TRANSLANGUAGING PEDAGOGY IN EAP CLASSROOM

By

Srabosti Saha
17277007

A thesis submitted to Brac Institute of Languages in partial fulfilment of the requirements for the degree of Master of Arts in TESOL

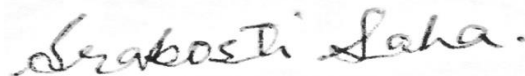Brac Institute of Languages
Brac University
February 2021

Declaration

It is hereby declared that

1. The thesis submitted is my/our 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/We have acknowledged all main sources of help.

Student's Full Name & Signature:

_____

Srabosti Saha

1727707

Approval

The thesis/project titled "TRANSLANGUAGING PEDAGOGY IN EAP CLASSROOM" submitted by

Srabosti Saha (17277007)

of Fall 2018 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 4 February 2021.

Examining Committee:

Supervisor:
(Member)

_____
Mosiur Rahman Parvez
Lecturer
Brac Institute of Languages
Brac University

Program Coordinator:
(Member)

_____
Dr. Faheem Hasan Shahed
Associate Professor
Brac Institute of Languages
Brac University

External Expert Examiner:
(Member)

_____
Dr. Faheem Hasan Shahed
Associate Professor
Brac Institute of Languages
Brac University

Departmental Head:
(Chair)

_____
Lady Syeda Sarwat Abed
Senior Director
Brac Institute of Languages
Brac University

Ethics Statement

I declare that the thesis titled Translanguaging Pedagogy in EAP Classroomis submitted to the Brac Institute of Languages (BIL), Brac University, in partial fulfillment of the degree MA in TESOL. That no part of this dissertation copied or plagiarized from published or unpublished copied or unauthorized from other published work of other writers and that all materials, borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference inappropriate place(s). I understand that the program conferred on me may be cancelled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and that it contains materials copied, plagiarized or borrowed without proper acknowledgement.

Abstract

The idea of translanguaging has been in discussion from the last few decades. In the tertiary level of Bangladesh English as the Medium of Instruction (EMI) has been implemented in the private university for developing the students language skill and making competent in the language so that they can face the world with confidence. However, English still remains the medium of instructions only in the classrooms. Most of the time it is the medium only while talking to the teachers and other time while talking to friends and doing group discussion the mother language tends to overpower. Recent research around the world has found translanguaging as an effective tool where target language is taught with the usage of mother tongue. This study has found out the teachers and students attitude towards translanguaging through mixed method approach. Findings show that students feel very positive about the approach whereas teachers thought varies. However, it also shows that students would like maximum exposure of mother tongue which cannot be applicable in a EAP classrooms. The previous knowledge and practice of the teachers forbids them to accept translanguaging, however, most of them feel it is beneficial to build rapport. Overall, after conducting the research it can be seen that a measured amount of usage of mother tongue in

Keywords: Translanguaging, Language attitudes, EAP, Pedagogy, L1 & Target language.

Definition of the key terms

Translanguaging-Translanguaging can be defined as the multicompetence of bi/multilingual speakers who possess the ability to switch between languages while integrating them within a single linguistic system (García and Wei 2014).

Language attitudes - Teachers' and students' attitude towards the use of languages in a classroom

EAP- English for Specific Purposes

Pedagogy- A process or method of teaching that is applied to make an effective classroom.

L1 - Mother Tongue

Target Language –The language that the student wants to acquire.

Dedication

This is to my parents and my husband, who has always been the biggest support system, mentor and guide whose constant faith in me in every steps of my life has motivated me to work harder. This is a little effort from myside to show my love and gratitude for you.

Acknowledgement

Table of Contents

List of Tables:

Chapter 1

Introduction

1.1   Introduction to the chapter

In this chapter, I will discuss the background of the study, problem statement, general objective and specific objectives of the study, rationale and significance of the study. This chapter is a vital part of the overall work as it sets the fundamental for the present study.

1.2   Background of the study

Driven by the growing phenomenon of internationalisation in higher education (HE) during the past decade, English medium instruction (EMI) and program or courses on English for academic purpose (EAP) have been adopted and implemented in non-native English-speaking contexts which is a focus of studies on education and linguistics (Kirkpatrick & Liddicoat, 2017; Hamid et al., 2013; Hu & lei, 2014; Macaro et al., 2018; Rahman, Singh, & Karim, 2018; Rabbidge, 2019). In the same vein, the influence of globalisation on Bangladesh's education system has presumably seen the English language valued as an instrument that could aid the continuous economic growth of both the country and its citizens (Hamid & Rahman, 2019; Rahman & Pandian, 2018). Against this backdrop, English has been incorporated either as a mandatory subject in schools from grade 1 (Hamid & Erling, 2016; Rahman et al, 2019) and EAP course for undergraduate students (Numanee et al, 2019; Ahmmed et al, 2019; Rahman et al, 2020); or as a medium of instruction in mainstream English medium schools (Hamid& Jahan, 2019)andin higher education, especially private universities (Hamid et al, 2013; Rahman & Singh, 2020).

In higher educational context globally, at least, at the language planning level, both English as a medium of instruction (EMI) and English for academic purposes (EAP) implementation are focused on English-based monolingual teaching principles that obstruct the use of other languages in classrooms (Liddicoat, 2016; Rabbidge, 2019), including Bangladesh (Rahman et al, 2020), which separates linguistics repertoire of the speakers and view that different languages of instruction should be kept separate, terming the practices as code-switching (see Wei, 2018). However, in language teaching classrooms (e.g. EAP courses in this study), although lately, translanguaging pedagogy has received attraction from the language educationists (Canagarajah, 2018; García & Li 2014; Wei, 2018), challenging the monolingual ideologies and norms in the language teaching. Translanguaging characterises the phenomenon as deploying a full linguistic repertoire or a range of speakers across socially and politically defined parameters of named or designated languages or a variety of a language (Wei, 2018). In the same vein,translanguaging pedagogy according to Liu "an umbrella term to refer to pedagogical strategies used to learn languages based on the learners' whole linguistic repertoire and spontaneous multilingual practices, used in a pedagogical way". Furthermore, translanguaging perceives "bilingualism as an asset and leverages students' entire cultural and linguistic repertoires during instruction" (Tian & Shepard-Carey, 2020). Therefore, translanguaging pedagogies potentially counter English-only approaches in TESOL classroom and transform it (Tian et al., 2020).

1.3   Statements of the problem

According to The National Curriculum (2010) (Rahman & Pandian, 2018a, p. 45), English would play a vital role in achieving the national goal of 'Digital Bangladesh 2021' since English is considered as the language of science, technology, and globalisation. Due to which we can see that English language has been made a compulsory subject in Bangladesh National curriculum from primary to higher secondary (Hamid & Erling,

2016).Communicative Language Teaching (CLT) in place of Grammar Translation Method (GTM) in 1996 was a step taken by the government to promote communication in English. Yet, this step had lot of problems in the process of implementation. The basic ideology behind CLT is that the use of students' mother tongue in the classroom will make them more dependent on it, and they will not make an effort to understand meaning through contextual cues. However, the new method was implemented but teachers were ignored (Fullan, 2007) as they were used to teacher-centred approach and new westernised method of CLT was totally different for their culture (Yasmin, 2009). Due to which many researchers in the present times believe that the students in Bangladeshi school are facing difficulties to acquire the language. In the primary and higher school level the teachers these days are given training however, the problem of teachers not having enough knowledge on the way to deliver to the students is raising affective filters of the students. These students when arrive to the university level as the Private University Act 1992, revised in 2010, encouragesthe learning of English at the tertiary level (Rahman, 2015) suffers to deliver fluently. Thus, the introduction of bilingual classroom in the university can help the students to improve their skill. Atkinson (1987) has identified three reasons why a limited amount of L1 should be allowed in the class in EAP context: a learner-preferred strategy, a humanistic approach, and an efficient time-saver. Harmer (2001) has alsodetected five similar reasons: the class's activity needs L1, it is very natural to translate from and into L2and learners like using L1. Moreover, teachers use learners' L1 because to comfort the students. The quantity of L1 used by the teachers depends on the learner's styles and abilities.

