Role Of Translanguaging In Language Learning At Undergraduate Level In Hazara Division

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ABSTRACT

Translanguaging is a pedagogical technique that signifies the role of mother tongue in acquiring a second language. In Hazara division, nearly all of English language students are multilingual. This study explores the impact of translanguaging at college-level language programs in Hazara. This teaching method is significant from the linguistic point of view of Hazara division, as students and teachers here come from diverse cultural backgrounds and speak a number of languages. The study evaluated the usage of different languages by English teachers and students, who are teaching and learning English in Hazara division at the college level. The qualitative research approach was chosen for this study and semi-structured interviews were conducted with teachers and students to identify their perceptions and to learn more about the role of Translanguaging. The interviews were transcribed and evaluated by employing thematic analysis. The findings of the study revealed that Teachers' and students' consider existing repertoire of languages crucial when learning a new language. Most notably, this research confirmed the use of translanguaging in Hazara region. Teachers and students feel comfortable using multiple languages in the classroom.

Keywords: Pedagogy, Multilingualism, Translanguaging, Language classroom.

1. Introduction

Language learning has the power to show a new culture and way of life in the world, but the field of research on how to learn and teach languages is fraught with competitive theoretical and practical challenges (Nicholas & Stark, 2014). Saint Williams, a prominent educator in the 1980s, is credited with coining the term "translanguaging."

He did so after using the term "trawsieithu" to describe a linguistic experience that meant the methodical use of two languages within a lesson.

Later on, though, it came to refer to both the strategy and the goal of the language process. Today, the term "translanguaging" is commonly used to refer to the practice of language, which encompasses the action of moving consciously from one language to another and the conceptual principles that underpin this movement.

The formation of teaching and learning quality is achieved through effective communication and specific language in the classroom. Language is a sound system that contains rules used to identify people who use a particular language. Translanguaging seems to have captured people's imagination. It was used in pedagogy and multimodal communication. Translanguaging is a concept used in a language classroom with multiple languages at the same time.

The importance of English in today's world cannot be overstated. It is an international language that is understood and spoken worldwide. In Pakistan, English is widely used as the official language of the private and public sectors, although the national language of Pakistan is Urdu (Rahman, 2000). As students believe that a language significantly impacts their success as a second language learner. A student who believes that learning English vocabulary will increase his overall performance will put more effort into learning words.

In the realm of language study, translanguaging is a relatively recent development. It has been accepted as a novel instructional strategy for the teaching and learning foreign languages. Using two or more languages to acquire proficiency in a third language is known as translanguaging. Because students and teachers in Hazara region come from various cultural backgrounds and speak several languages, this method is particularly significant for that region. These languages are already incorporated into courses dedicated to studying languages, and students make use of the language repertoire they already possess. This article analyzes the usage of other languages by English teachers and students at the undergraduate level in Hazara region as part of the English language learning and teaching process. "The everyday language experience of multilinguals is their use of different languages, which comes under the term translanguaging, a practical theory of language use."

"The everyday language practice of multilingual is their use of different languages, which comes under the term Translanguaging, a practical theory of language use" (Wei, 2018).

Objectives of the Study

● To investigate the effect of translanguaging in language learning classroom of Hazara division.

● To investigate the use of translanguaging strategies to develop students' English language skills.

Research Questions

● What is the effect of translanguaging in language learning classrooms of Hazara region?

● How does the use of translanguaging strategies improve students' English proficiency?

2. Literature Review

Canagarajah (2011) discusses translanguaging which form of integrated system for bilingual / multilingualism agreed for communicative reasons. This system requires much knowledge to work in multiple languages in its repertoire. Therefore, bilingual / multilingualism should be founded on the formation of this repertory, without developing full command of each language. For Garcia (2009), translanguaging is a discursive experience of bilinguals to construct meaning in communication.

Translingualism gives several advantages in both languages. It provides a deeper grasp of the subject and improves weak language by working with the dominant language (Garcia and Wei, 2014). It has been demonstrated that making adaptive use of languages is beneficial to language acquisition, particularly in the education of younger kids.

