

Students' and Teachers' Attitude towards Translanguaging:
An Inter University Study in Dhaka

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Abstract

An age old question whether or not native language should be used in second language classroom is still unanswered. On the basis of this thought, this research aimed to figure out students' and teachers' attitude towards *translanguaging* from Bangladeshi context. It mainly focused on tertiary level students and their teachers, for which 156 students and 10 teachers of 7 privately-run universities of Dhaka participated in the data collection procedure. Lev Vygotsky's socio cultural theory and the concept of zone of proximal development (ZPD) were used to analyze the data. Findings showed that translanguaging might be useful to understand meaning of unknown words, to provide assistance to weak students, and to boost students' confidence level. This study also highlighted how contextual need would suggest teachers when to use the native tongue alongside the target language.

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Students' and Teachers' Attitude towards Translanguaging: An Inter University Study in Dhaka

Over the last two decades, with the expanding bilingual populace over the globe, it had turned out to be evident that we have to grown new ways to deal with language and instruction. “The origins of translanguaging lied in Welsh bilingual education in the 1980s where ‘Trawsieithu’—a Welsh term coined by Cen Williams, and later translated into English as ‘translanguaging’— was constructed as a purposeful cross-curricular strategy for ‘the planned and systematic use of two languages for teaching and learning inside the same lesson” (as cited in Conteh, 2018, p. 445). From that time, scholars developed a strong feeling that it could be the best way to deal with both native and target language in the 21st century. In the postmodern era of language, Bangladesh was a country where the prime concern was to develop and strengthen students' target language. In the educational institutions, it was seen separating the target language from the native language, and allocate expert teachers, prepare separate lessons so that students might not get confused with the use of two languages in the classroom. Sometimes people hardly recognized the benefits of students' native language which might offer students with better learning opportunities. However, Velasco and García (2014) mentioned that the use of translanguaging as a strategy could enhance academic writing skill. Also, it might provide help to children in order to self-regulate their linguistic repertoire, and enabled them to perform better comparing to the use of one single language.

1.1 Problem Statement

An existing debate could be encounter over the use of native language in teaching target language. Early researches considered native language an obstacle which needed to be avoided in language learning classrooms, grounded by second language acquisition (SLA) (as cited in Wu, 2018). Although researchers acknowledged positive aspects of native language, theories showed

more emphasis on the negative transfer which might create problems for a learner who intended to learn a target language. This study would like to see whether tertiary level students and their teachers considered the use of native language alongside the target language an obstacle or they had a positive perspective towards this concept, and in which context they would prefer to use it.

1.2 Purpose of the study

This present study would try to find out whether translanguaging was considered a beneficial tool from tertiary level students' and their teachers' perspective in Dhaka city. It also intended to find out suitable contexts where the use of this particular concept would ensure maximum learning outcomes.

1.3 Central Research Questions:

Through this study, the researcher attempted to find out the answers of the following questions:

- a) How did the students respond to the use of translanguaging in classroom?
- b) What was the teachers' attitude towards the application of translanguaging in classroom?
- c) When was it appropriate to use translanguaging in classroom to get maximum benefits out of it, from teachers' and students' perspective?

1.4 Significance of the study

Based on the existing literature review, the researcher felt that there was lack of studies which might disclose both students' and teachers' perception towards the use of both target and native language simultaneously in classroom. Although, studies had been conducted in the context of Iowa, a Midwestern U.S. state (Nambisan, 2014), we could hardly find any study

addressing this chosen topic in Bangladesh. Besides, this study also addressed some contexts where translanguaging might be beneficial for both teachers and students.

1.5 Limitations

The limitations of this study were:

- a) The researcher could only collect responses from students of 7 privately-run universities. The findings would have been more powerful and diverse if the number of universities could be increased.
- b) She could only take interviews of 10 teachers. The analysis would be more authentic and reliable if she could address responses from a good amount of teacher responders.
- c) This study solely focused on privately-run universities located in Dhaka city. The perspective would have been strongly depicted if responses from all over Bangladesh could be collected.
- d) The analysis and reasoning would have been more powerful if the sample size of the student participants could be increased.

1.7 Operational definitions

Definitions of some core concepts used in this study were:

- a) Translanguaging- Baker (2011) first translated the word into English, defined it as a way through which meaning became clearer, which could shape peoples' experiences, which enabled people to gain knowledge and better understanding through the use of two languages.
- b) EAP- English for Academic Purpose was generally defined as teaching English to facilitate learners to study or research in that language (Flowerdew & Peacock, 2001)

- c) SLA- Second Language Acquisition was the way of learning language consciously other than their mother tongue inside and outside the classroom (Ellis, 1994).

Chapter 2

Literature Reviews

In order to offer prominent learning chances to youth, educators could urge the students to be occupied with translanguaging (Daniel, Jimenez, Pray, & Pacheco, 2017). Recent studies demonstrated that, language students with the use of their 'full language repertoires' could translanguage to make meaning (Cook, 2001). In this chapter, the researcher tried to give an overall idea about translanguaging and language attitude, the benefits of translanguaging, difference between translanguaging and code-switching, socio-cultural perspective towards translanguaging, strategies of using translanguaging, and ways of implementing translanguaging as pedagogy.

2.1 What was Translanguaging?

The term translanguaging had been connected to teaching method, regular social association, cross-modular and multimodal correspondence, semantic scene, visual expressions, music, and transgender discourse (Wei, 2017).

Canagarajah (2011) referred translanguaging as “the ability of the multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (p. 401). In support of this statement, MacSwan (2017) added that translanguaging could advance a thought for the bilinguals to act in a characteristic manner where they were allowed to utilize language calmly like a similar way they used it at home or inside the network. It was an unusual procedure through which language learners could intervene critical social and psychological exercises through the core work of different branches of semiotics for activity, to know and be (Garcia & Wei, 2015). For example, translanguaging was initially known as a strategy that could provide assistance to students to develop academic

language (Baker, 2006). In order to make texts easier to understand, students could read it in one language, and later discuss the topic using another language.

Translanguaging included issues of language creation, successful correspondence, the capacity of language, and the points of view behind language use (Lewis, Jones, & Baker, 2012). Based on this idea, Garcia and Otheguy (2014) clarified that they considered translanguaging as a theory in which issues of multilingualism were dismissed, demanding a bilingual individual who had an undifferentiated linguistic framework exceptionally designed as an idiolect, or individual language.

2.2 Translanguaging in Bangladeshi Context

In light of the socio cultural elements of language in the post-colonial setting of Bangladesh, it was a nation which was sociolinguistically unexplored and underrepresented in the universal Applied Linguistics field (Sultana, 2015).

While it came to the matter of language practice in Bangladesh, Sultana, Dovchin and Pennycook (2015) opined that essentially less attention had been paid to the language practices of youths in fringe Asian nations, who had not been subjected to development and transnational adaptability. However, youthful adults in this periphery Asian setting were moreover overwhelmingly busy with transglossic practices incorporated an extent of semantic and social resources. Subsequently, a counter story to the predominant legislative, scholarly, and prevalent talks in Bangladesh which was voiced worry about the unfavorable impact of English on Bangla, and the different assortment of structures with their particular applicable striking nature, needed thought in regards to the need to get it the very demeanor of social and linguistic preparations.

2.3 Implementing Translanguaging as a Pedagogy

'Translanguaging transformative space' (the term was first coined by García/Sánchez) advanced comprehension of how speakers could follow up on their language collection in order to highlight that were suitable for the messages they needed to pass on to various crowds, both monolingual and bilingual. There were factors which could decide whether or not translanguaging should be used in the classroom. The prominent factors could be teachers' language proficiency, students' attitude towards their native language and most importantly classroom participation norm (Daniel et al., 2017). In the event of cooperation strategy, if an individual was stuck in the middle of and neglected to finish the sentence utilizing target language; there ought to be sufficient possibilities for the individual to utilize their local or favored language to express the importance. Since each and every word could not be translated.

Rowe (2018) proposed six principles which could help to make translanguaging a classroom norm. One of those principles was esteeming students' local dialects and culture. For this, teachers needed to build a suitable model of translanguaging. This model would help the teachers to ensure that they provide enough writing opportunities to individuals which would tap into their dialects (Rowe & Miller, 2016). Also, giving genuine opportunities to multilingual correspondence, inviting 'two-way understanding', making dual-language messages, and interfacing students with bilingual or multilingual groups could be various benchmarks to enable translanguaging in classroom.