The research aims to find the possible benefits of using translanguaging as EAP classroom pedagogy. The study will also concentrate on how translanguaging is used successfully by teachers in the context of teaching and learners in aspects of their learning

1.4   General Objective

The general objective of this research   analysed and inquire aboutthe teacher's and student'sattitudetowards the use of translanguaging in the EAP classroom at the university level.

1.5   Specific Objectives

The specific objectives of this research will be:

1.   To examine the teacher's outlook towards the use of translanguaging in the EAP classroom at the university level.
2.   To discussstudent'sview towards use of translanguaging in EAP classroom at the university level.

1.6   Research questions

3. What is the attitude of EAP course teachers and students regarding the translanguaging pedagogy in classroom?
4. What is the use of translanguaging by the EAP teachers and students in the classroom?

1.7   Rational of the Study

The purpose of this study was to find out the efficiency of adapting the process of translanguaging in the EAP classrooms in the university level and compare it to the attitude of different stakeholders towards translanguaging process. There have been some works done in this field on the relation between translanguaging and transglossia as well as translation in the context of Bangladeshi society (Sultana, 2015; Kabir, 2019) however, no definite work was done centered around teacher's and students' attitude towards

translanguaging in the university level of Bangladesh. Though research can be found in this context in Indonesia

(Khairunnisa & Lukmana, 2020) and Saudi Arabia (Al-Bataineh&Gallagher, 2018)but there has been no work found in the context of Bangladesh.

1.8   Significance of the study

The performance of students in Bangladesh on English has always been questioned. Solely, inclining towards CLT is bringing no improvement to the knowledge of the students. Hurst and Mona (2017) mention that translanguaging is a socially just phenomenon and thetranslanguaging pedagogic approach is in response to the language practices of the students, which include many dialects, accents, and promotes high levels of multilingualism. On the other hand, bilingual approach encourages the positive role of the mother tongue of students as a cognitive support factor in the learning of language Cook (2001), Macaro (2005), Nation(2003), and Widdowson(2003). They believe that the use of L1 is an unconscious and natural function of the interlanguage systems of students (Selinker,1972) in which, during the language learning process, the L1 and L2 systems communicate in a bidirectional way. That is, there is a psychological mechanism in the human brain when students learn a second language, which unconsciously allows learners access and use all linguistic information in L1 in an effort to understand and learn the target language. Thus, through this study I will try to understand the attitude of teachers and students at Bangladeshi University who has done the compulsory EAP course for all towards translanguaging.

1.9   Limitation

The first limitation that needs to be mentioned is the number of respondents in this study suggesting that the interpretation of the findings should be done thoughtfully. The

participants were restricted to a single university though the number of teachers where 7 and students were 160 yet generalisation in terms of practice and attitudes cannot be done. As the research intended to understand the attitude and characterisetranslanguaging of teachers and students of EAP classroom, so many participants were required to be from various institutionsto bring variety in the observations.

The research took place during the Covid 19 pandemic. The online class observation did not reflect the real classroom, as the interaction between the teachers and students wasminimal. Also, the students didn't need to attend the classes, which resulted in less presence of the student's indication of less interaction between the teachers and the students.

Chapter 2

Literature Review

2.1. Introduction of the Chapter

In this chapter, there will be definition of the tranlanguaging to understand the context in more detail, functions of translanguaging in Language teaching , understand the stakeholders' attitude towards translanguaging, advantages and challenges translanguaging pedagogy in EAP and bilingual practices in the context of higher education of Bangladesh

2.2. What is Translanguaging?

Translanguaging is a recent phenomenon in the field of language learning and teaching. It has gained its popularity due to the linguists' idea that learning a new language is never intended towards forgetting L1. The determination towards learning new language is to become multilingual rather than turning into monolingual in another language (Wei, 2017). Thus, the idea of translanguaging becomes a prominent terminology in this field which promotes the use of learners previously learnt language and experience while learning a new language. Translanguaging found its existence in the schools of Wales in the 1980s by Cen Williams (1994). It was later promoted by two books: Baker's Foundations of Bilingual Education and Bilingualism (2001, 2006, 2011) and Ofelia Garcı´a's (2009a) Bilingual Education in the 21st Century. 'Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (Baker, 2011). The integral part of translanguaging is that it focuses on the communication and function rather than form, cognitive activity, as well as language production (Lewis et al, 2012). According to William (1994),translanguaging contributed in maximising the learner's and the teacher's, linguistic resources of problem solving and knowledge constructionas it is a language education

pedagogy where students heard or read a lesson in one language and developed their work in the other. It has observed over the years that translanguaging has been very effective in those educational institute where the mode of language instructions differs from the languages of the learners.Translanguaging allows to transform the power relations and focuses the process of teaching and learning on making meaning, enhancing experience, and developing identity and it also empowers both the learner and the teacher (Garcı́a 2009; Creese and Blackledge 2015).

It is often noticed that many considers replacing the concept of translanguaging with code switching as both are part of multilingual practices (Wei, 2011). However, the two concepts are different. The basic dissimilarity between translanguaging and code switching is that in case of translanguaging named languages like Bangla, Hindi, French or English are recognised as social fabrications which is an innate part of the language user (Makini& Pennycook, 2006). On the other hand, in terms of Code-switching language acts as a separate entity within the bi-or multilingual users (Otheguy et al., 2015). Accordingly, translanguaging also differs from code switching as it does not conform to monolingual prejudices which have historically oppressed bilinguals' speakers (García & Wei, 2014). Overall, a more inclusive, nondeficit account of language use compared to traditional code-switching literature is said to have translanguaging (Creese & Blackledge, 2015; García & Wei, 2014). The single coherent, language system within a language user is represented by translanguaging as an idiolect or linguistic repertoire to reflect the specific character more accurately. Conversely, code switching is based on the names assigned by society to languages, which are primarily generalisations of language use (Makoni & Pennycook, 2006). These vocabulary differences are relevant because they affect how experiences are analysed and represented (Creese & Blackledge, 2015; MacSwan, 2017).

Thereby, translanguaging is a phenomenon where language user can be more casual and relaxed in terms of using the named language. It also creates a space for the bi-lingual speaker to be confident with their use of language.

2.3. Functions of Translanguaging in Language teaching

Through our above discussion we have tried to define translanguaging, however, till the present times there is no universal definition of translanguaging. Translanguaging in education is referred to the use of a single language to enhance the other language, so that there is an increase in the understanding and activity of the student in both the languages (Williams, 2020). According to NAGY (2018), the ways to implement translanguaging in the classroom is multifold, depend on the linguistic background and language proficiency of the students. Thus, the function of translanguaging is to allow language learners to use their linguistic competences to the fullest by eliminating the requirements to become like the native-like and permitting the speaker to stick to the standards. Also, translanguaging in the classroom acts both as a bond between participants of different linguistic backgrounds and a scaffolding mechanism that encourages emerging bilinguals to keep pace with more experienced learners while demonstrating and developing their linguistic skills and abilities at the same time.