Several research studies, each taking a slightly different tack, have concluded that educational institutions would benefit by adopting translanguaging policies. Duarte (2019) investigated how students aged 15 used their linguistic repertoire to complete core classroom tasks from a sociocultural perspective. Specifically, the study looked at how these students completed the tasks. The analysis of speech activity revealed that the use of translanguaging takes place during cognitively challenging tasks, specifically narrative activities. Students utilised it to articulate their thoughts in an understandable manner and generate new information during the engagement.

"Hornberger and Link (2012) talked about the experiences that English language learners have in the classroom in the United States. Using data from ethnographies, they argued that school policies that only allow the use of English as a teaching tool stunt the development of students' ability to speak two languages. The practice of translanguaging has assisted students in learning by facilitating an equilibrium between the two cultures.

In an other research, Creese and Blackledge (2015) took a sociolinguistic approach to investigate the influence that translanguaging encounters have on a person's personal growth when exposed to multiple languages. To demonstrate the potential of this pedagogy to "deepen understanding and socio-political engagement, develop critical thinking, and expand metalinguistic awareness and translanguaging flexibility," they presented a few examples of translanguaging in the context of education in the United Kingdom (p. 33).

Language teachers and students in Pakistani society are typically able to communicate in two or more languages due to the country's multilingual nature (Maheen & Sohaib, 2020). This multilingual environment is formed because people speak different languages in different geographical areas and their native languages are

different. Both of these factors contribute to the formation of this multilingual environment. Maheen and Sohaib (2020) investigated how one language might be used in conjunction with others to produce a new linguistic repertoire. They investigated the use of Translanguaging in the universities of Hazara region and significance of multilingualism in Islamic history.

Baker (2001), a pioneer in this field, contends that the usage of translanguaging is helpful in many ways. For example, one of the advantages of translanguaging is that students can get stronger in their less developed language. Explaining this topic, Lewis, Jones, and Baker (2012) underline that teachers who translate are not necessarily translators. This is because in its purest form, translation isolates languages from one another, thereby allowing students to digest knowledge only in an advanced language.

A teacher in a classroom where multiple languages are spoken must be able to cope with a significant amount of diversity. The presence of students who are fluent in more than one language in a given classroom naturally results in the use of more than one language in a standard context. As a result, there are many opportunities to use more than one language in the classroom. This results in multilingualism, which is achieved by strategically using one's existing linguistic repertoire to acquire additional languages. In the latter part of the 20th century, translanguaging was initially implemented in the classroom to conduct educational research. Several educators have begun using translanguaging exercise to improve pupils' overall comprehension.

According to the findings of a study conducted by Garcia (2009), a bilingual classroom in a New York kindergarten uses translanguaging. Students there, are required to study both English and Spanish concurrently. According to recent research findings, translanguaging is an effective method for fostering mutual understanding and benefit among interlingual groups.

Within the Welsh educational system framework, Lewis, Jones, and Baker (2012) advocated for the implementation of translanguaging. It should be noted that English was utilized as the dominant language inside the Welsh environment, whereas Welsh was utilized as the local language. It was determined that instruction in any language might successfully promote bilingual education. A gradual introduction was made to the field of translanguaging, in which both English and Welsh were regarded as being supplementary, beneficial, and complimentary.

There is a distinction between code substitution and translanguaging denotation, as Lewis, Jones, and Baker (2012) stated. Code substitution is a linguistic term that describes the analysis of bilingual speech patterns, whereas translanguaging is a socio-linguistic and environmental field. Code switching is associated with division between different languages, whereas translanguaging supports language adaptation and learning by using two or more languages.

Bilingual Education

The primary objective of bilingual education is to teach students additional languages by building on their existing language skills. The majority of people in today's globe

are fluent in multiple languages. The teachers should use the students' native language to teach them additional languages, and students should share their knowledge of the language with their teachers. This will improve the students' ability to learn. The idea that people should try to learn more than one language has long had the backing of the European Union. The notion of translanguaging made significant progress due to the practical implications of the idea, which led to the growth of a multilingual environment and advanced the idea of translanguaging.