Furthermore, teachers could simply 'launch' translanguaging in classroom rather than introducing it. This implied the materials or exercises ought to be planned in route through which students could make significance from writings and construct importance in their very own

composition. In this manner, teachers could establish translanguaging as pedagogy (Daniel et al., 2017).

If teachers aimed to use translanguaging in classroom, it would fall under eclectic method. According to Gao (2011), principled eclecticism gave the teacher more authority to take decisions regarding classroom instruction and activities based on holistic understanding, the needs of the learners and most importantly how language was learnt. He further added “eclectic approach was not a concrete, single method, but a method, which combined listening, speaking, reading, and writing and included practice in classroom” (p. 56). Through the use of translanguaging, teachers could emphasize on content in the elementary level and would focus on the environment in the advanced level.

2.4 Benefits of Translanguaging

While expressing the significance of translanguaging, William (1994) mentioned that translanguaging could help the students along with the teachers to utilize their ‘linguistic resources’ while dealing with issues and building learning. Through this idea, he suggested if students could discover the chance to use their local language at whatever point they stall up while talking with others, this might handle their concern. Also, it would encourage them to share learning.

Baker (2001) discussed four useful educational advantages to translanguaging, and argued for the importance of translanguaging as a pedagogical practice (as cited in Lewis, Jones & Baker, 2012).

- It might promote an intensive understanding of the subject matter.
- It might help the weaker language to be developed.

- It might provide assistance to explore resources in diverse context.
- It might be helpful for the early learners to incorporate with the experts.

2.4.1 Translanguaging promoted intensive understanding of subject matter

In the language classroom, pedagogies which encouraged the utilization of translanguaging, could assist by developing bilinguals in an assortment of ways, such as encouraging access to foundation learning, helping them to obtain new vocabularies, strengthening understandings about the features of language, and advancing the utilization of viable techniques like summarizing and clarifying concepts in texts (Pacheco & Miller, 2015).

Canagarajah (2013) echoed that implementing translanguaging in teaching offered potential outcomes for advancing scholastic accomplishment as well as for building up students' proficiencies as strategic users of language.

2.4.2 Translanguaging as a tool to explore resources in diverse context

The concept of 'translanguaging' could be conceived "theoretically (as a framework for working with languages), methodologically (as an approach to rich language practices), and strategically (through the use of languages in dynamic and flexible ways)" (Hirsu, 2018, p.227). Translanguaging enacted transparently or secretly in settings, showed the unpredictability of lived encounters, and the requirement for a continued exertion to work against contrasts and limits in numerous sites (Hirsu, 2018).

2.4.3 Translanguaging developed weaker language and strengthen ownership

Translanguaging broke the artificial partition between majority versus minority, and target versus native language dialects, enabled both the student and the instructor to change the

power relations, and center the way toward educating and learning on making importance, improving knowledge, and creating personality (Creese, & Blackledge, 2015). In addition, Canagarajah (2013) stated that “the intention of translanguaging could offer a greater sense of ownership and a powerful sense of identity” (p. 40). Besides, translanguaging pedagogy helped to re-examine frequently asked question of the role of native language in second and foreign language teaching and learning (Wei, 2017).

2.4.4 Translanguaging helped the early learners to incorporate with experts

Lewis, Jones and Baker (2012) stated that “translanguaging assisted individuals’ intellectual development by refining their ability to think, understand, and internalize information in two languages. Additionally, it prepared individuals to learn additional languages, by developing flexibility of mind and a positive approach towards other languages and cultures” (p. 646). Also, it prepared individuals for situations where they needed to utilize both languages and transfer from one language to the next. (Estyn, 2002). Thus, it created opportunities for both early learners and fluent speakers to interact with each other.

2.5 Translanguaging Strategies

Canagarajah (2011) conducted a study on a female participant named Buthainah in order to find out strategies of translanguaging. The strategies could be categorized into four broad categories.

- **Recontextualization Strategies:** The first type included strategies through which students could measure the communicative context to figure out whether they could translanguage in the writing projects or not. Fundamentally, it meant to

measure the congeniality of the setting for translanguaging, and shaped science to support one's multilingual practices.

- **Voice Strategies:** These strategies were based on communication on one's own position. These made textual scopes for one's linguistic strengths and resources.
- **Interactional Strategies:** Through this strategy one could arrange significance on an equivalent balance with readers and encourage them arrange adequately.
- **Textualization Strategies:** Through these strategies, one could practice process-oriented composing for effective text development.

Besides, these four types of strategy covered the basic components of writing such as “contextual, personal, social, and textual” (p. 404).

2.6 Socio-Cultural Perspective towards Translanguaging through Vygotskian Theory

Williams (1996) described translanguaging as a pedagogic theory which was a cognitive process involving a two-language interchange having important academic outcomes. Also, he suggested that the procedure of translanguaging utilized various thought processing skills in reading and listening, the combination and settlement of information, picking and choosing from the brain storage to communicate in speaking and composing.

As mentioned in socio cultural theory (Vygotsky, 1978), knowledge was acquired interpersonally; in relationships with others and the world, before it became internalized. Thus, translanguaging was important for meta-talk (talk about talk), meta-cognition (talk about the task), and whispered private speech, all essential for learning (Garcia & Wei, 2015, pp. 230-231). While performing tasks with others, translanguaging was found to provide assistance to carry the task individually, and to attend to vocabulary and grammar (Swain & Lapkin, 2000).

In addition, Cummins (2008) expressed translanguaging might help students to gain an effective and full comprehension of the topic. Talking about the possibilities of the Vygotskian zone of proximal development, he further added learning was dependent on pre-existing knowledge or schemata. It might empower cross linguistic transfer by integrating two languages together. It was possible in a monolingual teaching circumstance for students to answer questions or write an essay about a subject without fully understanding it. Meaning might not be the prime concern there. The entire sentence or paragraph could be copied or adapted from the textbook, from the internet or from the lectures of the teacher without having proper understanding of the subject matter. It was less easy to do with translanguaging since studying in one language and discussing it using another tongue could not take place without understanding the meaning (Baker, 2011).

Baker (2011) opined that this fitted into a socio cultural theory of learning which was very appropriate for the bilingual classroom where “the teacher could allow a student to use both languages, but in a planned, developmental and strategic manner, to maximize a student’s linguistic and cognitive capability, and to reflect that language is socio-cultural both in content and process” (p. 290). Translanguaging could be helpful for students to find out specific vocabulary item or critical concept. It might also allow students to participate in various tasks with peers which could enable them to socialize into the classroom (Sayer, 2012).

2.7 Code Switching and Code Mixing versus Translanguaging

MacSwan (2017) defined code switching as “a speech style in which bilinguals alternate languages between or within sentences” (p. 168). Again, Tay (1989) mentioned “code mixing involved the embedding or mixing of various linguistic units, i.e. morphemes, words, phrases and clauses from two distinct grammatical systems or subsystems within the same sentence and

the same speech situation” (p. 408). On the other hand, García and Wei (2015) explained that translanguaging was not only about interchanging between languages, but also it included acts which reflected the “unified constitution of the learner” (p. 230). Furthermore, translanguaging stressed on procedure, intentionally moved the concentration from ‘code’. It fundamentally centered on ‘meaning making’. Translanguaging alluded to the steady, dynamic development of new substances through social activity (Mazak & Donoso, 2014).

Childs (2016) mentioned that the difference was visible since code switching and translation were responsive, while translanguaging was a planned teaching strategy. The confusion could add that translanguaging was a new term that aimed to fill a gap in the language practices in multilingual educational classrooms (as cited in Mazak & Donoso, 2014).

“Translanguaging was not about a way to “scaffold” instruction or to make sense of learning and language, rather translanguaging was a part of the metadiscursive regimes that students in the twenty-first century must perform” (García, 2011, p. 147). Translanguaging was the move far from traditional linguistic terms. For example, code-switching, code-blending, borrowing, and so forth to portray this phenomenon denoted a perspective change that raised doubt about the presence of 'dialects' as recognizable, distinct frameworks (Makoni & Pennycook, 2007).

Again, García and Leiva (2013) stated “the idea of translanguaging went beyond code-switching. Code-switching alluded to the blending or exchanging of two static language codes. Translanguaging, laid on the idea of transculturación, was about another languaging reality, unique and autonomous from any of the 'parents' or codes, another method for being, acting and languaging in an alternate social, cultural and political setting” (p. 207).

2.8 What was Language Attitude?

As per Rivera & Mazak (2017), language attitudes were described as full of feelings, emotional file of evaluative responses toward various dialects or their speakers. These attitudes could appear as an extent of different works including acknowledging languages, recognizing languages as strategies for correspondence, and finally could be added to either language move or language maintenance.