2.4. Stakeholders' attitude towards Translanguaging

There have been many researches done on the attitude of stakeholder's which mainly includes the teachers, the students and the parents towards the practice of translanguaging. The results of the researches show huge varieties in terms of their positions towards translanguaging. It should also be taken into account that these findings were mostly generated from teacher participants' actual practices rather than a systematic and in-depth enquiry into their beliefs. This idea can be linked with the notion of 'continuum of perspective'which was proposed by Macaro (2005) to explain such diverse beliefs. Also, studies found a variety of teachers'

positions. Like, Creese and Blackledge (2011) studied UK complementary schools '(also known as 'heritage language', 'community language', 'supplementary' schools)' and found that though some teachers adopted flexible bilingual pedagogy, others insisted on separate bilingualism. Moreover, Wang (2019a, b) investigated that, while many teachers were positive about translanguaging strategies, others felt that there was no requirement of it or felt guilty about using it as they have trained for years to conduct monolingual classroom; thus, they continued using monolingual approaches. This happens due to three reasons: a. virtual position, a monolingual viewpoint favouring exclusive use of L2; b.maximal position, understanding the importance and benefit of using various languages followed by a sense of shame in the use of non-L2; and ideal position strongly maintaining that learning can be improved by using several languages at unique times. Research also detects the reasons that keeps away teachers from adopting a translanguaging stance in classrooms (Deroo and Ponzio, 2019; Tian, 2020; Wang, 2019a; Wang and Kirkpatrick, 2012). For example, the institutional language policy, the lack of implementation guidance, personal linguistic purism or ideology, and assumptions and perceived dangers. Alongside, teachers' perspective towards translanguaging there is also less interest of enquiring from the students towards this matter.

There has been remarkable number of researches done on students' attitudes. As Carstens (2016) foundthat most university students in South Africa believed that translanguaging strategies help them scaffold their concept learning, bring better affective experiences, improve confidence and vocabulary and increase cohesion. The work of Moody, Chowdhury and Eslami (2019) implied that graduate students tend to regard translanguaging as a natural practice which is beneficial to language learning. However, there is a contrary translanguagingis believed to not assist the understanding of terminologies in their major due

to the complexity of L1, and some preferred to use English because they assumed that English is the universal language (Fang & Liu, 2020).

Parents are another important stakeholder in the learning of their children thus, research has investigated the attitudes of parents. Wilson (2020) found that while the monolingual approach still remains in the ideology of certain parents, a significant proportion of parents view bilinguals as a normal activity of translanguaging. They believe that some concepts could not be correctly conveyed by translation and that language use relevant to contexts in which it is acquired. According to Fang & Liu, 2020, it is important to further explore parents' attitudes to further understand whether such stakeholders would embrace the adoption of translanguaging practices in their children's language learning process. In summary, the studies examined indicate that various stakeholders, in particular students, generally have a positive attitude towards translanguaging practices. In summary, the studies examined indicate that various stakeholders, in particular students, generally have a positive attitude towards translanguage practices. However, although the stakeholders recognised some pedagogical functions of translanguaging, constraints such as monolingual policy, lack of institutional guidance, instability of L1 as a resource for subject learning, frequency of use of L1, prevented translanguage activities

2.5. Translanguaging pedagogy in EAP: advantages and challenges

In a classroom of English for Academic Purposes (EAP), there are both advantages and challenges of implementing translanguaging Pedagogies which has been mentioned by many renowned researchers. One of whom is Baker (2011), an expert in the field of bilingualism who also pitched the term translanguaging in English states that in an institutional setup translanguaging allows the students to have a deeper understanding of the subject.

"To read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and digested."

Other benefits of translating in teaching are also stated by Baker (2001), such as developing the weaker language, the facilitation of home-school links and cooperation, and the integration of fluent speakers with early learners.Furthermore, Stathopoulou(2015) emphasises the relevance of translanguageon testing and highlights the importance of tests favouring cross-language mediation practices.

Translanguaging techniques can be used in all sorts of practices that involve speaking andlistening, reading or writing skills as well in a way that allows or encourages the use of other languages and the target language (L2).Practisingtranslanguaging allows learners to use their full linguistic potential within a planned activity in the classroom, and it motivates weaker learners to engage more in learning activities. As translanguaging practices lead to a more relaxed atmosphere,by not exclusively following monolingual norms, the learning process becomes a creative one based on each individual's language skills who come in contact to create and negotiate meaning together.

However, NAGY (2018) points out a significant challenge for establishing the translanguaging in a classroom. He mentions that the teachers who have been taught according to monolingual language standards that have discarded the use of other languages in class, the concept of enabling multilingual language use in the classroom can be daunting.Also, teachers might feel overwhelmed to have varieties of language speakers, speaking in their language. Thus, in case of a multilingual classroom if the teacher does not know most of the languages, it might become hard for the teacher to manage the classroom. A study conducted by Ticheloven, Blom, Leseman and McMonagle (2019) stated that students have mixed opinions on the use of translanguaging. It is considered a great relief for emotional expression. However, some challenges are reported, including linguistic isolation,

confusion, and lower motivation to learn the language.Yet, it is crucial to understand that translanguaging practices, if implemented correctly, do not harm language skills in a particular language; on the contrary, they encourage language learning by allowing students to participate more effectively in learning exercises and to use their language skills more confidently in any situation.The implementation of translanguaging practices, removes the burden of articulating in perfect English, creates a calmer and more relaxed atmosphere in her classroom, thereby encourages students to take an effective part in class and use their language skills more confidently (NAGY, 2018). Thereby, it is evitable that there are some advantages of implementing translanguaging pedagogies in the classroom however, the challenge of training the teachers to practice the following process cannot be ignored.

2.6.   Bilingual practices in the context of higher education in Bangladesh

Bangladesh is a monolingual country in this respect, with 95 per cent of its individuals using Bangla as their L1(Bangladesh, 1998). The new nationalist government declared Bangla the only official language and the sole means of instruction at all education levels after the country became independent in 1971(Haque, 1989). In 1974, English was introduced in the sixth grade to be taught up to the twelfth grade of education. In1996,the English language foundation course was made compulsoryin the state university undergraduate classes. Also, the Private University Act 1992, revised in 2010, encouragesthe learning of English at the tertiary level (Rahman, 2015);Alongside, now English is taught as a compulsory subject from class I to class XII in all governmental and private institutions (Mirza, Mahmud & Jabbar, 2012).

Many theoretical reasons have been made for and against using the mother tongue or first language (L1) of learners in second or foreign language teaching. According to some researchers, the use of L1 is an obstacle to learning L2, (e.g., Mahadeo, 2006; Tsao 2001). Some other researchers (e.g., Baily,2005) claim that in a multilingual class it is difficult to

use L1 while Atkinson (1987), Harbord (1992) and Nation (2003) have found that using L1 in a monolingual is normal and beneficial.In a research done by Mirza, Mahmud & Jabbar, 2012, on teachers of tertiary level; found that Bangla has a vital role to play in teaching English asthe use of L1provides the learners with a tension-free environment, lowers their affective filters and thus helps them to anchor the L2 concepts.