According to Cummins and Corson (1997), the concept of bilingual education extends back to the time of the Greeks and Romans and refers to the practice of employing more than one language in the classroom to convey information. Even though published research on bilingual education dating back to the 1920s, there is still much controversy surrounding its advantages. A person's cognitive development and academic achievement may suffer if they participate in a bilingual education program, according to those opposed to the practice of bilingualism. It is more difficult to become proficient in certain areas of both languages when they are used as a teaching tool together, particularly the vocabulary of both languages. Regarding the education policy at the secondary level, some academics believe that bilingual education does not preserve national identity but instead generates a sense of social divide.

According to Garcia and Li Wei (2014), bilingual learners are at various stages of becoming bilingual and are likely to use translanguaging procedures for various goals. People who are bilingual but do not speak a second language frequently exhibit a dependent form of translanguaging, which means that they are heavily dependent on their linguistic abilities in their native language (L1). This sort of translanguaging is also a one-way translation, in which language learners utilize their dominant language as a reference tool and use it as a language of thought. On the other hand, bilingual speakers who are experienced and fluent in both the source language and the target language will utilize a version of the target language that is more autonomous. They typically include a translation paradigm that works in both directions, making it simple to switch between languages based on the context of the conversation.

However, in today's world, globalisation affects schools and education, and societies are advancing toward being more multicultural and multilingual. This resulted in the development of yet another method for teaching foreign languages, generally referred to as translanguaging. A translingual approach to language learning is encouraged by translanguaging, which makes an effort to consider all of the linguistic abilities possessed by each language student. Many teachers of foreign languages are constantly adapting and implementing newly developed methods of instruction as and when they are suitable for the specific circumstances of their classrooms; however, this is not always the case. Some seasoned educators are resistant to adapting their pedagogical practises to satisfy modern society's requirements (Snyder, 2017).

Translanguaging in Pakistan

The population of Pakistan is made up of several different ethnic groups and speaks various languages. Urdu is the country's official language and is also used widely in

communication due to its status as the national language. Training in Pakistan has always reflected the unstable political decisions made by the Ministry of Internal Affairs, both in terms of the language that educators and teachers choose to employ in the classroom and their daily lives.

During informal classroom conversations and lectures in Pakistani educational institutions, teachers and students use English and Urdu, the country's official language. After all, the primary principle of instructing kids in two languages is that they will learn more effectively in a language that they completely comprehend.

3. Methodology

This qualitative research investigated the role of translanguaging in learning English language at colleges in the Hazara division. For this investigation, the primary mode of data collection was utilised to gather information from participants from different colleges of the Hazara division ranging in age 25 to 45 years. The study's usefulness can be shown in the fact that it enhances the quality of the source data by integrating it with secondary data.

The qualitative research approach was chosen in this particular study after carefully examining the research questions and objectives. As a result, the information comes from various postgraduate colleges located within the Hazara division mainly focused Abbottabad city. In the proposed research, both the students and the teachers participated in semi-structured interviews, to learn more about the role of translanguaging.

The data was collected from both teachers and students. 10 teachers and 10 students were interviewed. The sample was taken from postgraduate colleges located in Hazara division. After data collection, all interviews were transcribed and the transcriptions were used for analysis

According to Neuman (1994), "content analysis" is a method that "gathers and analyzes the information contained in the text" (p.261). To analyze the interviews, the researcher transcribed all of them and then themes emerged from the data. Creswell (2015) states that "thematic codes are first-level codes that help in detecting emergent themes through grouping" (p.248). The data from semi-structured interviews were examined using both topic analysis and quotations."

4. Analysis

This qualitative study analyzed the role of translanguaging in English language acquisition at Hazara division colleges. The researcher conducted interviews with both teachers and learners. The data was analyzed using thematic analysis. Researchers extracted initial codes and consolidated them into emergent and significant themes. The findings of the study are, the concept of using a variety of languages is what gives Pakistan's society its multilingual character. When asked from teachers and students,

how many languages they can speak, all of them responded that they can speak two or more languages, some of which included Urdu, Pashto, Hindko, Saraiki, Punjabi, and English. This demonstrates that this region is multilingual, as both English teachers and pupils can speak two or more languages.