Chapter 3

Research Methodology

This chapter dealt with the methods, which were used to collect responses from the participants. This chapter included the design of research, theoretical framework, sampling, setting, instrumentation, data collection procedure, and procedures which were used to analyze collected data. In addition, it covered some obstacles which were faced by the researcher.

3.1 Research Design

The researcher aimed to see the perception of teachers and students of English foundation courses. To facilitate, she sought permission from the authorities of 7 institutions of tertiary level where foundation courses were offered. Here, the researcher got assistance from her supervisor as she gave her a recommendation letter which helped the researcher to get permission. In order to see teachers' and students' perception towards translanguaging, questionnaires and interviews were used as instruments. These questionnaires included both open-ended and close-ended questions. Thus, from the nature of the questions it could be clearly visible that the researcher followed mixed method research which included both qualitative and quantitative data. Creswell (2014) stated that mixed method research used both qualitative (open-ended) and quantitative (close-ended) data to find out the answers to research questions or hypothesis.

3.1.1 Qualitative Research

As stated by Patton (2005), qualitative research started with detailed narrative description, then, it added in-depth studies of the subject matter. Finally, it created comparison and interpret search for new cases. Through qualitative research, researchers could talk about peoples' experiences and thoughts. In addition, qualitative research aimed to depict life worlds

‘from the inside out’ from the perspective of the participants. Furthermore, Flick, Kardorff, and Steinke (2004) added “translanguaging tried to add a better comprehension of social substances and to attract thoughtfulness regarding meaning patterns and structural features” (p. 3).

3.1.2 Quantitative Research

Henning (1986) defined quantitative research as the “kind of research that involved the tallying, manipulation, or systematic aggregation of quantities of data” (p. 702). He further added that quantitative research might include the effective use of graphic measurements. For instance, implies, rates, standard deviations, and extents. It might also require utilization of random sample of data to investigate the reason behind change. Creswell also defined quantitative research as an “inquiry into social or human problems, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures in order to determine whether the predictive generalizations of the theory hold true” (cited in Leedy, 1997, p. 104).

3.2 Theoretical Framework

3.2.1 Demerits of using translanguaging in EAP courses

Kharma and Hajjaj (1989) denied to support the assistance that translanguaging might provide in ESL classroom as the aim of the foundation courses was to make students achieve near-native competence. Supporting this idea, Macdonald (1993) added that the use of the mother tongue not only weakened the learning process but also lessened the exposure to the foreign language.

3.2.2 Benefits of using translanguaging in EAP courses

Researchers believed that the only use of students' native tongue should be avoided in the classrooms where English was being taught for academic purposes as it might have a negative influence on students' acquisition of target language. However, if the native language could be used intentionally in EAP courses, it would be beneficial for the students (Carroll & Sambolin, 2016). Besides, Stroh and Wigglesworth (2003) added that the use of native language might provide assistance to learners by providing additional cognitive support that would enable them to analyze language and to gain higher education compared to the only use of the target language. In addition, Hussein (2013) mentioned the use of native tongue would help students to understand meanings of complex terms or words, would explain syntactic rules, and above all would not waste time. In fact, if students were not allowed to use native language, teachers would prohibit their chances to acquire English in a better way.

3.2.3 Vygotsky's socio-cultural theory and zone of proximal development in SLA context

Initially, in SLA context, bilinguals were compared to two monolingual speakers and the development was measured considering the native speakers of the target language as reference (Cenoz & Gorter, 2017). However, a new paradigm was gaining popularity. This paradigm was appropriate for "globalization, digital communication, the mobility of population" (May, 2014). This paradigm named translanguaging rejected monolingual ideologies. It alternated languages in a systematic way to reinforce both languages and strengthen ideologies.

Scaffolding might be used as a strategy of using translanguaging. This might work as a support system for the learners in the initial level and could be removed when learners became more advanced in language competence (Lewis, Jones, & Baker, 2012). Vygotsky (1978)

believed learners could advance from an intra-level to an inter-level of understanding if they could be under the supervision of experts. If teachers use both the native and target language at the same time, this might help students to gain a better understanding of the context. However, this assistance should be only given to students at the initial level to avoid negative transfer of native language.

3.3 Sampling

Participants whom the researcher inspected to gather information regarding any particular study to obtain the final result was known as sample (Dörnyei, 2016). The sample used in this research included responses of 10 teachers and 156 students. The researcher collected responses from the students of English foundation courses, where teachers aimed to improve students' four language skills, and their teachers of 7 privately-run universities. All the student participants were expected to belong to the same proficiency level since the foundation courses were offered only for the students who were in their first or second semester. Thus, it was easy for the researcher to figure out their proficiency level which was between intermediate and low intermediate. They also belonged to the age group of 18-25. Except for one student, all the students' native language was Bangla. The details of the sampling were given in the following table:

Table 1: Sample of participant students and teachers

Institution	Number of Teachers	Number of Students	Male	Female
A University	2	19	6	13
B University	1	1	1	0
C University	1	49	35	14
D University	1	24	16	8
E University	1	18	9	9
F University	2	11	4	7
G University	2	34	24	10
Total	10	156	95	61

3.4 Setting

The study was conducted in a formal setting. In 7 different chosen universities, first or second semester students who were doing their English foundation courses, were given to the researcher as participants. Their teachers also took part in the survey. The researcher collected responses from the students during their class hour and took interviews of the teachers after the class in the teachers' room. It was clearly stated before that the collected data would be kept confidential to elicit honest opinions from the participants. Even though it was a formal setting, the participants were given the flexibility to ask questions in case of any confusion. The researcher was present the entire time to ensure that the students' responses were individual, authentic, without any prejudices.

3.5 Instrumentation

Survey questionnaires were used as one of the instruments to collect data from participants. For the students, two sets of questionnaires were given where one carried 5

questions and the other carried 10 questions focusing on the central research questions. It also carried 4 general questions regarding the participants and a question where she asked the participants about their overall view towards translanguaging. The same questionnaire which was given to the students carrying 10 questions was given to the teacher responders as well.

In addition, the researcher used interviews as her another instrument. In order to conduct a structured interview, predetermined questionnaire which carried 6 questions was used as an instrument. The teachers' questionnaire included both open-ended and close-ended questions where the students' one mostly had close-ended questions with one open-ended question where they were asked to write their response in brief. In case of close-ended ones, the student participants had to choose their preferred opinion among the given options. They could also elaborate their choices by providing reasoning. However, in case of the teachers' open-ended questions, they were given flexibility to answer according to their understanding and belief. Those 6 open-ended questions also helped the researcher to find out the result of the second central research question.

It should also be mentioned that, the first 6 questions of the students' questionnaire was related to central question 1, the next 6 questions which were given to the teachers were related to central question 2, and finally the teachers and the students were provided with the same questionnaire which contained 10 questions, helped the researcher to figure out central question 3.

3.5.1 Survey Questionnaire

Dörnyei (2016) while giving the definition of questionnaire stated that “any written instruments that presented respondents with a series of questions or statements to which they

were to react either by writing out the answers or selecting from the existing answers” (p. 102). Dörnyei also believed that questionnaires carried value since in order to prepare them; the researcher had to use his time, effort and financial resources. Survey questions could be both open and close-ended. Close-ended questions could limit the participants to look for alternative options, while open-ended questions allowed the respondents to express their thoughts without the interference of the researcher (Foddy, 1993).

In case of open-ended questions, researchers got more chances to explore the responses as participants avoided biasness and answered spontaneously. However, close-ended questions also had advantages as they did not need any extensive coding and most of the participants responded to the items comparing to open-ended ones (Reja, Manfreda, Hlebec, & Vehovar, 2003). Hence, the researcher used both open-ended and close-ended questionnaire.

3.5.2 Interviews

The researcher used interviews as another instrument. Codó (2008) defined interview as “a fairly versatile technique for gathering data on multilingualism. Here, researchers aimed to gather biographical and other relevant contextualizing information from language users together with their views, values, and attitudes towards their own and others’ linguistic practices” (p. 159). While focusing on the advantages of interviews, Codó included two important aspects. She mentioned that, it was simpler to set up an interview with chosen participants than to get authorization to record naturally happening talk. Furthermore, the interview offered a progressively controlled condition for analysts.