Chapter 3:

Method of the Study

3.   Introduction of the Chapter

In this chapter, the research design, the setting, location,and the data collection and analysis process of the study will be discussed in detail.

3.1.   Research Design

In this research, we are trying to understand the attitude of teachers' and students' towards translanguaging as it tries to understand human nature qualitative research is appropriate for it. Due to the pandemic situations, students could not be interviewed thus a questionnaire was sent maintain the rules of quantitative research. Thus, the research conducted was mixed research involving both the types. This research will try to understand the perspective of the teachers and the students towards translanguaging and it is implemented in the EAP classrooms.

3.2.   Methodology of the Study

In specific, when approaching a quantitative strand of a study, the mixed approach sampling researcher often prefers processes that rely on producing representative samples. In the other hand, the mixed approach sampling researcher usually uses sampling methods that generate knowledge rich cases while addressing a qualitative strand of a sample.Combining the two orientations helps the sampling researcher of the mixed approach to produce complementary datasets that provide knowledge about the phenomena under analysis that has both depth and scope (Teddlie &Yu, 2007).

3.3.   Setting of the Study

The research setting was a private university located at the capital city, Dhaka in Bangladesh. The university is considered to be one of the forerunnersamong the private university. The university considers English as the medium of instruction. It endures over 9000 students and over 500 academic staffs. Since the beginning of 2020 the authorities of the university adapting all the necessary steps to internationalise. It is mandatory for all the students at the university to do 6 credits of English courses or EAP. Alongside, English is the medium of instructions for their departmental courses.

3.4.   Participants of the Study

Around 160 students took part in the research, it included both male and female. There departments varied from engineering, science, commerce and arts subject from the above-mentioned renowned university. All the students have eighter finished the English courses or still doing. The 6 credit English courses are divided into two EAP course. Their perception over the introduction of Mother Tongue in the L2 course is going to be observed.

Besides, 7teachers'online class was observed, and interview was taken. Four of the teachers were female and others were male. All the teachers had different work experience however, all had a degree in ELT though their highest level of qualification varies.

Table 1Information of the teachers who were interviewed

Teacher's name for the Survey	Work Experience	Highest Level of Qualification
T1	6	Master's in ELT
T2	4	Master's in ELT
T3	3	Master's in ELT
T4	2	Master's in TESOL
T5	10	Master's in ELT

T6	20	Master's in TESOL
T7	5	Master's in TESOL

They were aware of their rights to withdraw the information given, their removal from the study, their gains from the study, how the research results would be disseminated, and eventually, the secrecy and confidentiality of the information offered throughout the study.

3.5.   Data Collection & Analysis

The study was done by following the mixed-methods approach. The data was during the fall semester of 2020 in the middle of the pandemic. Firstly, online-classroom observation was done to understand the natural settings of the language usage. Secondly, a questionnaire in the form of Google Form was given to the students to understand their attitude towards translanguaging practice (see Appendix A). Finally, semi-structured interviews of teachers were taken to understand the typical perspective towards translanguaging practices in the classrooms and understand the teachers' attitudes (see Appendix B).

Classroom observation was done to understand the functions of translanguaging practices in that classroom setting. Email was sent to the teachers addressing the research topic, research purpose and follow-up procedures: classroom observations and face-to-face interviews. The duration of the classes were 80minutes were observed twice in the whole trimester and the classes were recorded.In this analysis, a total of 360 minutes of classroom teaching was recorded and analysed.

Next, a bilingual online questionnaire was distributed to the students to identify their attitudes towards translanguaging in classrooms which was adapted from Moody et al. (2019) and Nambisan (2014). A total of 100 university students volunteered to participate in the online study.The questionnaire was developed as an online survey, and the link was sent to students

at this university with the aid of some of the teachers and students through social media platforms. The students that completed the online questionnaire rated the extent of their agreement with the survey statements on a five-point Likert scale (strongly disagree, disagree, neutral, agree and strongly agree. The questionnaire contained seven questions (Q1 to Q7) addressing the students' attitudes towards general translanguaging practices.

Moreover, in the semi-structured interviews, the five teachers whoallowed observation in their classrooms for evaluation have participated. In English and Bangla, the interviews were conducted for the benefit of both researchers and participants and to allow participants to respond more fully to the questions (Mann, 2011). These interviews were performed according to the following sequence: personal records, positions on the use of different languages in classrooms and the purposeful or unconscious use of different languages. Every interview took 20--40 minutes (see Table 1 for the profile of the participants and detailed information about the instruments).

All the interviews were recorded by the writers and transcribed verbatim. The transcriptions were sent back for verification to the interviewees. Field notes were used for the recording of these findings. All the interviews were recorded by the writers and transcribed verbatim. The transcriptions were sent back for verification to the interviewees. Field notes were used for the recording of these findings. According to Gay and Airasian (2003), field notes describe what was experienced, sensed or felt by the observer during the observation. Microsoft Excel extracted the data from the questionnaire and evaluated the findings using contextual thematic interpretation (Corbin & Strauss, 2008; Flick, 2006; Dörnyei, 2007). After the processing of evidence, an inductive approach was employed for data interpretation. During the analysis, data from each person is analysed individually and information can be identified into themes based on the answers received during the interview. In the discussion and finding portion, the interview data was also dissected in depth using content analysis techniques.

Chapter 4:

Findings

4. Introduction of the Chapter

In this chapter, all the survey results have been accumulated and addressed in context of the research questions.

4.1. Research Question 1

In the first research question the attitude of EAP course teachers and students regarding the translanguaging pedagogy in classroom was surveyed, to investigate the needsand the benefits of translanguaging among teachers and students.

4.1.1. The attitude of EAP teachers towards Translanguaging

The first interview question was if they like to switch between two languages in the EAP classroom. To which teachers varied with their opinion from allowing certain amount of use of L1 in the classroom to not allowing the use of L1 at all in the tertiary level.

a. Optimal position

T1, T3, T4 and T5 believe that as student see them as role models thus, if they use L1 it may hinder students learning however, they all did agree that they do allow students to convey their understanding in L1 if they struggle to find correct vocabulary and through scaffolding, they help them to restate the sentence in the target language.

> *"I also think students can be allowed to switch to L1 occasionally if the content/lesson deserves so or if a particular group of students struggle to generate and share ideasL1 swich can be permitted within a limit".* (T5)

However, another teacher rightfully indicates the reason behind using L2 in context of Bangladeshi EAP classrooms.

In a monolingual country like us where Bangla is the medium of instruction for 95% of the students for 12 years, introducing English as a medium of instruction suddenly span students into a spot of bother. The practice of Bangla alongside English should be mandated in the classroom. English not only creates stumbling blocks in students' understanding, but it also creates an isolation for those with limited command in English. Active participation of students in the classroom discussion gets dismantled as a result of English. With these claims being in place, English and Bangla should be instituted as medium of instructions in higher education.

During the online class observation of these teachers, it was noticed that they are not very open to replying in Bangla. They do listen to students point in Bangla but immediately they tend to ask them to translate them in English. While the students translate the teachers do help them with vocabulary so that they can comprehend properly. The teachers continuously use Bangladeshi context however, they also parallelly mentions a global context because there were few foreign students from Africa and other South Asian Countries. Due to online classes the participation was average as the interaction was constricted between asking questions of answering them from both the end.

b. Maximal and Virtual position

T2, T6 and T7 are those who strictly believes that L1 should not be used while teaching a target language. The continuous enforcement of target language can lead them to develop their skill about the new language. As all the teachers are selected from the same institution thus, they also follow the guidelines of the university.As the universityfollows English as the Medium of Instruction (EMI) and believes in following the Communicative Language Teaching (CLT) the teachers abide by the ideas of the university and method of teaching.

