or use of bilingual medium of instruction (Public schools). At tertiary level, English is used as a medium of instruction. Pakistani ESL teachers are deficient in instructive trainings and use traditional techniques for teaching English and due to such pedagogical practices, ESL learning environment is not suitable to refine creative and critical skills of bilingual learners (Wettle, 2011; Warsi, 2007; Arshad 2018; Siddiqui, 2007). Lack of language teaching training in Pakistani ESL teachers severely affects the English communication skills of Pakistani ESL learners (Crystal, 2011, p.352).

Since the beginning, traditional methods of English teaching are used to teach students at undergraduate level and 'monolingual approaches' are adopted by the ESL teachers. Kleyn and Garcia (2019) advocate that ESL teachers usually ignore the linguistic background of ESL students and they are pushed to use English only for academic purposes. ESL teachers aim that their students attain 'native-like' proficiency and for this purpose they ban home languages use in the classroom settings (Pennycook, 2010), and use monolingual approach. Garcia (2009) negates this 'monolingual approach' of bilingual teachers teaching English to bilingual students and she believes that in this way, the ESL teachers are oppressing emerging bilinguals. Garcia and Li Wei (2014) introduced concept of 'translanguaging', a system that does not view languages as separate system of codes, they believe that bilinguals have an integrated unitary system and all languages spoken or understood by an individual co-exist in a single repertoire (Li Wei, 2011). In order to carry out any communication, a bilingual pick of codes from the full linguistic repertoire (Suleiman & Taqi, 2020). Unlike code switching, which explains switching back and forth between languages, translanguaging is a teaching technique used for teaching languages. It is an academic tool, whereas code-switching works in all kinds of situational contexts (Greese & Blackledge, 2010; Nagy, 2017). Theorists of 'translanguaging' claim that by proper use of this pedagogy, the literary and cognitive abilities of the ESL learners can be enhanced (Lewis & Baker, 2012). Theorists suggest that instead of considering languages as a separate system of codes, they should be considered part of one linguistic repertoire, where languages co-exist and based on the usage, can be integrated and separated (Jonsson, 2013). It is believed that languages are used in an integrated way for effective communication, it is a dynamic and complex process and translanguaging focuses on the function of language, instead of form of language (Lewis & Baker, 2012). It allows people to use their languages according to contextual needs and people tune multiple languages for increasing their proficiency in communication. Unlike old language models of bilingualism, which argue that for in a bilingual there are two monolinguals; Garcia and Li Wei (2014) claim that there is only one linguistic repertoire where all languages co-exist and in utterances and conversations, translanguing practices allow the speaker to choose a response by making use of best words and expressions to convey message to be delivered. Following figure (1) provides a difference in traditional methods of bilingualism.