3.6 Data Collection Procedure

Since the study aimed to encounter the perspective of Bangladesh, the researcher had to choose 7 universities from one of its city, Dhaka. The data collection procedure was started by seeking permission from the department heads of the universities. The researcher had to submit the recommendation letter which was provided by the supervisor of the researcher. Once the researcher got permission from the head, she had to go to the coordinator of the department in order to know the timing of the classes where the researcher conducted the survey. Again, she had to talk to the teachers who gave the interviews and responded to the close-ended questions. Though the researcher got permission, she had to convince the teachers for their participation all over again. It had to be mentioned that the department coordinators were cooperative enough to permit the researcher to conduct surveys according to her preferred schedule. The researcher made sure that she had enough time in her hand and enough copies of the survey questionnaires. Before conducting the interviews, the researcher cordially sought the teachers' permission before recording their responses. With their permission, she recorded the responses using a smart phone. Two of the teachers did not want to be recorded. Thus, she took notes in details. Again, the researcher was present 15 minutes earlier before the reporting time. She distributed the questionnaires among the students by herself and was present the whole time to provide further assistance. However, she did not try to influence the participants' responses.

3.7 Data Analysis Procedure

In order to analyze the data, the researcher followed several steps. First, close-ended questions were analyzed using Microsoft Excel. Mean scores were calculated from the questionnaire, which included a Likert scale. Then, the data was presented in a descriptive manner. Furthermore, the close-ended question responses were converted into percentages. The

researcher tried to determine the themes of the open-ended questions. Additionally, data was presented using pie and bar charts to provide graphical representation. Finally, the findings of this study were connected to the theories mentioned in the literature review. This part is briefly discussed in the following chapter.

3.8 Obstacles Encountered

The researcher came across some obstacles while collecting data. She never wished to hamper the students' class timing and wanted to complete the survey within a short amount of time. Thus, she kept only one question which asked the students to write briefly their perception and rests of the questions were close-ended. However, in two of the institutions, she had to take more than the allotted time since she had to translate the entire questionnaire in Bengali in order to provide assistance. Also, some of the students gave irrelevant responses which she had to exclude from the overall data.

Furthermore, it became very challenging for the researcher to meet the required number of participants since some of the institutions lack strict attendance policy and the attendance of students was very poor. In case of one of the institutions, though the researcher took permission from the department head beforehand, the teachers were not ready to give interviews and she had to wait for long hours. Apart from these obstacles, all the authorities of the universities were welcoming and cooperative.

Chapter 4

Findings

This chapter shed light on the findings of both qualitative and quantitative data collected from the students' and teachers' survey questionnaires and interviews.

4.1 Results from Students' Questionnaire Survey

In the questionnaire of the students, there were total 15 close-ended questions and 1 open-ended question. For the close-ended questions, the respondents were asked to put a tick on their preferred choice of answers among the given options. On the other hand, for the open-ended question, they had to express their overall thought about the subject matter.

Among the questionnaires, first 5 questions strictly followed the Likert scale where the choice of options was forced which meant the researcher excluded the 'neutral' option for a better outcome. There were four options strongly agree, agree, disagree and strongly disagree. The researcher evaluated the responses by finding their mean score, and to do so the following mathematical figure was taken into account:

Strongly agree= 4

Agree=3

Disagree=2

Strongly disagree=1

In addition, a mathematical representation scale was designed based on the mean score to show the findings according to the survey result:

- 0.75-1.75= very negative attitude,
- 1.76-2.51= negative attitude,
- 2.52-3.27= positive attitude,
- 3.28-4.00= very positive attitude.

4.1.1 Students' Attitude towards Translanguaging

Table 2: Percentages and mean scores of students' attitude questions

Statement	No. of Responders	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean Score
1. I use native language in classroom.	156	9%	62%	19%	10%	2.67
2. It will be easier for me to understand lectures if teachers use native language alongside English.	155	26%	52%	18%	4%	2.98
3. It will be inappropriate if the teachers use native language in English classroom.	153	20%	55%	20%	5%	2.09
4. If teachers use only English in classroom, I will consider them more professional.	156	28%	34%	29%	9%	2.84
5. Lectures which are given using only English, I find them confusing.	152	11%	29%	41%	19%	2.26

The details of the findings from statements questions measured using Likert scale were given below:

For question number 1, the mean score was 2.67 as 14 students selected “strongly agree”, 96 students selected “agree”, 29 students went for “disagree”, and “strongly disagree” was chosen by 15 students. This meant they use native language in English classroom.

In question number 2, among 155 students, 41 went for “strongly agree”, 80 students chose “agree”, 28 students selected “disagree” and 6 students chose “strongly disagree” as their choice. The mean score was 2.98 which meant they had a positive attitude towards the use of translanguaging in classroom.

For question number 3, the mean score was 2.09 as 8 students chose “strongly agree”, 30 went for “agree”, 84 students selected “disagree” and 31 students preferred “strongly disagree”. Students thought it would be appropriate to use native language alongside English.

From the responses of question number 4, it could be visible that 31 students preferred “strongly agree”, 84 students went for “agree”, 30 students chose “disagree” and the rest of the 8 students selected “strongly disagree”. The mean score was 2.84 which meant they had a positive attitude.

Lastly, in case of question number 5, the mean score was 2.26 as 17 students went for “strongly agree”, 44 students preferred the option “agree”, 62 selected “disagree” and rest of the 28 students responded “strongly disagree”. They did not support the statement.

In case of the open- ended question, among 156 respondents, only 42 students supported the concept of translanguaging and explained elaborately showing different causes to strengthen their preferences. A total of 16 students had a positive attitude but answered using one or two words. 14 students had negative attitude towards translanguaging but did not showed any cause and did not explained their answer in support of their preference. For this particular cause, the

authenticity of their preference could be questioned. The remaining 84 students did not responded to this particular question. The responses of those 42 students included ‘this concept can be helpful for better understanding of the students who came from Bengali medium background’, ‘it can be helpful for an effective communication’, ‘to have a clear view of new concepts’, ‘to strengthen both target and native language’, ‘to encourage the participation of weak students’. The responses of the 14 students with a negative attitude included words like “not good”, “confusing”, “should be avoided” without any proper explanation.

Thus, from the responses of the 72 students, we could come to a conclusion that majority of the students were in favor of the concept of translanguaging. The summary of the responses of this question was showed using the following pie chart:

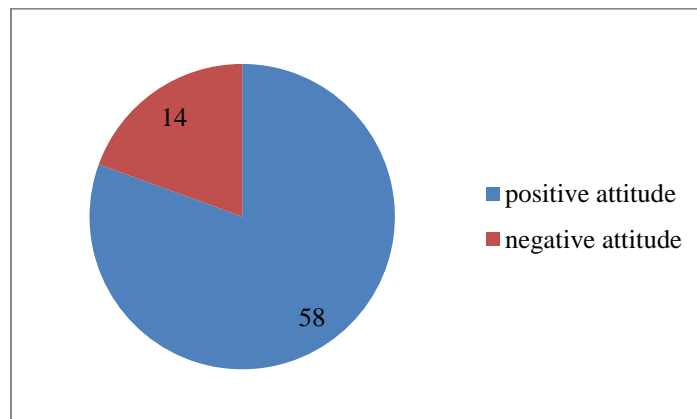


Figure 1: Students' attitude towards translanguaging

4.1.2 Teachers' Attitude towards Translanguaging

Six open-ended questions were asked by the researcher to find out the teachers' attitude towards translanguaging in the form of interview.

In case of the first question, 5 out of 10 of the respondents did not allow their students to use native language in classroom. The respondents showed causes behind their preference. They allowed the students to use it in the initial level to strengthen students' understanding, to boost their confidence, and to keep them in the comfort zone. Also, half of the teachers who did not allow students to use native tongue mentioned that they believed this concept might hamper students' command over English.

For the second question, half of the 10 respondents did not consider that it was important for the students to use native language in classroom. 3 of them thought that it varied from class to class. Rest of the teachers thought it was very important showing the same causes mentioned previously.

For question number 3, half of the respondents thought it was necessary for the teachers to use native tongue in case of providing assistance to weak students, to motivate them, to ensure students' comfort, and to introduce critical terms. Three of them did not support the idea of using native language. 2 of them said it was dependent on the situation's demand.

For the next question, eight of the teachers considered the concept of translanguaging as beneficial. They mentioned that translanguaging could help them in the initial level as they did not have mastery over the target language, to make them understand the topic, new vocabularies, and to avoid cultural shock. Two of the respondents did not consider it helpful.

Additionally, four out of nine respondents thought translanguaging could create obstacles by confusing them, by delaying the goal of learning the target language. Also, it might be time consuming. Two of them thought it was dependent on the situation and rest of them did not consider translanguaging as an obstacle.