"I think, we should use the target language while teaching in an EAP classroom at tertiary level."(T7)

"I personally don't think switching is a good technique if the purpose is to teach a language. However, it may help with other subjects in particular case" (T6)

The above response of the teachers gives us a vivid picture of the varieties of belief that the teachers have in case of using L1 in the classroom.Thus, shying away from using of L1 in an EAP classroom can create a block in students understanding of the content. It is vital to first understand the content before using the target language staunchly thereby, the use of translanguaging remains a fundamental part of EAP.

While observing the above teachers' online classes it was seen that students who ever spoke tried to convey in English. Teachers discouraged people speaking in Bangla by stating that they do not understand Bangla. The encouragement does force to acquire the target language however, the participation declines. But this could also be a drawback of online class. The use of contextual content for both Bangladeshis and foreign nationals remains same for the teachers.

4.1.2. The attitude of EAP students towards Translanguaging

The results of question 1 showed that the students were more likely to view translanguaging as a natural practice for bilingual people we can further find that in their response asmean which is4.2 and standard deviation is 0.7 which means maximum students strongly agreed, agreed and neutral with the claim.Similarly, for question 3, the students generally perceived translanguaging as an appropriate practice further proves their point by the mean which is3.94 and standard deviation is 0.93 which means maximum students strongly agreed or agreed with the claim. However, in question 4 a relatively high proportion of students strongly agreed or agreed as

standard deviation for this question 2 is 0.98. The question 5 states that translanguaging indicated low English proficiency which has the mean is 3.64. In question 6 they also implied negative attitudes to the statement that 'language instructors should avoid translanguaging because it will prevent second language learning'has the mean 2.97 and standard deviation is 1.12 which also demonstrate that most of the students have given their selected the option strongly agree or agree.

Table 2Students' acceptance of the teachers'Translanguaging practices.

No.	Item	Mean	Standard Deviation
1	To explain concept	4.07	0.87
2	To give instructions	3.94	0.89
3	To give feedback	3.94	0.88
4	To praise students	3.98	0.90
5	To bond with students	3.79	0.96
6	To clarify activity rules	4.06	0.88
7	To help less proficient students	4.09	0.81

Table 3Students' acceptance of their Translanguaging practices.

No.	Item	Mean	Standard Deviation
1	To discuss content in small groups	4.07	0.87
2	To provide assistance to peers during classroom activities	3.94	0.89
3	To brainstorm during classroom activities	3.94	0.88
4	To enable participation by less proficient students	3.98	0.90
5	To answer teachers'questions	3.79	0.96
6	To ask permission from teachers	4.06	0.88

As shown in Tables 2 and3, the questions (question 8 to 20) of the students' questionnaire were aimed at identifying the attitudes of students towards translanguagingactivities in particular classroom situations.The acceptance of students on the translanguaging practices used by their teachers are shown in Table 2.The overall mean for Table 2 is 3.98 and the mean of standard deviation is 0.1 which means

maximum answers are centered around agreement. The mean values for 'explain concepts''clarify activity rules 'and'help less proficient students'were the highest (M = 4.07, 4.06 and 4.09, respectively), shows the need for scaffolding. In other situations, the translanguaging practices were mostly positively accepted, with the mean score ranging from 3.94 to 3.79.

The acceptance of students on the translanguaging practices used by them are shown in Table 3. The overall mean for Table 3 is 3.96 and the mean of standard deviation is 0.1 which means maximum answers are centered around agreement. The mean values for 'discuss content in small groups'and'ask permission from teachers'were the highest. (M=4.07 and4.06 respectively), shows the need for scaffolding. In other situations, the translanguaging practices were mostly positively accepted, with the mean score ranging from 4.07 to 3.79.

4.2.   Research Question 2

In the second research question we find out how EAP course teachers and students characterises the use of translanguaging in the classroom to understand the need of Translanguaging in the EAP classes.

4.2.1   Teacherscharacterise the use of Translanguaging

a.   Developing the rapport

T3 also believes that the use of L1 in context of rapport building can help in reducing the affective filter for the students.

> *"Sometimes talking about local context and using idioms in Bangla comforts them in the class. And I feel my students become open to sharing their thoughts as they can relate with the context or idioms more. Initial, days I use this strategy however, as we move further in the course, I allow minimum usage of L1 in the class."*(T3)

This can help us to understand that Translanguaging may help us to build a better rapport with the students. As we have already discussed that other than the classroom students hardly use English to communicate with others. Thus, in the classrooms, if there is minor use of L1, it may help them to board into the new environment more smoothly.

b. Localising the content

Though all the teachers had a different view on using L1 in the classrooms; however, all agreed on contextualising the content for the students of EAP so that the culture and authenticity of the content remains intact.

> *"I never use any foreign context in my classroom. For example, my contents or assessment will deal with Pohela Baishak rather than Christmas or I talk about Sajek Valley rather than the Alps. It helps me to connect with my students."* (T2)

4.2.2 Students characterise the use of Translanguaging

a. Learning new languages

Students point of views again have been derived from the questionnaire give to the students. The question 4 gives us the idea about students thinkingabout the role of translanguaging in learningL2, the level of agreement was the highest. Most of the students strongly agreed or agreed that translanguaging was essential for learning a new language as the mean is4.31 and standard deviation is 0.79.

b. Developing confidence and rapport

In addition, the answers to question 5 showed that the students believed Translanguaging developed their confidence in the use of English with mean begin 4.14 and standard deviation being 0.91 surely proves that the opinion did not vary much as it was concentratedtowards agreement. For question 7, which discussed the attitudes of students towards the translanguaging activities of teachers in class, maximum number of students accepted that the

use of translanguaging in class by an educator would be beneficial for bilingual students as mean4.09 and standard deviation is 0.72 for building rapport.

Chapter 5:

Discussion and Conclusion

5. Introduction of this chapter

Building on the analytical insights and the elicitation of prior research, the implications of the analysis were discussed. Finally, depending on the study's general debate, a conclusion was drawn.

5.1. Discussion of the Study

This research work has investigated the attitude of both the teachers and students of EAP classrooms of a privately run university in Bangladesh. After accumulating the data and analysing them it has been observed that both the teachers and the students hold English should be the main language of communication and interaction in a EAP classrooms, yet they do encourage the use of translanguaging in teaching and learning and believes to be beneficial for both.

In this study, we aimed to offer insights into translanguaging practices and beliefs in an Bangladesh university context of EAP classrooms. It is found that due to the English-only policy, the teacher participants avoid translanguaging strategies to facilitate content teaching, including concept/language point explanation, comprehension check, and content knowledge localisation. This is because it is believed that students have already mastered the language till certain level. As it is compulsory for Bangladeshi students to have English as Foreign Language course (EFL) from class 1 to 12 and knowledge of English is considered to achieve

national goals too. It is mentioned in the National Curriculum (2010) English will play a crucial role in achieving the 'Digital Bangladesh 2021' national target, as English is known as the language of science, technology, and globalisation which indicates that students do acquire certain level language knowledge. Thus, teachers like to use only the target language in the EAP classrooms to maximise the use of target language in their educational environment, as it leads to successful target language acquisition and is very beneficial for the university students' future endeavors (Krashen, 1985; Lightbown and Spada, 2006). However, teachers were still used L1 in some cases as few students are not proficient enough to take English-only lessons (Galloway et al., 2017; Lei and Hu, 2014). In addition, the complete linguistic skills of students are directly connected to their prior experience (Cenoz,2017), so they can be included. Adoption of translanguaging for localising content and rapport building was also noted (Greggio & Gil, 2007; McMillan & Rivers, 2011), but not regularly.