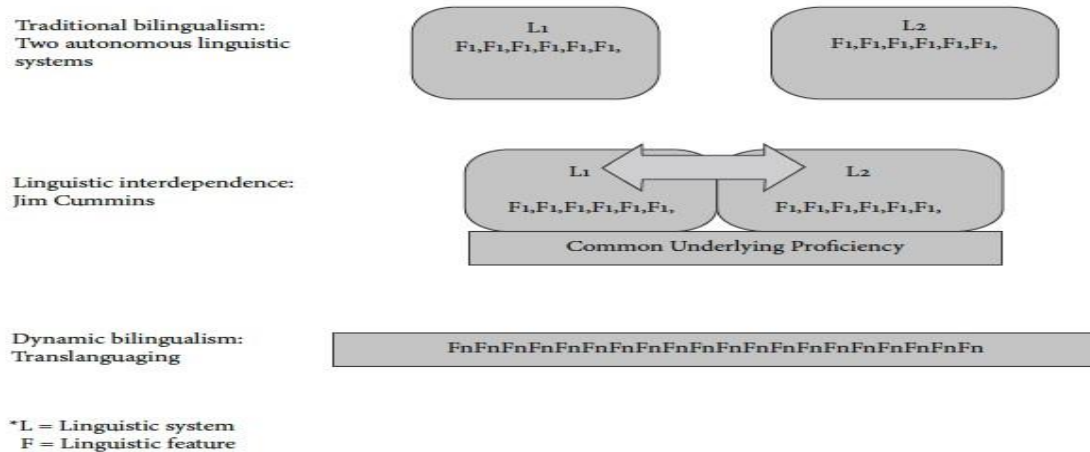


Figure 1.1: Linguistic interdependence and dynamic bilingualism (Adopted from Garcia & Wei, 2014, p.14) (additive bilingualism)

The dynamic model of bilingualism proposed by Garcia and Li Wei (2014) raises questions about the bilingual education, where the ESL teacher forbade the use of learners' L1 in ESL classrooms, in order to follow EMI policy and in this way students' L1 is abandoned from the ESL classrooms. The policy of subtractive bilingualism is adopted; in order to learn L2, L1 is subtracted from the classroom practices. The ESL teachers insist on the use of English for all classroom activities and all their efforts are focused to develop English-native like proficiency in bilinguals. In order to stick to English as medium of instruction, it is a practice to subtract L1 of the students and in ESL classroom students use one language and at home and in other day to day activities learners use their L1; outside classrooms there is no compulsion on learners about use of a particular language. But in the classroom, L1 of the students is alienated and it gives rise to various problems, due to lack of proficiency in English, ESL students face various problems which include shyness, lack of confidence, lesser understanding of the text and lack of cognitive skills. The students are asked to use English for different classroom activities and the students feel alienated and do not share linguistic issues with their ESL teachers.

Translingual practices are researched on immigrant community learners and the researchers found it an important pedagogical tool for accommodating bilinguals in EFL classrooms. Some research was done in non-English countries, one such study was done by Karkas in 2023. He did a case study to know the effectiveness of translingual pedagogy in the ESL classroom and found that this pedagogy is helpful for ESL classroom activities e.g., classroom management and to interact with students. The Turkish scholar added that in spite of EMI, the individual teachers interpret EMI policies; some teachers use English-only policies and strictly adhere to English language for all classroom activities. On the contrary, there are some English teachers who interpret policies differently and adopt translingual pedagogies according to the situational context. The ESL teachers are quite independent in their interpretation and implementation of top-down policies and they adopt pedagogies which according to them are most suitable for their students. Another experimental study was done by Akbar and Taqi (2020) to see the effect of translingual pedagogies on the learning abilities of ESL students and concluded that translingual pedagogical techniques have a positive impact on the learning abilities of ESL students. It does not have a significant role in improving the English proficiency but the cognitive skills of the students are advanced. Another study was done by Almayez (2022) to explore the adoption and advantages of translingual pedagogies in Saudi Arabian ESL classrooms. The researcher found that 70 percent of participant ESL teachers use it in their ESL classrooms and believe that translanguaging in ESL classrooms has a positive effect on the students' learning. It heightens learners' confidence and facilitates learning of English. Unfortunately, the area of translanguaging in Pakistan is less-researched field and a very few doctoral studies investigated and explored this emerging pedagogy for English language teaching. Current research article is an effort to shed some light on behaviour and practices of ESL teachers to promote translingual pedagogies in ESL classrooms.

Research Methodology

An exploratory and descriptive, quantitative study was done to explore the behaviour and practices of ESL bilingual teachers in Pakistani classrooms. Data was collected for quantitative analysis to know the views of ESL teachers about the use of translanguaging in the Pakistani ESL classroom activities. An online survey was conducted to collect data for quantitative analysis. Sample of the study includes 170 ESL teachers. Variables e.g., age, gender and work experience of the participant were used for comparing the responses of the participants. The purpose of the study is to get insight from ESL teachers about the impact of translanguaging on the development of learning skills, especially cognitive, creative, communicative and critical skills of ESL students. Sampled include ESL teachers teaching in different universities of Pakistan. Data obtained from the survey is used for statistical analysis and results of the quantitative section provides details about the views of ESL teachers. For the reliability and check, researchers used Cronbach alpha test and for validity, the tool is checked and approved by 5 Professors. The results of the reliability test and descriptive statistics are as follows:

Table 1

Descriptive statistics summary

	N	%
Cases Valid	170	100.0
Excluded	0	0
Total	170	100.0

Table 2

Reliability of the tool

Cronbach's Alpha	Number of items
.923	52

Delimitations of the Study

The study was delimited to document the attitude and application of translanguaging pedagogies in ESL classrooms at undergraduate level only. The study investigates the use of Urdu (national lingua franca of Pakistan) only because sample universities are located in the Federal capital, it does not include the use of any other regional language in ESL classrooms. Moreover, the responses of the participants are analysed on the basis of the main objective of the current study and did not dissect subjects taught by the individual teacher.

Theoretical Framework

The translanguaging pedagogical model proposed by Garcia and Li Wei (2014), is used as a theoretical framework for the study. This model was specially designed for classrooms of bilingual or multilinguals studying English as foreign or second language. The model is equally effective for classrooms of immigrants living in Englishspeaking countries like the USA and European countries, for EFL and ESL learners. The translanguaging model aims to satisfy the needs of bilingual students who have limited or no English proficiency. Translanguaging pedagogy allows crosslinguistic transfers to develop the critical, creative and cognitive abilities of students coming from diverse backgrounds. This pedagogy dejects the linguistic disparity and it disrupts the linguistic hierarchies.

Data Analysis Quantitative analysis

The tool used for the collection of numerical facts consisted of three sections. The first section of the tool was used to collect demographic details of the participant English language teachers teaching to bilingual students. The second part of the tool collected data about reflections of ESL teachers about use of translanguaging strategies and practices in the ESL classrooms; it had 12 statements and the mean value of each statement reflected views of

ESL teachers about use of translanguaging in the ESL classroom. The third and last section of the tool inquired about the use of Urdu in ESL classroom teaching; it had 13 questions and the mean value of all responses was used to describe the usage of L1 of students in ESL classrooms.

Analysis of Demographic Information

The tool was sent to more than 300 teachers via google forms. Based on the information collected from participant ESL teachers, the summary of demographics is provided in table 3, 4 and 5.

Table 3

Gender ratio of the participants

		Frequency	Percent	Significance
Valid	Male	107	63	
	Female	63	37	
Total		170	100	.110

Table 3 provides the details of sample gender wise. Out of 300 only 170 people returned questionnaires and out of these 170, 107 were males and only 63 females filled survey form. So, the sample of current research includes 63 percent males and 37 percent females.

Table 4

Age of the sampled participants

		Frequency N	Percent	Significance (alpha=0.01)
Valid	25-30	12	07	
	30-35	15	09	
	35-40	56	33	
	40-45	33	19	
	45-50	14	08	
	Above 50	40	24	
Total		170	100	.065

The above table (table 4) shows the frequencies and percentages of the sampled participants based on the age group. Maximum number of the sampled participants was between 35-40. Least number of participants belong to the age group of 25-30. Overall, maximum participant ESL teachers had age between 35-45 i.e., 52 percent.

Table 5

Work experience of the participants

	Work Experience (in years)	Frequency	Percent	Significance
Valid	1-5	24	14.1	
	6-10	38	22.4	
	11-15	47	27.6	
	16-20	40	23.5	
	More than 20 years	21	12.4	
Total		170	.03	0.031

In case of work experience of participants, maximum participants had work experience of 11-15 years i.e., 27.6 percent. Participants having work experience of more than 20 years make the least group of the sample; it's only 12.4 percent. Overall, ESL teachers having work experience of 6-20 years make the maximum sample of the research i.e., more than 72 percent.