For the last question, seven teachers considered translanguaging as a helpful tool as it might be helpful to solve grammatical problems, enhance level of understanding, and develop their confidence level. Two of them had a negative perspective towards translanguaging.

The summary of the teachers’ responses had been showed through the following bar chart:

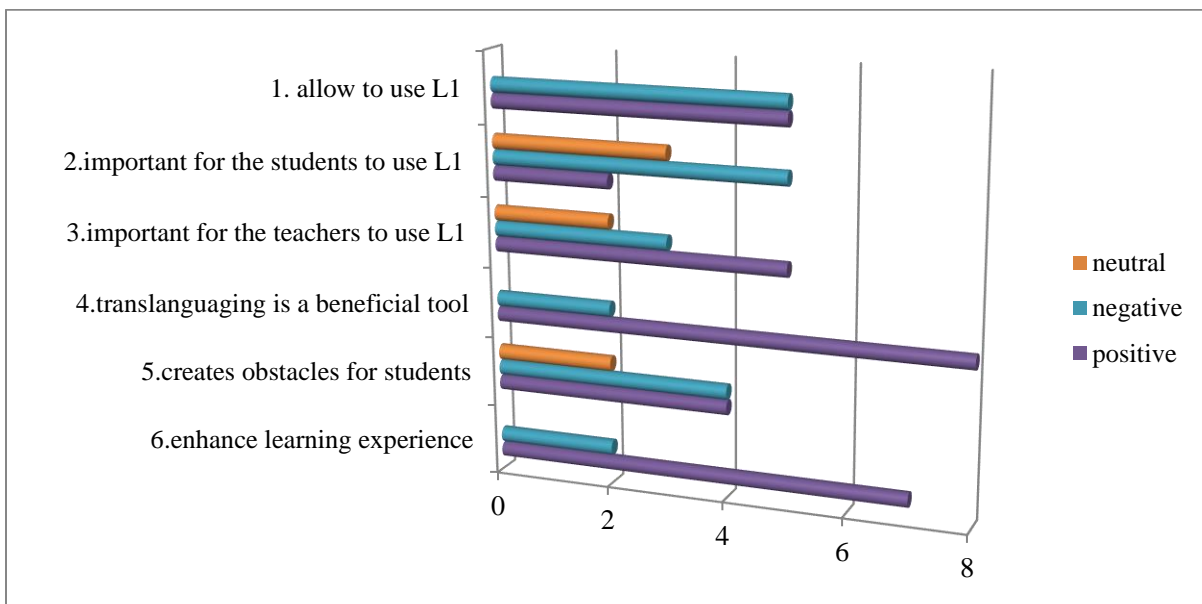


Figure 2: Teachers’ attitude towards translanguaging

4.2 Students' responses toward the use of translanguaging in various contexts

In case of the rest 10 close-ended questions, the students & teachers were provided with the same questionnaire which included 10 different situations to see the appropriateness of using translanguaging in order to achieve maximum benefits out of it. The respondents were given 4 options “never”, “sometimes”, “often” and “very often”. Among these 4 options, they had to tick their preferred choice. After collecting the responses, the researcher input the responses in Microsoft Excel and presented the data in percentage.

Table 3: Students' responses (in percentage) in case of appropriateness of using translanguaging in different situation:

Statement	No. of Responders	Very often (%)	Often (%)	Not Often (%)	Never (%)
1. To clarify ideas or concepts	153	20%	67%	7%	6%
2. To give direction	152	18%	40%	13%	29%
3. To maintain discipline in classroom	152	28%	36%	22%	14%
4. To provide feedback	151	24%	46%	19%	11%
5. To encourage students' participation	150	29%	46%	12%	13%
6. To maintain compatibility among students	151	28%	29%	19%	24%
7. To help weak students	153	59%	36%	3%	2%
8. To describe new terms or vocabularies	150	38%	49%	11%	2%
9. To brainstorm ideas	152	26%	54%	16%	4%
10. To empower students' interest	150	32%	49%	14%	5%

In case of statement question 1, among 153 students, 31 students went for the option “very often”, 109 students chose “often”, 11 students preferred the option “not often” and the rest of the 2 students chose “never”.

For statement question 2, 28 students chose “very often”, 96 responded to “often”, 20 went for “not often” and finally 8 students preferred to choose “never”.

In statement question 3, 42 students’ preference was “very often”, 54 chose “often”, 34 went for “not often” and 22 students selected “never”.

In case of statement question 4, among 151 students, 36 students went for the option “very often”, 70 students chose “often”, 29 students preferred the option “not often” and the rest of the 16 students chose “never”.

In statement question 5, 44 students’ preference was “very often”, 69 chose “often”, 18 went for “not often” and 19 students selected “never”.

For statement question 6, 42 students chose “very often”, 70 responded to “often”, 29 went for “not often” and finally 10 students preferred to choose “never”.

From the responses of question number 7, it could be visible that 90 students preferred “very often”, 56 students went for “often”, 4 students chose “not often” and the rest of the 3 students selected “never”.

In case of statement question 8, among 150 students, 53 students went for the option “very often”, 73 students chose “often”, 17 students preferred the option “not often” and the rest of the 3 students chose “never”.

For statement question 9, 39 students chose “very often”, 82 responded to “often”, 25 went for “not often” and finally 6 students preferred to choose “never”.

Lastly, from the responses of question number 10, it could be visible that 47 students preferred “very often”, 74 students went for “often”, 21 students chose “not often”, and the rest of the 8 students selected “never”.

4.3 Teachers’ responses toward the use of translanguaging in various contexts

In order to find out the appropriateness of using translanguaging in classroom in case of different situations, 10 teachers were given 10 close-ended questions including 4 options “very often”, “often”, “not often”, “never”. The teachers were asked to choose from the given options and put a tick. After collecting the responses, the researcher input the responses in Microsoft Excel and presented the data in percentage.

Table 3: Teachers' responses (in percentage) towards appropriateness of using translanguaging in several contexts:

Statements	No. of Responders	Very often (%)	Often (%)	Not Often (%)	Never (%)
1. To clarify ideas or concepts	10	20%	60%	10%	10%
2. To give direction	10	10%	60%	20%	10%
3. To maintain discipline in classroom	10	0%	20%	50%	30%
4. To provide feedback	10	20%	60%	10%	10%
5. To encourage students' participation	10	10%	60%	20%	10%
6. To maintain compatibility among students	10	20%	40%	30%	10%
7. To help weak students	10	30%	60%	10%	0%
8. To describe new terms or vocabularies	10	50%	40%	0%	10%
9. To brainstorm ideas	10	30%	40%	30%	0%
10. To empower students' interest	10	20%	50%	20%	10%

In the first question statement, 6 of the teachers chose that “often” the simultaneous use of both native and target language was useful to clarify concepts. 2 teachers went for the option “very often”. 1 preferred “not often” and 1 teacher chose “never”.

In case of giving instructions, half of the respondent teachers chose the option “often” as they thought translanguaging could be beneficial, 1 chose “very often”, 2 went for “not often”

and 1 teacher preferred to choose “never” as s/he thought simple pieces of direction could be easily understandable by students. There was no need to use both the languages.

While maintaining discipline in classroom, 5 of the teachers chose the option “not often”, 3 of the teachers chose “never” as they thought students understand teachers’ simple instructions and most importantly students needed to be psychologically motivated in participating in an English classroom so that they could get a clear idea of social discourse while using English. Rest of the 2 teachers went for the option “often”.

In case of providing feedback, 6 of the teachers thought it would be beneficial to use translanguaging as they chose the option “often” and 2 went for “very often”. Among the rest of the 2 teachers, 1 chose “not often” and 1 chose “never”.

In case of encouraging students’ participation, 6 of the teachers thought it would be beneficial to use translanguaging as they chose the option “often” and 1 went for “very often”. Among the rest of the 3 teachers, 2 chose “not often” and 1 chose “never”.

In order to maintain capability among students, 4 of the teachers chose “often”, 2 went for the option “very often” as they found it useful to use two languages simultaneously. 3 of the teachers went for “not often” and 1 selected “never” as they believed students trust teachers’ instructions. There was no need to clarify them.

In case of helping weak students, 6 of the teachers thought it would be beneficial to use translanguaging as they chose the option “often” and 3 went for “very often”. Rest of the 1 teacher chose “never”.

In case of describing new terms/ vocabularies, half of the respondent teachers chose the option “very often” as they thought translanguaging could be beneficial, 4 chose “often”, and 1 went for “never”.

4 of the teachers considered translanguaging could be helpful in case of brainstorming ideas as 4 of them went for the option “often”, 3 chose “very often”, and rest of the 3 teachers selected “not often”.