The majority of the student participants reported that the use of translanguaging is important in the EAP classrooms. The answers to the questionnaire showed that students at this university usually have a neutral-to-positive outlook towards translanguage. Translanguage is widely embraced by multilingual students as a normal and suitable activity that increases their confidence and encourages their L2 learning, while many of them still consider native-speaking English as the norm. Between multiple translanguage usage scenarios, students mainly agree on scaffolding translanguage, like clarifying core concepts and assisting students with low language skills. Students tend to use translanguage the most while working in group activities or heated discussion. This is because while talking to peers they feel more comfortable to talk in L1 and during heated conversation it becomes easier for them to formulate their opinion in L1. Further, as Rasman (2018) pointed out that decoding learner-

learner engagement tends to achieve successful foreign language acquisition. This result supports the requirements of the students for translanguaging strategies.

Teacher's attitude towards translanguaging match with the study of (Nambisan, 2014; Nilsson, 2015). as this study also have found out that though teachers agree with the idea of translanguaging however, the practice is restricted due to their belief on monolingual approach which could be seen in (Nambisan, 2014). Alongside, a similar situation like Nilsson (2015) was found in this study too where teachers were very negative about the use of translanguaging in a language learning classroom. Any difficulties, however, can prevent some teachers in their classroom practice from completely implementing translanguaging. The monolingual policy effect, which has also been stated in several previous studies, is the most critical problem (Deroo and Ponzio, 2019; Ticheloven et al., 2019; Wang, 2019a). Many decision makers and language teachers have often been led by the monolingual paradigm to believe in the value of immersing students in a language learning atmosphere that is English only. The introduction of EMI should, however, consider the linguistic richness of the multilingual paradigm, as argued by Fang (2018). Another relevant aspect applies to the overuse of L1 by the students. Despite understanding some of the translanguage features, some of the teachers in this research raised reservations about students' overuse of L1. Wang and Kirkpatrick (2012) have both confirmed this. Wang (2019b) also argued that such issues cannot be viewed as a justification to prevent teachers from pursuing versatile approaches to educating multilingual adult learners. The observation of Wang (2019b) suggests that teachers should consider the enthusiasm of students for language learning. Finally, in this analysis indicates that some educators use complementary strategies to offset the difficulties created by the monolingual solution. Such options include using clear terms to illustrate, strategic grouping for the inter-scaffolding of students and posing questions or conducting conversations to catch the interest of the students.

The study shows that the teachers only like to use translanguaging for particular purposes. Their special use of translanguage means localising the meaning to improve the management of the classroom and generating class relationships. The monolingual philosophy prohibits them from fully accepting a translating mindset. However, English is widely used in multilingual meetings today, as reported by Galloway et al. (2017), and the use of several languages is a valuable advantage. In order to expand their perspectives and embrace a multilingual viewpoint, both EMI subject teachers and EFL teachers are encouraged to read more about this emerging development in bilingual or multilingual education. Before then, learners in their language learning lessons could be exposed to certain primary principles in multilingualism.

Overall, the findings of this study show a very positive view from the students' side about translanguaging. However, teachers seem to have varied perfective which reflected in their classrooms.

5.2. Conclusion

In connection to the discourse regarding the use of translanguaging in EAP classroom, this study aimed to deliver an observation regarding both students' and teachers" attitudes as well as their thought while switching to L1 in their classroom. Another purpose was to analysethe presence of translanguaging in the EAP classroom and explore its functions to investigate whether the respondents' statements diverge from their practices. The findings suggest that the use of translanguaging is restricted to localising context and building rapport with the students from the teachers' perspective and many still believe that it is not appropriate to use L1 in language learning classroom. Conversely, students have a very positive view towards the use of translanguaging. The online classroom observation also showed positive result in case of the use of translanguaging. Interaction was comparatively more in the classes than classes without any use of translanguaging functions.

5.3. Implication

The study shows that participants are aware of translanguaging as an activity in the classroom and feel it is relevant. Due to the small sample size this view cannot be generalised. This leaves space for more study into the practices that teachers in general consider to be relevant, and the existing practices that occur in classrooms not only in singular university but in all the privately or public university which has mandatory EAP courses. Further, research can be done to understand whether teacher's the negative attitude towards translanguaging is due to the administrators' rules on an English only policy. This study can open up sphere for teachers' education. The inconsistency between the teachers could also be the lack of knowledge about translanguaging in a classroom. Also, more research can be done on how translanguaging can be adapted in classrooms.

Reference:

Al-Bataineh, A., & Gallagher, K. (2018). Attitudes towards translanguaging: how future teachers perceive the meshing of Arabic and English in children's storybooks. International Journal of Bilingual Education and Bilingualism, 1–15. https://doi.org/10.1080/13670050.2018.1471039

Asinger, T. (2018). *Translanguaging in the English Classroom : Multilingual Education in Swedish Upper Secondary Schools* (Dissertation). Retrieved from http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-157130

Atkinson, D. (1987). The mother tongue in the classroom: a neglected resource? *ELT Journal*, *41*(4), 241–247. https://doi.org/10.1093/elt/41.4.241

Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism (Bilingual Education & Bilingualism)* (5th ed.). Multilingual Matters.

Baily, K. M. (2005). Practical English Language Teaching: Speaking. New York: McGraw-Hill.

Bangladesh. (1998). Wikipedia: The Free encyclopedia. Retrieved December 25, 2009, from http://en.wikipedia.org/wiki/Bangladesh

Canagarajah, S. (2018). Translingual Practice as Spatial Repertoires: Expanding the Paradigm beyond Structuralist Orientations. *Applied Linguistics*, *39*(1), 31–54. https://doi.org/10.1093/applin/amx041

Carstens, A. (2016). Translanguaging as a vehicle for L2 acquisition and L1 development: students' perceptions. *Language Matters*, *47*(2), 203-222.

Cenoz, J., 2017. Translanguaging in school contexts: international perspectives. J. Lang. Identity Educ. 16 (4), 193--198.

Cook, V. (2001). Using the First Language in the Classroom. *Canadian Modern Language Review*, *57*(3), 402–423. https://doi.org/10.3138/cmlr.57.3.402

Creese, A., & Blackledge, A. (2011). Separate and flexible bilingualism in complementary schools: Multiple language practices in interrelationship. *Journal of pragmatics*, *43*(5), 1196-1208.

Creese, A., & Blackledge, A. (2015). Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics*, *35*, 20-35.

Corbin, J., & Strauss, A. (2008). Qualitative research.

Deroo, M. R., & Ponzio, C. (2019). Confronting ideologies: A discourse analysis of in-service teachers' translanguaging stance through an ecological lens. *Bilingual Research Journal*, *42*(2), 214-231.

Dörnyei, Z. (2007). Creating a motivating classroom environment. In International handbook of English language teaching (pp. 719-731). Springer, Boston, MA.