The second section of the quantitative section was focused on the translanguaging pedagogies practised in ESL classrooms. The participant ESL teachers were given a questionnaire to fill and the responses of these teachers were summarized to analyze the answers.

Table 6

Descriptive statistics of translanguaging practices in Pakistani ESL classrooms

Statement	Mean	Standard Deviation	N
1. It is essential to use only English for all ESL activities in classroom. (Reverse item)	2.92	1.115	170
2. It is not essential to use only one language for all instructional activities in ESL classroom.	3.36	1.047	170
3. Translingual pedagogy helps in content learning.	4.26	.628	170
4. Translingual pedagogy makes classroom conversations interesting.	4.40	.559	170
5. Translingual approach helps to provide social-emotional support to students.	4.36	.528	170
6. Translingual pedagogy helps in explaining the context of the content.	4.36	.572	170
7. Translingual pedagogy enhances the creative abilities among undergraduate students.	4.04	.813	170
8. Translingual instructions encourage students to use all linguistic resources.	4.05	.724	170
9. Your students are accustomed to communicating in multiple languages during group discussions.	3.97	.657	170
10. You quote L1 of students order to clarify the meaning of different content parts.	4.10	.719	170
11. Affording learners, the opportunity to draw all linguistic resources contributes to intelligence.	4.11	.680	170
12. In class assessments, you allow students to use example from their national languages (L1).	3.34	1.241	170

Description and Discussion about Translingual Practices used in Pakistani Classrooms

The above table (Table 6) provides the descriptive statistics of the survey where the ESL teachers were asked to share their responses exhibiting their views for use of translanguaging in ESL classrooms. The researchers used Likert scale to find the mean value of collected responses to find the attitude of ESL teachers towards use of translingual pedagogy. Following options were given against each statement and participants were asked to choose only one option out of the following.

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

The mean value less than 3 in table 6 means the participant disagrees with the posed statement, the mean value of 3 means that either participants remained neutral or do not want to share their views about the statement, whereas the mean value higher than 3 means that participants agreed with the statement. The first statement is a reverse statement, the mean value is less than 3 and this means that using only English in ESL classroom activities is not essential or vital. Other languages, which are known and understood by the ESL students can also be utilised by the ESL teachers for developing the cognition of ESL students. The second statement inquired ESL teachers whether it is essential to use only one language for ESL instructional activities in the classrooms, the teachers partially agreed with the statement as the mean value of 3.36 shows that. So, the results of the first two statements ascertain that in ESL classrooms, it's not essential to use monolingual practices, the teachers can use L1 of the students in order to develop the cognitive abilities of the ESL students.

The third statement wanted participants to know about the use of translanguaging to develop students' understanding about content. The results explain that ESL teachers believe that use of translanguaging helps students in learning content in a better way. The mean value of 4.26 shows that the teachers are confident that this technique is beneficial

in developing content learning for students. The next statement (no. 5) was related to the fourth statement, and intended to know the role of translanguaging practices in providing social support to students. Higher agreement is visible in the mean value of this statement i.e.4.36. It is important to know that any classroom activity cannot disconnect or intend to dissociate students from their society and emotional state. In order to consider and engage ESL learners holistically as a unit, without disengaging them from their bilingual individuality and social standing, enables teachers to be more impactful in developing conceptual understanding of the students. So, the positive responses show that Pakistani ESL teachers are aware of the fact and do not ignore the social and emotional aspects of learners' personality while teaching English to these learners. For teaching of any literature or content, it is very important to contextualize the content. English literature is a strange literature for most Pakistanis because it has a different context; religious, social, political and historical references which are least understood by ESL learners. In order to develop understanding of English content, it is important that ESL teachers contextualize the content in order to help their students to understand the text. If these students fail to develop understanding of the content. Using traditional pedagogical practices by ESL learners does not allow ESL learners to assimilate the English literature and references. Due to lack of understanding, the students just memorize the content without understanding and the knowledge learnt in this way does not have any application of knowledge and the purpose of learning is not served. The mean value of 4.36 (statement 6) explains that ESL teachers are aware of the significance of contextualizing the context and agree with the statement. The focus of statement 7 was to know the views of ESL teachers about the role of translanguaging in developing the creative skills of the ESL students. The mean value of 4.04 shows that the participant teachers agree that translanguaging practices in the ESL classrooms are helpful to make ESL creative. The basic requirements of creativity are 'conceptualization' and 'understanding' the idea. Cramming and memorizing the content does not invoke any kind of creativity among the learners because they fail to conceptualize the ideas and information and the knowledge is surface-level knowledge and does not imbibe in brain; due to lack of familiarity of learnt ideas, students' mind remains detached from the memorized content. Translingual pedagogies address the issue and fully engage the students in order to develop learning abilities of the students and make them creative.