Findings from teachers' interviews demonstrated that students typically respond in their mother tongue when the teachers ask questions, but the teachers prefer to utilize English in the language course. In Hazara division, students are multilingual, so the teachers did not restrict them to use English only. If they can understand a concept using a different language, they may do so; however, English and Urdu are the two most commonly permitted languages. Teachers in Hazara division are also bilingual, so dealing with them is not difficult. When they cannot explain a concept in English, they switch to another language.

Some teachers were of the opinion that translanguaging plays a significant role in learning, although they do not believe it affects student learning. They said, If they solely use English, it may be difficult for some students in Hazara division to comprehend, so they must explain the concepts in various languages, primarily Urdu, for them to comprehend.

According to the findings from students' data, If a teacher uses English in class, it will be challenging for the students to grasp the concept because they speak Pashto, Urdu, and a few other languages; therefore, using translanguaging in the classroom will be quite beneficial the students to utilize a native language or national language majority of times. In Hazara division, most students are Pashto speakers, so they use examples in their native language or translanguaging to facilitate their comprehension. This is beneficial for all students, and translanguaging aids their comprehension.

The topic of teachers using several languages indicates that the lesson is conducted in more than just the language being taught to the class. When asked if they utilized more than one language in the classroom, all educators unanimously said that if it assisted their students in better understanding the material, they would use either the students' native languages or the national language. The teachers of English assisted speakers of other languages.

Students can convey their linguistic repertoire by discussing the topic of using multiple languages. When students were asked about using other languages, they unanimously said they would use other languages in the classroom if they encountered any difficulty with the material or had concerns about the content being taught.

Discussion

By examining the responses of both teachers and students, it has been realized that besides the language of instruction, other languages are utilized to teach it; however, these languages are not specified in the preparation of lessons. As a result, both the teachers and the pupils use the translanguaging outside its intended context. It should be incorporated into the design of the lessons so that it may be used as a tool.

When learning a new language, the time-honored practice of relying solely on the "target language" has been rendered obsolete by applying translanguaging. This

research demonstrates the advantages of teaching students and communicate in more than one language. As a result, the significance of translanguaging is something that cannot be ignored.

According to the findings of the study, teachers and students use translanguaging in English classrooms when learning a new language. This demonstrates that the utilization of another language serves as a model for developing other languages. The common practice of relying solely on the language being taught has been done away with.

The analysis indicates a favorable attitude of teachers and students toward using L1 in the classroom, even though it is not always utilized. Teachers often use code switching and modify it based on the pupils' requirements when translating. The findings also indicate a general agreement that L1 should only be used carefully to achieve a specific goal. This is consistent with the findings of a study conducted by McMillan and River's (2011).

Translanguaging is seemed to be based on constructivism which states that if students are able to connect what they are learning with the one they already know, the learning process will be more effective. Because of this, the linguistic range that is previously gained can be used to study a new linguistic system and it demonstrates the value of translanguaging.

5. Conclusion

Translanguaging has been evolved as a new way of looking at multilingualism in language classroom. The new Lgr11-based CEFR emphasizes on multilingualism and mediation in language instruction. This will affect how the teachers will teach English in the future. However, practice and theory do not seem to include this concept. Therefore, this study aimed to examine teacher's view of translanguaging as a pedagogical tool.

This article explores the existence of translanguaging as a pedagogy in undergraduate classes in Hazara region. It displays the use of another language as a linguistic resource to develop new knowledge. The chosen subject of inquiry indicates the existence and application of translanguaging as a linguistic instrument for language learning. Teachers' and students' opinions suggest that other languages are vital when learning a new language. Most notably, this paper confirms the application of translanguaging in Hazara region. Teachers and students feel comfortable utilizing various languages in the classroom.

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