Fang, F. (2018). Review of English as a medium of instruction in Chinese universities today: Current trends and future directions: New language policies to promote multilingualism and language support for EMI will be needed in Chinese tertiary contexts. English Today, 34(1), 32-37. doi:10.1017/S0266078417000360

Fang, F., & Liu, Y. (2020). 'Using all English is not always meaningful': Stakeholders' perspectives on the use of and attitudes towards translanguaging at a Chinese university. *Lingua*, *247*, 102959.

Flick, U. (2006). *Qualitative Forschung*.

Fullan, M. (2007). Change the terms for teacher learning. *The Learning Professional*, *28*(3), 35.https://search.proquest.com/openview/bd8bc2338e4b16812a90e9516585faf2/1?pq-origsite=gscholar&cbl=47961

Galloway, N., Kriukow, J., Numajiri, T., 2017. Internationalisation, Higher Education and the Growing Demand for English: An Investigation Into the English Medium of Instruction (EMI) Movement in China and Japan. The British Council.

García, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective* (1st ed.). Wiley-Blackwell.

García, O., & Wei, L. (2014). Language, Bilingualism and Education. *Translanguaging*, 46–62. https://doi.org/10.1057/9781137385765_4

Gay, L. R. & Airasian, P. (2003). Educational research: Competencies for analysis and application. New Jersey: Merril.

Greggio, S., & Gill, G. (2007). Teacher's and learner's use of codeswitching in the English as a foreign language classroom: a qualitative study. Linguagen & Ensino, 10(2), 371-393.

Hamid, M. O., & Erling, E. J. (2016). English-in-education policy and planning in Bangladesh: A critical examination. In English language education policy in Asia. *Springer*, 25–48. https://link.springer.com/chapter/10.1007/978-3-319-22464-0_2

Hamid, M. O., & Jahan, I. (2020). Beneficiary voices in ELT development aid: ethics, epistemology and politics. *Language Policy*, 1–26. https://doi.org/10.1007/s10993-020-09559-9

Hamid, M. O., Nguyen, H. T. M., & Baldauf, R. B. (2013a). Medium of instruction in Asia: context, processes and outcomes. *Current Issues in Language Planning*, *14*(1), 1–15. https://doi.org/10.1080/14664208.2013.792130

Hamid, M. O., Nguyen, H. T. M., & Baldauf, R. B. (2013b). Medium of instruction in Asia: context, processes and outcomes. *Current Issues in Language Planning*, *14*(1), 1–15. https://doi.org/10.1080/14664208.2013.792130

Harbord, J. (October 1992). The Use of the Mother Tongue in the Classroom. ELT Journal, 46(4). http://dx.doi.org/10.1093/elt/46.4.350

Harmer, J. (2001). *The Practice of English Language Teaching* (1st ed.). Pearson Education Limited.

Haque, S. F. (July 1989). Attitude, Motivation and Achievement in English Language Learning. Faculty of Arts, University of Durham.

Hu, G., & Lei, J. (2014). English-medium instruction in Chinese higher education: a case study. *Higher Education*, *67*(5), 551–567. https://doi.org/10.1007/s10734-013-9661-5

Hurst, E., & Mona, M. (2017). "Translanguaging" as a socially just pedagogy. *Education as Change*, *21*(2), 126–148. https://doi.org/10.17159/1947-9417/2017/2015

Kabir, D. M. M. N. (2019). Reviewing Translation and L1 in Language Pedagogy from Translanguaging Lenses. *BELTA Journal*, *3*(1), 32–46. https://doi.org/10.36832/beltaj.2019.0301.03

Khairunnisa, K., & Lukmana, I. (2020). Teachers' Attitudes towards Translanguaging in Indonesian EFL Classrooms. *Jurnal Penelitian Pendidikan*, *20*(2), 254–266. https://ejournal.upi.edu/index.php/JER/article/view/27046

Kirkpatrick, A., & Liddicoat, A. J. (2017). Language education policy and practice in East and Southeast Asia. *Language Teaching*, *50*(2), 155–188. https://doi.org/10.1017/s0261444817000027

Krashen, S. D. (1985). The input hypothesis: Issues and implications. Addison-Wesley Longman Ltd.

Lei, J., Hu, G., 2014. Is English-medium instruction effective in improving Chinese undergraduate students' English competence? Int. Rev. Appl. Linguist. Lang. Teach. 52 (2), 99--126.

Liddicoat, A. J. (2016). Translation as intercultural mediation: setting the scene. *Perspectives*, *24*(3), 347–353. https://doi.org/10.1080/0907676x.2015.1125934

Lightbown, P. M., & Spada, N. (2006). How languages are learned (3rd ed.). Oxford: Oxford University Press.

Liu, Y., & Fang, F. (2020). Translanguaging theory and practice: How stakeholders perceive translanguaging as a practical theory of language. *RELC Journal*, 0033688220939222.

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: origins and development from school to street and beyond. *Educational Research and Evaluation*, *18*(7), 641–654. https://doi.org/10.1080/13803611.2012.718488

Macaro, E. (2005). Codeswitching in the L2 Classroom: A Communication and Learning Strategy. *Springer, Boston, MA.*, 63–84. https://link.springer.com/chapter/10.1007%2F0-387-24565-0_5

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, *51*(1), 36–76. https://doi.org/10.1017/s0261444817000350

MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal,* 54(1), 167-201.

Mahadeo, S. K. (2006). English Language Teaching in Mauritius. The International Journal of Language, Society and Culture. Issue-18. Retrieved December 12, 2009, from http://www.educ.utas.edu.au/users/tle/JOURNAL/ARTICLES/2006/18-2.htm

Mann, S. (2011). A critical review of qualitative interviews in applied linguistics. Applied Linguistics, 32 (1), 6–24. https://doi.org/10.1093/applin/amq043

Mateus, S. G. (2014). Translanguaging: Language, Bilingualism, and Education. Bilingual Research Journal, 37(3), 366–369. https://doi.org/10.1080/15235882.2014.965361

Makoni, S., & Pennycook, A. (2005). Disinventing and (re) constituting languages. *Critical Inquiry in Language Studies: An International Journal*, *2*(3), 137-156.

McMillan, B.A., & Rivers, D.J. (2011). The practice of policy: Teacher attitudes toward "English only". System, 39, 251-263.

Mirza, G. H., Mahmud, K., & Jabbar, J. (2012). Use of other languages in English language teaching at tertiary level: A case study on Bangladesh. *English Language Teaching*, *5*(9), 71-77.

Moody, S., Chowdhury, M., & Eslami, Z. (2019). Graduate Students' Perceptions of Translanguaging. *English Teaching & Learning*, *43*(1), 85-103.

Nagy, T. (2018). On translanguaging and its role in foreign language teaching. *Acta Universitatis Sapientiae, Philologica*, *10*(2), 41-53.

Nambisan, A. (2014). Teachers' attitudes towards and uses of translanguaging in English language classrooms in Iowa. Retrieved from https://lib.dr.iastate.edu/etd/14230

Nation, P. (2003). The role of the first language in foreign language learning. *Asian EFL Journal*, *5*(2), 1–8. http://www.videa.ca/wp-content/uploads/2015/08/The-role-of-the-first-language-in-foreign-language-learning.pdf

National Curriculum& Textbook Board. (2012). *National Curriculum*. Dhaka: NCTB.

National Curriculum& Textbook Board. (2010). *National Curriculum*. Dhaka: NCTB.

Nilsson, P. (2014). When teaching makes a difference: Developing science teachers' pedagogical content knowledge through learning study. International Journal of Science Education, 36(11), 1794-1814.