Translanguaging takes into consideration the needs of bi and multilingual societies and individuals and explains the significance of students' L1 in learning the content. It aims that students' full linguistic repertoire usage can be an aid which helps students as well as learners. Learners understand the content and teachers' efforts are satisfied. The 8th statement is relevant to the use of full linguistic repertoire for helping students learn and understand the English-content. The interpersonal linguistic resources are a blend of digital, technical, cultural, biblical and regional knowledge acquired and learnt by the learners in social and academic settings in L1 and L2. The ESL teachers were asked whether use of students' full linguistic repertoire encourages students to learn well or not. The mean value of 4.05 shows that using all linguistic resources of the individual students is helpful in improving ESL students' learning abilities. The 9th statement inquired whether ESL learners are used-to of communicating in multiple languages during group discussions. The mean value of 3.97 shows that teachers agree that ESL students use their L1 in group activities. It is important to understand that ESL spend only 4-5 hours out of 24 hours in ESL classrooms and most of their daily activities outside the classroom are the ones where there is least or no use of English, all social, political, religious and outside classroom make use of Urdu communication. Even in the classroom, the use of English, for most of the students, is not a personal but academic choice or compulsion. Communicating in Urdu even in the classrooms is not an exception, it is a natural phenomenon. The 10th statement asked the ESL teachers whether they use local language literature examples in ESL classrooms in order to provide better understanding of the English literature. The mean value of 4.10 signifies the positive response of the participant ESL teachers. It is definitely used as a teaching aid to clarify the content of English literature among ESL students. Since the translanguaging pedagogies aim to use full linguistic repertoire of ESL students, the 11th statement contained the same inquiry and the respondent teachers agreed that using L1 of the students helps the teachers to use full linguistic repertoire of the ESL students and the students are given opportunity to use collective intelligence in order to actively learn and participant in ESL classroom activities. The last statement of the questionnaire had a statement about allowing students to use examples from their L1. The participants probably were not sure or allowed students to do so, it is reflected in the mean value i.e., 3.34. Overall, the results provided in table 6 show that Pakistani university teachers are using translanguaging pedagogies in their teaching and have a positive attitude towards this pedagogy and believe that it helps to develop conceptual understanding of ESL learners.

The next section of the survey questionnaire contained test items to gather information about the use of Urdu, as an aid by the translingual teachers teaching in the ESL classrooms of bilinguals. The tool consisted of ten research items and the focus of all these ten questions was to know the usage of Urdu in a Pakistani ESL classroom. Following Likert scale is used to know the views of participant teachers;

Always (5) Often (4) Sometimes (3) Rarely (2) Never (1)

In data analysis, the mean value lower than 3 signifies that participants do not agree with the question and the value higher than 3 meant that participant ESL teachers agreed with the questions and positively responded in response to survey questions. Whereas, the mean value of 3 meant that the participants' teachers remained neutral in response to the question. On comparing the mean value of each statement, the researcher got an idea about the attitude of ESL teachers towards use of translingual pedagogy and the integration of national language in ESL class activities. Table 7 provides a descriptive summary of the responses of participants gathered from the survey.