Lastly, translanguaging could be beneficial to empower students’ interest since 5 teachers responded “often”, 2 went for “very often”. 2 of the teachers thought it could not be proved beneficial as they chose “not often” and 1 selected “never”.

Chapter 5

Analysis

In this chapter, the researcher aimed to analyze the results of the findings from both teachers' and students' responses to answer the central research questions.

5.1 In response to central question 1

This question dealt with the attitude of the students towards translanguaging. Among questions 1-6, the first 5 close-ended and the next open-ended question helped the researcher to draw a conclusion for the particular research question.

Here, majority of students responded that they used native language (L1) in their English classroom. The percentage was huge as around 71% students agreed to use native language.

In addition, students responded positively to the fact that if teachers used native language alongside English, they would be benefited and would understand lectures easily. However, students had a negative perception towards teachers' use of native language in English classroom. Fifty-five percent of the total participants considered it inappropriate if teachers used native language in English classroom. From this, a conclusion could be drawn that students did not support lectures to be given in native language. However, in case of difficulty they want their teachers to use their native tongue alongside English.

The next question regarding teachers' professionalism supported the stand. Most of the students would consider teachers to be more professional if they gave lectures in English. Here, 34% of the responders selected "agree" and 28% went for "strongly agree". However, majority of the students, around 60% found lectures given using only English easily understandable. This

could be a bit contradictory from the second statement question as they mentioned native language would be helpful if it was used alongside English.

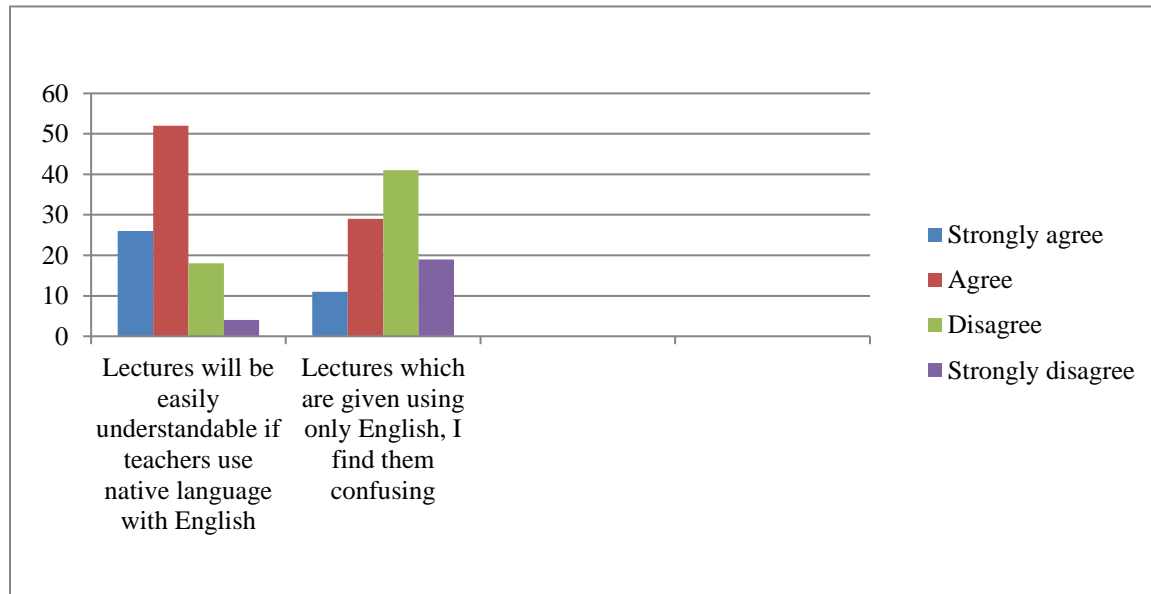


Figure 3: Contradiction in case of students' attitude

From the open-ended question, it could be found that students had a positive attitude towards translanguaging since out of 72 respondents, 58 students agreed that translanguaging could be helpful as it could offer better understanding, was beneficial for effective communication, and could provide clearer view of the contents.

Thus, from the outcomes the researcher found the following:

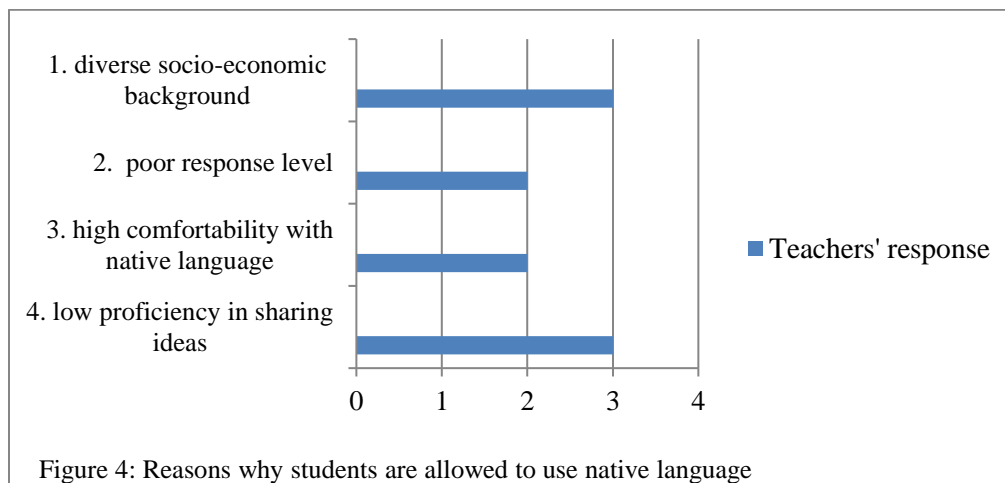
1. The students used native language in classroom but they want their teachers to give lectures in English and they would consider them more professional. This might support the concept of zone of proximal development.
2. They found the lectures understandable which were given in English.

3. However, they also supported the simultaneous use of both native language and English in case of describing difficult terms, to ensure effective communication between teachers and students and to provide a clear view of new concepts.

5.2 In response to central question 2

This particular question aimed to find out teachers' perception towards translanguaging. Six open-ended questions were asked in the form of interview to find out their views.

Fifty percent of the teachers allowed their students to use native language in classroom. Though, they did not support it much but based on students' diverse socio-economic background (T1, T2, T5), their poor response level (T1, T2), their comfort zone with native language (T3, T4), students' low proficiency in sharing ideas (T2, T3, T5), they allowed students to use the native language in classroom. The same causes were shown while they were asked about the importance of the students and teachers use of L1 in classroom.



However, some of the teachers avoided use of native language as it might hamper the effectiveness of being a good pronouncer, their anticipation of the next word, and would hamper the quality of producing sentences.

In addition, for the next two questions, the concern was to find out whether translanguaging was beneficial or not, and whether it could be proven as an obstacle for the development of academic language. Eight out of 10 teachers found it useful during brainstorming ideas, helping weak students, introducing new themes or vocabularies. However, 4 of the teachers considered it as an obstacle since it might weaken command over target language, might delay goal of learning, and might weaken students' ability to produce correct sentences.

The last question tried to find out whether teachers considered translanguaging as a tool to enhance students' learning experience and develop their identity. In case of this particular question, out of 9 respondents, 7 considered it as a useful tool since it might help to enhance students' power of understanding, and to solve grammatical problems.

From the teachers' responses, the following conclusions might be drawn:

1. Majority of teachers supported the use of translanguaging in the elementary level but they would not go for it in advanced level.
2. Most of them did not consider students' schemata or existing level of knowledge to be an obstacle for the development of target language since it might help students to understand themes in a better way.
3. Teachers thought translanguaging was important to boost students' confidence level to ensure a comfort zone for them.

Also, we could see from both teachers' and students' responses, majority of them preferred translanguaging as a helping tool to get a better understanding.

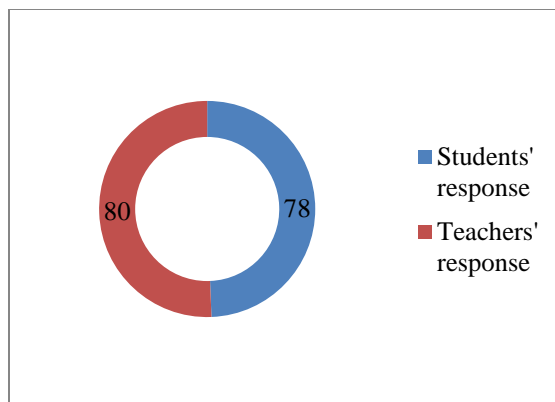


Figure 5: Teachers' and Students' responses toward translanguaging as a helping tool for better understanding (in percentage)

5.3 In response to central question 3

This question tried to find out the context where simultaneous use of the native and the target language would be beneficial for the students. Among the 10 given situations, students and teachers both agreed to 4 situations where the use of translanguaging might be proven very beneficial.