Numanee, I. Z., Zafar, N., Karim, A., & Ismail, S. A. M. M. (2020). Developing empathy among first-year university undergraduates through English language course: A phenomenological study. *Heliyon*, *6*(6), e04021. https://doi.org/10.1016/j.heliyon.2020.e04021

Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, *6*(3), 281-307.

Rabbidge, M. (2019). *Translanguaging in EFL Contexts: A Call for Change (Routledge Research in Language Education)* (1st ed.). Routledge.

Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M. I., & Singh, M. K. M. (2019). English language teaching in Bangladesh today: Issues, outcomes and implications. *Language Testing in Asia*, *9*(1), 9. https://doi.org/10.1186/s40468-019-0085-8

Rahman, M. M., & Pandian, A. (2018a). A Critical Investigation of English Language Teaching in Bangladesh. *English Today*, *34*(3), 43–49. https://doi.org/10.1017/s026607841700061x

Rahman, M. M., Singh, M. K. M., Johan, M., & Ahmed, Z. (2020). English Medium Instruction Ideology, Management and Practices: a Case Study of Bangladeshi Private

University. *English Teaching & Learning*, *44*(1), 61–79. https://doi.org/10.1007/s42321-019-00036-z

Rahman, M. M., Singh, M. K. M., & Karim, A. (2018). English Medium Instruction Innovation in Higher Education: Evidence from Asian Contexts. *The Journal of AsiaTEFL*, *15*(4), 1156–1164. https://doi.org/10.18823/asiatefl.2018.15.4.20.1156

Rahman, M. S. (2015). Implementing CLT at higher secondary level in Bangladesh: A review of change management. *Journal of Education and Practice*, *6*(2), 93–102. http://iiste.org/Journals/index.php/JEP

Rasman, R. (2018). To translanguage or not to translanguage? The multilingual practice in an Indonesian EFL classroom. Indonesian Journal of Applied Linguistics, 7(3), 687-694.

Selinker, L. (1972). INTERLANGUAGE. *IRAL - International Review of Applied Linguistics in Language Teaching*, *10*(1–4), 209–232. https://doi.org/10.1515/iral.1972.10.1-4.209

Stathopoulou, M. (2015). *Cross-language mediation in foreign language teaching and testing*. Multilingual Matters.

Sultana, S. (2015). Transglossic language practices. *Translation and Translanguaging in Multilingual Contexts*, *1*(2), 202–232. https://doi.org/10.1075/ttmc.1.2.04sul

Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of mixed methods research*, *1*(1), 77-100.

Ticheloven, A., Blom, E., Leseman, P., & McMonagle, S. (2019). Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives. *International Journal of Multilingualism*, 1-24.

Tian, Z., & Shepard-Carey, L. (2020). (Re)imagining the Future of Translanguaging Pedagogies in TESOL Through Teacher–Researcher Collaboration. *TESOL Quarterly*, *54*(4), 1131–1143. https://doi.org/10.1002/tesq.614

Tsao, F. (2001). Teaching English from Elementary School in an Asian Context: A Language-planning Perspective. The Language Teacher. Retrieved December 25, 2009, from http://www.jalt-publications.org/tlt/articles/2001/06/tsao

Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: students and teachers' attitudes and practices. *International Journal of Bilingual Education and Bilingualism*, *22*(2), 138-149.

Wang, D. (2018). *Multilingualism and Translanguaging in Chinese Language Classrooms*. Springer.

Wang, D., & Kirkpatrick, A. (2012). Code choice in the Chinese as a foreign language classroom. *Multilingual Education*, *2*(1), 3.

Wei, L. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, *39*(2), 261. https://doi.org/10.1093/applin/amx044

Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of pragmatics*, *43*(5), 1222-1235.

Widdowson, H. (2003). *Defining Issues in English Language Teaching (Oxford Applied Linguistics)* (1st ed.). Oxford University Press.

Williams, C., 1994, *Arfarniad o Ddulliau Dysgu ac Addysgu yng Nghyd-destun Addysg Uwchradd Ddwyieithog*. Unpublished Ph.D. Thesis, University of Wales, Bangor.

Wilson, S. (2020). To mix or not to mix: Parental attitudes towards translanguaging and language management choices. *International Journal of Bilingualism*, 1367006920909902.

Widdowson, H. (2003). *Defining Issues in English Language Teaching (Oxford Applied Linguistics)* (1st ed.). Oxford University Press.

Yasmin, F. (2009). Attitude of Bangladeshi students towards communicative language teaching (CLT) and their English textbook. *Teacher's World: Journal of Education and Research*, *34*, 49–59.

Appendix

Part A

For students

Please answer the following questions based on the English classes you have done in the past or doing now.

i. Mention your age

ii. Which medium of school and college were you from?

   a. English

   b. Bangla

   c. Others:_____

iii. Which trimester are you in now?

iv. Please note: Translanguaging in the questionnaire means switching between languages (mainly from Bangla to English) in the classroom for the betterment of developing student's English language skill.

   Translated in Bangla: দ্রষ্টব্যঃএইপ্রশ্নাবলীতেট্রান্সল্যাঙ্গুয়েজিংশব্দটিরঅর্থ, শিক্ষার্থীদেরইংরেজিভাষায়দক্ষতাঅর্জনেরজন্যশ্রেণিকক্ষেভাষা–এর (মূলতবাংলাথেকেইংরেজি) পরিবর্তনকরা।

v. Was the above translation required for you to understand the term 'Translanguaging'?

   a. Yes

   b. No

vi.   Questions on students thought over translanguaging:

1		2	3		4		5			
Strongly disagree		Disagree	Neutral		Agree		Strongly Agree			
1 Translanguaging in class is a natural practice for bilinguals.				1	2	3	4	5
2 Translanguaging indicates a lack of linguistic proficiency in your second language.				1	2	3	4	5
3 Translanguaging in class is an appropriate practice.				1	2	3	4	5
4 Translanguaging is essential for learning a new language.				1	2	3	4	5
5 Translanguaging develops my confidence in English.				1	2	3	4	5
6 Language instructors should avoid translanguaging because it will prevent second language learning.				1	2	3	4	5
7 If an instructor used translanguaging in class, it would be helpful for the bilingual students.				1	2	3	4	5

vii.   It is important for teacher to use (in the following situations)

8 To explain concepts	1	2	3	4	5
9 To give directions	1	2	3	4	5
10 To give feedback to students	1	2	3	4	5
11 To praise students	1	2	3	4	5
12 To build bond with students	1	2	3	4	5
13 To clarify activity rules	1	2	3	4	5
14 To help low proficiency students	1	2	3	4	5

viii.   It is important for students to use translanguaging in class (in the following

classroom situations)

15 To discuss contents in small groups	1	2	3	4	5
16 To provide assistance to peers during classroom activities	1	2	3	4	5
17 To brainstorm during classroom activities	1	2	3	4	5
18 To enable participation by lower proficient students	1	2	3	4	5
19 To answer teachers' questions	1	2	3	4	5
20 To ask permission from teachers	1	2	3	4	5

Appendix B.

Interview guide (For Teachers)

1. Basic information (teaching experience, qualifications)

2. What do you think of the practice of switching between languages in class?

3. Do you switch between English and Bangla in class purposefully or unconsciously? Yes/ No elaborate with examples.

4. Do you have any concerns about switching between languages in class?

5. Do you allow students to use their L1 in class? And why?