Table 7

Use of Urdu for translingual pedagogy

Statement	Mean	SD	N
1. How frequently do you encourage the use of Urdu to discuss content in ESL classroom?	3.41	.914	170
2. How frequently do you encourage the use of Urdu to provide assistance to peers during class activities?	3.39	.950	170
3. How frequently do you encourage the use of Urdu to enable participation by slow-learners?	3.48	1.016	170
4. How frequently do you encourage the use of Urdu to respond to teacher's questions?	3.18	1.007	170
5. How frequently do you use Urdu to give directions?	3.36	.971	170
6. How frequently do you use Urdu for classroom management?	3.30	.922	170
7. How frequently do you use Urdu to give feedback to students?	3.19	.997	170
8. How frequently do you use Urdu to praise students?	3.34	.967	170
9. How frequently do you use Urdu to build emotional bonds with students?	3.39	.918	170
10. How frequently do you use Urdu to quickly clarify during activities?	3.37	.909	170

Description and Discussion about use of Urdu in Pakistani ESL Classrooms

Table 7 provides the attitude and practices of translingual pedagogies in Pakistani undergraduate classrooms. The first question inquired about the use of Urdu language to discuss English content in ESL classrooms. The mean value of 3.41 shows that the participant teachers often use Urdu for clarifying English content and to develop conceptual understanding of the students. The second question aimed to know how often they allow ESL students to use Urdu to provide assistance to peers. Once again, the response of the participant ESL translingual teachers show that they often use this strategy in their ESL classrooms. An average Pakistani ESL classroom is a combination of three types of students which include, sharp/intelligent students, average students and slow learners; based on their intelligence and English proficiency. The ESL teachers have the responsibility to plan lessons in such a way that it satisfies the needs of all. Mostly average and intelligent students do not have any issue in accomplishing the classroom tasks, the slow-learners have difficulty in assimilating the content and teachers pay most attention to these students and use different strategies to motivate and encourage such students. The third question was aimed to know how often the ESL teachers use Urdu language to encourage slow-learners. The mean value of 3.48 shows that the ESL participant teachers use it

often to motivate the slow learners. The next question highlights another important aspect where the participant teachers were asked how often they allow ESL students to use Urdu language to ask questions from ESL teachers. Most of the teachers remained neutral and the mean value of 3.18 shows that this phenomenon is not encouraged in classroom activities. Question 5 and 6 focused on the use of Urdu for classroom management by the ESL teachers. The mean values of 3.36 and 3.30 show that the ESL participant teachers use Urdu language for classroom management. The participant teachers did not deny the use of Urdu in classroom management, but the acceptance value is so small that it can be ignored. The next question, i.e.7, the researcher intended to know whether ESL teachers use Urdu to give feedback on class activities or not. The mean value of 3.19 shows that participants partially use Urdu to give feedback to students. One of the possible reasons could be that at undergraduate level, the medium of instruction is English. The teachers are reluctant to use Urdu for feedback because they want to convey a message to their students that use of Urdu should be only limited and confined, and use of English language should be minimal. Question 8 and 9 intended to know whether ESL participant teachers use Urdu to praise students and to build an emotional bond respectively. The mean values of 3.34 and 3.39 show that ESL teachers partially make use of Urdu language for bonding with the students. If the ESL teachers succeed to build emotional bonds with the students, it helps teachers to encourage slow-learners to actively participate in ESL classroom activities. The last question in the tool inquired ESL teachers, whether they use Urdu for clarifying the meaning of content during classroom activities. The mean value of 3.37 shows that this practice is partially used by the ESL teachers. Clarifying the meaning of any complex and difficult concept is important because lacking the understanding of the ideas in the text creates a boredom and the students do not actively participate in classroom activities. So, in order to make classroom teaching effective, it is important that the teachers opt for strategies and teaching aids which increase interest of the student and encourage them to be part of classroom learning. The learning of the classroom is very important to develop the interest of the students, if students get bored in the classroom, they face understanding of content issues which cannot be clarified later. It is important to address such issues in the classroom and on an instantaneous basis. Delay in clarification of concepts might result in deteriorating the learning abilities of students.