The situations were given in the following pie charts:

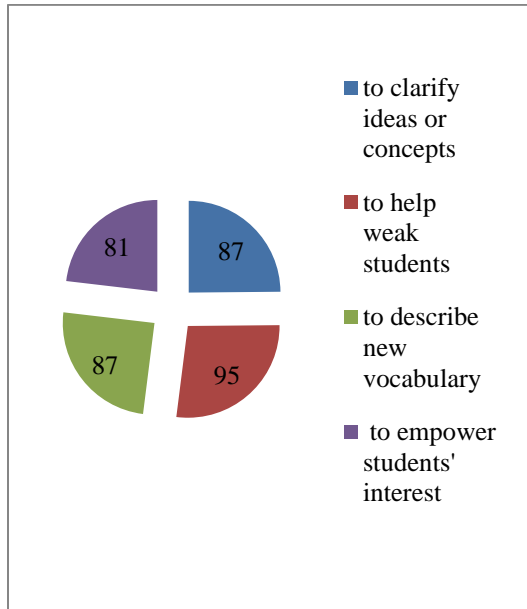


Figure 6: Translanguageing in context:
Students' response (in percentage)

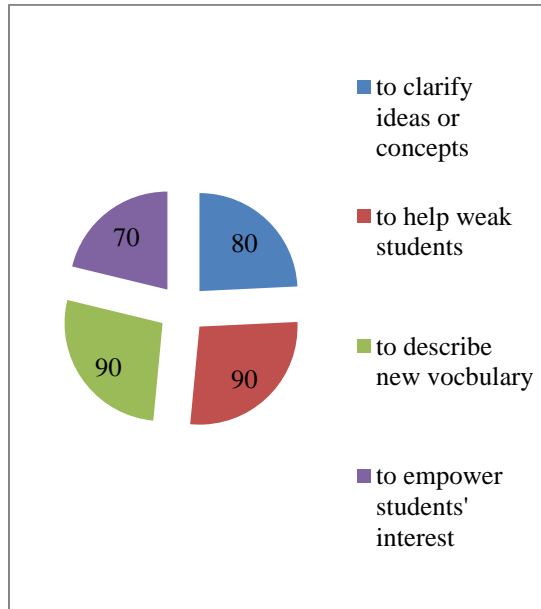
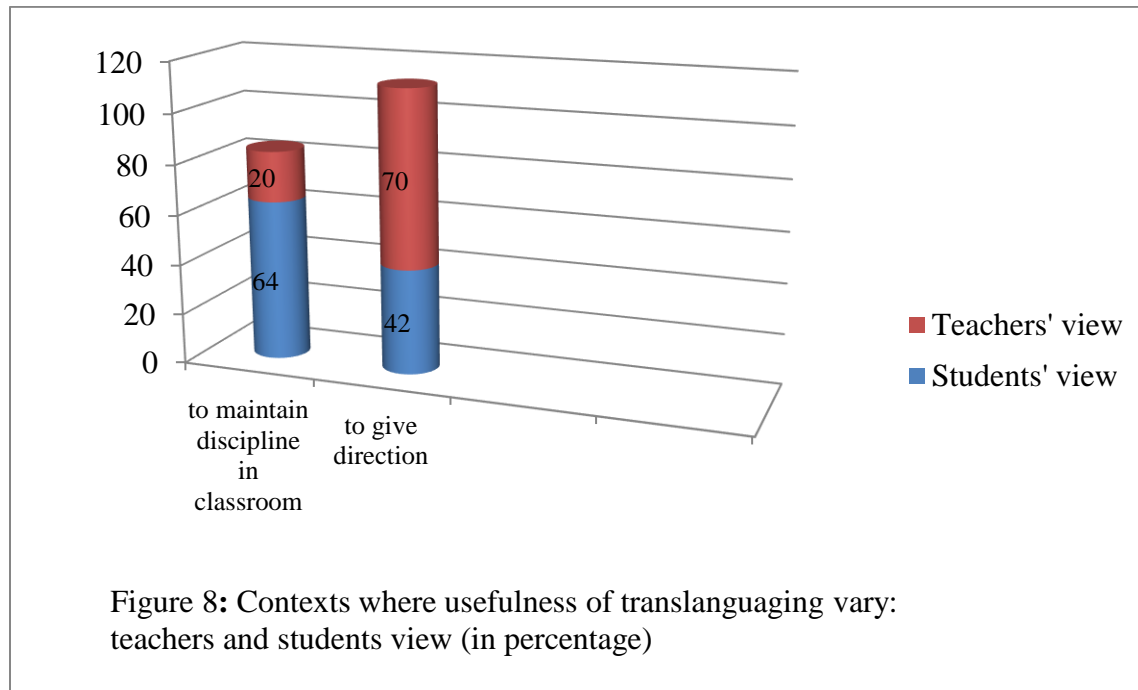


Figure 7: Translanguageing in context:
Teachers' response (in percentage)

From the charts, it could be easily visible that both teachers and students found it helpful to use the concept of translanguageing in case of providing assistance to weak students and to describe new vocabularies. However, there were situations where teachers thought that they should use only one language, but students had a different view.

The contradiction was showed using the following bar chart:



In case of maintaining discipline in classroom, students thought translinguaging might be beneficial but teachers preferred to give simple pieces of instruction in one language. On the other hand, where teachers preferred to give students direction using two languages side by side, students wanted to get it in one language.

5.4 Analysis based on Literature Review

Based on the students' responses, the researcher could see that students supported Vygotsky's socio-cultural theory and zone of proximal development (ZPD). Since, most of the students wanted their teachers to use the target language and avoid the native tongue in English classroom. Vygotsky (1978) defined ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as

determined through problem solving under adult guidance or in collaboration with more capable peer” (p. 86). Vygotsky mentioned that, learners could move from intra level (defined as actual development level) to inter level (defined as potential development level) if they were surrounded with adults who could guide them or could collaborate with efficient friends. Learning would be better if they got chances to solve problems under the supervision of superiors rather than solving them alone. Thus, students wanted their teachers to use the target language in classroom though students used native language.

In addition, most of the teachers’ responses resonated the concept of Canagarajah (2013) as he pointed out that translanguaging could be helpful to enhance students’ learning experience and developed their sense of ownership. The teachers supported him since in Bangladeshi context; students could get better understanding of the vocabularies which overall would enhance their experience of gaining knowledge. Also, use of both native and target language might be helpful to solve grammar problems. Furthermore, students would be able to come out of inferiority if their native language gets equal priority as the target language.

Previous study done by Nambisan (2014) showed that, in Iwoa, a state where there majority of the students’ native language was Spanish, and they learn English as a second language; their teachers supported translanguaging. They found it useful while explaining new vocabularies provide assistance to weak students, and to empower students’ interest. Swain & Lapkin (2000) also mentioned importance of translanguaging in case of explaining new terms or vocabularies. In this study, the researcher could see similarities from teachers’ and students’ perspective as both the participant groups supported the use of translanguaging in the mentioned contexts. Even if they supported translanguaging, they would not go for the use of it in the advanced level. This aspect was highlighted in the literature review where Lewis, John, & Baker

(2012) considered scaffolding to be a technique of using translanguaging in classroom. Scaffolding might be used as a strategy of using translanguaging as a support system in the initial level but it could be avoided in advance level where students would have better competence.

Chapter 6

Conclusion

Translanguaging, apart from the mentioned benefits in the literature review, would offer the language minority students across the world to successfully perform ‘global tests’. For example, non native students could do well in tests named PISA (Program for International Student Assessment), which was administrated worldwide every 3 years (García, 2014). With the help of this dissertation, the researcher wanted to figure out students’ and teachers’ attitude towards translanguaging. This study was strictly based on the tertiary level students. This study aimed to find out answers of the following questions:

- a) How did the students respond to the use of translanguaging in classroom?
- b) What was the teachers’ attitude towards the application of translanguaging in classroom?
- c) When was it appropriate to use translanguaging in classroom to get maximum benefits out of it, from teachers’ and students’ perspective?

It included responses from 10 teachers and 156 students from 7 privately-run universities. Lev Semenovich Vygotsky’s socio-cultural theory and the concept of zone of proximal development (ZPD) were used to analyze the collected data.