Findings

The main objectives of this research were to know whether Pakistani teachers are aware of this language teaching technique or not. Moreover, if the ESL Pakistani teachers are using this technique, how effective is this teaching technique? The sample of the study has male and female participants, belonging to different age groups and having varied experience. In addition, the sample participants were from diverse backgrounds and this helped the researcher to avoid any biases on the bases of gender, background, age and experiences of the participant ESL teachers. The results affirm that Pakistani ESL teachers teaching at undergraduate level are effectively using translanguaging teaching techniques in their classrooms and find it effective for enhancing the learning skills of the undergraduate students.

Effectiveness of Translanguaging in Concept Building

The data obtained from the survey shows that translanguaging is essential for teaching ESL learners because it enables students to follow instructional activities. At undergraduate level, using English as a medium of instruction is interpreted differently by different teachers. Few believe in subtractive bilingualism where they abandon L1 of the students out of the classroom and strictly adhere to EMI policy. The traditional English teaching practices of Pakistani teachers influence the learning abilities of the ESL learners. Hegemonic portrayal of English language in ESL classrooms, and demonising the L1 of bilinguals becomes a hurdle and, the students either memorize the content or their learning abilities deteriorate. In this scenario, the thirst for developing conceptual understanding remains unanswered. Instead of learning with interest, the students do not enjoy learning because they do not understand or partially understand the content. For decades GTM and direct methods (mostly used teaching techniques for ESL teaching in Pakistan) have been critiqued for its ineffectiveness. With the arrival of current methodologies, especially, the translingual pedagogy, which is developed for teaching ESL bilinguals, there is a need to adopt the methodology. The results of this research show that Pakistani ESL teachers are using this pedagogical technique and are striving to improve the conceptual understanding and learning abilities of Pakistani ESL undergraduate students.

Enhancing the Creative and Cognitive Abilities

The classroom learning and teaching strategies of the 20th and the 21st century are different. In the last century, academic performance in the form of marks and grades was the ultimate yardstick and focus of the students. The career providers were hiring people based on the academic scores. With the arrival of a globalization and technology revolution, it changed the dimensions and criterion of learning for career providers. For most of the students, the ultimate purpose of education is to find good jobs in the competitive world. Getting hired in today's age requires individuals who have good academic grades as well as well-developed critical and creative abilities. Learning by memorization and rote-learning might help the students to score good grades but it does not assure conceptual development. In order to become creative in approach and to apply learnt knowledge, the most vital component is to have understanding of the learnt ideas. Currently, the ESL teachers seek for the teaching techniques which accommodate the bilinguals in this world, probably, translanguaging pedagogy appears as a 'bliss' for these ESL teachers and students. The ESL policies are developed by the policy makers generically and are interpreted by the ESL teachers according to their situational-context because the ESL teachers are the agents on ground. They know the composition, heterogeneity and English language proficiency skills of their students. Like any classroom, the English subject teachers hold the responsibility to help ESL learners 'understand' the content, 'assimilate' the content and then 'reflect' on the content. There are separate diploma courses, even courses at bachelor level, to develop English language skills of the ESL learners. The teachers who are teaching subjects e.g., stylistics, grammar, discourse analysis, different genres of English literature are basically developing the content understanding of a literature which is foreign for Pakistani students and the ESL teachers have to prioritize their teaching objectives. Whether they are striving to teach literature to students or just polishing their English language skills. At BS level English is taught as a subject and like any other discipline, the English subject teaching aims to familiarize the students with content of English, to allow students to understand the ideas, concepts and context of the text. Once students learn the ideas, they can develop insight and critique on the text. If the students just memorize the content, their critical and creative abilities are not refined. The results of the current research show that teachers are aware of the needs of the 21st century education and they do not leave any stone unturned to help ESL learners in developing their knowledge about the content. They use translanguaging pedagogy in order to use the full linguistic repertoire of the students and find these teaching techniques as an effective source. The ESL teachers allow ESL students to use different linguistic resources in order to develop understanding about the content.