6.1 Summary of the findings

The findings of this research, based on questionnaires and interviews, showed that the students had a positive view towards translanguaging since it helped them to understand lectures in a better way, it could be proven helpful for effective communication and it might help them to understand new vocabularies. However, the contradiction was detected when students responded that even if translanguaging made their lectures easily understandable, they would consider their

teachers to be more professional if they used only the target language in the classroom. Again, we could see from the findings that teachers would prefer using translanguaging in the elementary level considering students' diverse background, low proficiency, and low confidence level. This was interesting to figure out how teachers and students supported the use of this particular concept in case of clarifying concepts, providing assistance to weak students, describing new vocabularies, and while empowering students' interest. In the contrary, teachers and students had different perception in case of maintaining discipline in the classroom and while giving direction. Overall findings suggested that, translanguaging might be beneficial for the students. The contextual need would suggest the teachers whether they should go for translanguaging or the use of a single language would work.

6.2 Contribution to research

This research showed students' and teachers' attitude towards the concept of using native language alongside the target language in Bangladeshi context. In addition, the study addressed some contexts where translanguaging would be helpful to ensure maximum benefits. Besides, it included responses from the student participants who were doing their foundation courses where the prime concern was to develop their four skills in the target language. Thus, this study would help English language teachers to understand the importance of native language in classroom communication. They might get an idea of the reasons behind the students' low performance in English classrooms, and might find out some possible solutions like incorporation of native language with English. Also, this study would create interest among researchers to work on translanguaging.

6.3 Practical implication

Though the number of participants was small in number, this study showed students' and teachers' overall view towards translanguaging in a context where English is used as a second language. Through this study, it could be seen that students and teachers had a positive view towards the implementation of translanguaging in classroom. This study might help the readers to think for new ways to use this concept and to bring change in curriculum so that teachers might not consider the use of native language in English classrooms time consuming.

6.4 Recommendations

The overall findings would recommend some suggestions in order to use translanguaging as a beneficial tool for both teachers and students. The suggestions were:

- Online teaching with the use of translanguaging could be a good way to promote translanguaging in the classroom.
- Teachers might include translanguaging in the assessment procedure.
- Teachers should look for techniques where students would be able to use the target and the native language at the same time.

6.5 Further studies

This study only included responses from tertiary level students and their teachers of Dhaka city. To strengthen the research, researchers might address more universities across Bangladesh. They might conduct research which would include responses from students of elementary and intermediate level students. Also, this study addressed some contexts where it was found beneficial to use translanguaging, thus further studies might be done addressing some techniques to use this concept for the sake of students' benefits. Moreover, the researcher only

addressed Vygotsky's socio-cultural theory (1934) and the concept of zone of proximal advancement. Readers might include Stephen Krashen's *input hypothesis* (1986) to provide a different perspective.

6.6 Conclusion

Several studies showed that translanguaging pedagogies hold potentials for making classrooms rich with language, culture, and different points of view that supported both students' and teachers' learning (Pacheco & Miller, 2015). If the students got chances to use their linguistic resources in translanguaging pedagogies, it would ensure their academic achievement as well as open doors for the teachers to know their students well. In addition, Wu (2018) mentioned that, "L1 made an easier route to take but also it allowed students and teachers to mediate language and thought, vent emotions and perform scaffolding to face cognitively challenging tasks, complex academic languages and abstract concepts" (p. 100). Through translanguaging, people could self-manage their utilization of language in connection to the circumstance they were in by illustrating meaning making angles from their whole phonetic collection which empowered them to act, to be, and to know. They were responsible for their very own learning not just in the academic circumstance, yet additionally of their regular daily existences as they worked in a globalized world of the 21st century (García & Wei, 2014). It was high time people should avoid believing in the superiority of the target language over the native language, and should stop associating native language with shame and backwardness. In this era of 21st century, acknowledging own mother tongue was very important as well as the benefits of native language should be recognized. This would ensure a better place for both the native and non-native speakers, where they might live with dignity.

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Appendix A

Personal Information

1. Gender: M F

2. Age:

3. Semester:

4. Native language (L1):

Instruction: Each of the responses has 4 points on a scale where **4= Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree**. Please put a tick (✓) the number of your preferred opinion.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.I use native language (L1) in English classroom	4	3	2	1
2.It will be easier for me to understand lectures if teachers use native language alongside English	4	3	2	1
3. It will be inappropriate if the teachers use native language in English classroom	4	3	2	1
4.If teachers use only English in classroom, I will consider them more professional	4	3	2	1
5.Lectures which are given using only English, I find them confusing	4	3	2	1

6. What would be your overall view towards the use of translanguaging (Use of Bangla & English simultaneously) in classroom? Please elaborate your answer.

Appendix B

Interview Questionnaire for Teachers

1. Do you allow your students to use the native language in the classroom?
2. Is it important for the students to use native language alongside target language in the classroom? /To what extent is it important?
3. Is it important for the teachers to use native language alongside target language in the classroom? To what extent is it important?
4. How students can be benefited by using translanguaging in the classroom?
5. Does translanguaging creates obstacle for the students while developing their academic language?
6. Do you consider translanguaging as a tool which can enhance students' learning experience and develop their identity?

Appendix C

When is it appropriate to use translanguaging (using Bangla & English simultaneously) in classroom to gain maximum benefits out of it? Put a tick (√) in the box of your preferred opinion.

Statement	Never	Not Often	Often	Very Often
1.To clarify ideas or concepts				
2.To provide guidance				
3.To maintain discipline in classroom				
4.To provide feedback				
5.To encourage students' participation				
6.To maintain compatibility among students				
7.To help weak students				
8.To describe new terms or vocabularies				
9.To conceptualize ideas				

10. To empower students' interest				
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If your answer for any of the criteria is never/ not often, kindly mention the reasons.

Appendix D

Table showing teachers' responses of the interview questions:

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Q1	Often allow, based on diverse socio-economic background and their poor answering level.	At the initial level, depending on answering level, background, understanding level. But we try to reduce the use.	Not always, if they are not comfortable or unable to receive feedback or share ideas, we allow them.	We are instructed to allow them to use native tongue.	I do not allow them.	I do not prefer as if they get chances, they will only use Bangla.	Not really, as I believe it will hamper their command over English.	We don't allow them.	We do not prefer to use Grammar Translation Method	I do not allow them to use native tongue.
Q2	Not necessary if they are capable of using L2. But depending on the context, they can use it.	Not necessary but depending on the situation they can use it. Like, in case of asking questions for clarification they can use it.	They could use it to ask questions.	As they are from Bengali medium background, if I ask them to communicate only in target language they will not communicate. Thus, it is necessary.	Important based on quality of students.	Yes, needed in case of asking questions.	Not at all. It will hamper their effectiveness of being a good pronouncer, their anticipation of next word and will hamper quality of producing sentences.	It was not that much important.	Not important as they will be discouraged to learn a new language.	Yes, important based on situational demand.
Q3	It was important for those who do	Depending on the context, I will use it.	It is important.	Important while introducing	Important for students who came from	To connect with students. it is	Not necessary.	Not important.	Not important.	

	not understand. Like to understand difference between conditionals.			new terms, main theme, or sharing ideas.	diverse background. Introducing terms like “Imperialism” as “Shamrajjobad”.	important.				
Q4	Useful for expressing brainstorming idea.	Useful to introduce new themes, new vocabularies.	To provide assistance to weak students.	They will be benefited in elementary level.	To understand the topic.	To understand new vocabularies.	I don't think it's beneficial.	To understand meaning of contexts. Like, to understand Robert Frost's writings.	Could be benefited initially.	Not useful.
Q5	It could create obstacles by confusing students. The goal of learning. L2 will be delayed. The command over language will be delayed.	They might not properly learn. Not being able to produce correct sentences.	Sole use of L1 will create obstacles but could be used if teachers could use it to make students understand.	Not an obstacle to motivate shy students.	Not an obstacle.	Not an obstacle as academically correct does not mean being a good speaker.	Yes, students' acceptance become a bit rigid.	Could create troubles.	I don't consider it as an obstacle.	
Q6	Yes, to solve grammatical problems.	At initial level it could be used but,	Enhance power of understanding.	A helpful tool.	Helpful in the elementary level, not in	Helpful depending on the	Could be helpful for discussion	Beneficial in primary level, not		Not important.

		but should not be considered as a tool.			advanced level. In postmodern age, students should learn both L1 & L2.	quality of students.	outside classroom.	in advanced level.		
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