Translanguaging in Classroom Management

For most of the ESL Pakistani learners, English is 2nd or 3rd language. Being an academic language and the national language, all Pakistani undergraduate students know it well, they have good literacy skills in Urdu. The first language for the majority population of Pakistanis, is their 'mother-tongue'. Most of the social, religious and political knowledge of Pakistani bilinguals, Urdu is 2nd language and is acquired by all children in early ages. English appears as 3rd language. In current research, Urdu is labelled as L1 for ESL classrooms having students from diverse backgrounds. In spite of having different mother-tongues, all undergraduate ESL Pakistani students have one language in common, i.e., Urdu. So, in this research, Urdu is dealt as L1 of the ESL teachers and learners. The participant ESL teachers shared that for translanguaging, they use L1 of the students to provide assistance, to discuss English content, to encourage slow-learners, for giving feedback to students, for classroom management, to praise and for emotional bonding with the students. A teacher who is capable of good classroom management is appreciated by the learners. The ESL participant teachers are reflective teachers, they understand that bilingual students have limitations and do not have outstanding English proficiency; they are not habitual to communicate in English in their daily social activities. In order to keep the classroom learning smooth, the translanguaging teachers do not ignore the L1 of students and keep it functional in process of teaching, discussions, communication, presentation and classroom management. If the teachers bound students to converse and communicate only in English, there are chances that linguistic barriers would halt learning abilities and classroom communication of a few students. Using students' linguistic repertoire without hegemonizing or demonizing some languages might enhance the chances of all students' participation. Translanguaging pedagogy can act as an effective tool to accommodate and encourage ESL students to be part of classroom learning. It accommodates and respect diverse linguistic backgrounds of the ESL students.

Conclusion

Based on the survey responses gathered in the current research shows that Pakistani ESL teachers have a positive attitude towards the use of translanguing pedagogy. All ESL teachers teaching to undergraduate students interpret and implement EMI policy according to their own understanding. The ESL teachers who are using this pedagogy basically follow a student-centred method, where the objectives of the ESL teachers are to develop conceptual understanding of the learners. In order to cope-up with the contextual requirements, the diverse background of the ESL learners, the ESL teachers use the full linguistic repertoire of the students and value the linguistic choices of the ESL learners to motivate them. Most of the knowledge is acquired in L1 and if the teachers do not allow students to connect their L1 knowledge with the text of the undergraduate syllabus, there are chances that the students' intelligibility is compromised. The use of translanguing pedagogies by the ESL teachers allows the students to get information and use of the students' tacit knowledge along with the academic knowledge; in order to help ESL learners to assimilate the text. This helps the ESL students to enhance cognition of the content and it positively impacts the creative and critical abilities of students. Instead of focussing English proficiency skills, the students can pay attention on the construction of ideas, questions the ideas and become creative in approach. It encourages students to actively participate in the process of learning and questioning. In this way, a connection between the classroom learning and social learning is developed and the students do not feel disconnected from their social identities.

Suggestions for Future Researches

The current study is an effort to document the attitude and practices of ESL teachers towards translanguing pedagogy. Here are few suggestions for future researchers;

- 1) An in-depth empirical study is required to see the impact of translanguing pedagogies on the learning abilities of ESL students. A study using pre- and post-test should be conducted to provide numerical data documenting the proof of translanguing pedagogies effectiveness.
- 2) This study contains samples of the ESL teachers teaching in universities, but it lacks students' representation. There is a need to conduct a detailed study having insight from the ESL students as well.
- 3) A detailed study needs to be conducted to actually see how translanguing pedagogies work in a Pakistani classroom. This can be done by class observations. A longitudinal study is required to see the impact of this technique in developing the creative and critical thinking of ESL students.

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