

TRANSLANGUAGING PRACTICES AT THE SECONDARY LEVEL ENGLISH
CLASSROOMS IN BHUTAN

By
Phuntsho Tshering
20203043

A thesis submitted to the Department of English and Humanities in partial fulfillment of the
requirements for the degree of
Bachelor of Arts in English

Department of English and Humanities
Brac University
September, 2024

© 2024. Brac University

All rights reserved.

Declaration

It is hereby I 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.

Student's Full Name & Signature:

Phuntsho Tshering

20203043

Approval

The thesis titled “Translanguaging Practices in English Classroom at Secondary Level in Bhutan” submitted by Phuntsho Tshering (20203043) of Summer, 2024 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelors of Arts in English on 8 October, 2024.

Examining Committee:

Supervisor:

Dr. Sabreena Ahmed
Department Associate Professor, Department of English and
Humanities
BRAC School of Humanities and Social Sciences
BRAC University

External Expert Examiner:

Shaila Shams
Senior Lecturer, Department of English
Independent University, Bangladesh

Departmental Head:

Firdous Azim
Professor and Chairperson, Department of English and
Humanities
BRAC School of Humanities and Social Sciences
BRAC University

Abstract

This study explores teachers' and students' perspective and practices on translanguaging in English language teaching of secondary schools in Bhutan. It focuses on how English language teachers perceive and explain the lessons through translanguaging in order to facilitate learning and understanding. And also, the effect on students for using multiple languages in one lesson. The study shows that there are advantages of using students' mother tongue aside from English with respect to comprehension, participation, and expression.

Nevertheless, it also points out difficulties like an excessive reliance on mother tongues and the limitations that teachers experience in terms of vocabulary when translating. The interviews were conducted using qualitative method and selected the participant through purposive selection. Students and teachers interviewed revealed that while the process of translanguaging is beneficial to the learning and teaching process, it needs to be restrained so that students learn good English too. The research findings indicated that while Bhutan could effectively use translanguaging as a teaching strategy, it had to be used with caution.

Keywords: Translanguaging, Bhutan, Teaching strategies, Comprehension, Purposive selection, Excessive reliance.

Acknowledgement

I would like to express my heartfelt gratitude to all those who have supported me throughout my thesis journey. First and foremost, I acknowledge the divine guidance and strength that I have received from Triple Gem (Koen-Chok-Sum). I am truly thankful for the blessings that have allowed me to pursue my academic goals.

I would also like to extend my deepest appreciation to my parents. Your unwavering love, encouragement, and belief in my abilities have been the foundation of my success. You have always stood by me, providing the emotional and financial support to focus on my studies. The sacrifices you have made for my education will be imprinted in my heart eternally. Your values and teachings have shaped me into the person I am today, and I hope to make you two proud with my accomplishments.

To my two brothers, thank you for being my pillars of strength and my greatest cheerleaders. I cherish the moments we shared and look forward to many more as we continue to support each other in our respective endeavors. I would also like to acknowledge my friends, who have been invaluable throughout this process. Your encouragement, motivation, laughter and memories we created during this time will always hold a special place in my heart.

Lastly, I want to express my sincere gratitude to my supervisor madam Sabreena Ahmed. Your expertise, guidance, and mentorship have been instrumental in shaping my research and academic skills. I am grateful for the knowledge and skills I have gained under your supervision. I hope to carry forward the lessons I have learned and the values you all have instilled in me as I embark on the next chapter of my life. Thank you all for being a part of this journey.

Table of Contents

Declaration	i
Approval	ii
Abstract	iii
Acknowledgement	iv
Chapter 1 Introduction	1
1.1. Background of the Study.....	1
1.2. Translanguaging in English Classrooms.....	1
1.3. Translanguaging in Bhutan.....	2
1.4. Statement of Problem.....	2
1.5. Research Questions.....	4
Chapter 2 Literature Review	5
2.1. Translanguaging and its importance	5
2.2. Concept of Translanguaging.....	6
2.3. Types of Translanguaging.....	7
2.4. Scope of Translanguaging.....	7
2.4.1. Translanguaging in Education	7
2.4.2. Translanguaging in liberal arts.....	8
2.5. Translanguaging in Western Countries.....	8
2.6. Asian Context.....	9
2.7. Translanguaging in English Classrooms.....	10
2.8. Bhutanese Context	11
2.8.1. Education system	11
2.8.2. Primary Education in Bhutan.....	12
2.8.3. High School Education in Bhutan.....	12
2.8.4. Royal University of Bhutan (RUB)	12
2.9. Research Gap	13
2.10. Conceptual Framework.....	14
Chapter 3 Methodology	15
3.1. Introduction.....	15

3.2. Philosophical Assumption	15
3.3. Phenomenological Approach	17
3.4. Setting	17
3.5. Selecting the Participants	17
3.6. Participants' Profile	18
3.6.1 Criteria for Selecting the Teachers	18
3.6.2. Criteria for Selecting the Students	18
3.7. Data Analysis Framework.....	19
3.8. Trustworthiness of the Study	20
3.9. Data collection method	20
3.10. Ethical consideration.....	21
3.11. Chapter Summary	21
Chapter 4 Findings and Discussion	22
4.1. Introduction.....	22
4.2. Theme 1: Translanguaging as a tool for Comprehension	22
4.2.1. Introduction to Translanguaging as a Comprehension Aid	22
4.2.2. Teachers' Approaches to Translanguaging.....	23
4.2.3. The Role of Translanguaging in Clarifying Complex Concepts	24
4.2.4. Impact on Student Engagement	24
4.2.5. Balancing English with Native Languages	25
4.3. Theme 2: Strategic Language Switching to Address Confusion and Engagement	25
4.3.1. The Role of Language Switching in Clarifying Confusion	25
4.3.2. The Use of Native Languages to Refresh Classroom	26
4.3.3. Strategic Language Switching as a Tool in teaching	27
4.3.4. Possible Negative Consequences of Translanguaging.....	27
4.4. Theme 3: Impact of Translanguaging on Student Learning and Comprehension	28
4.4.1. Benefits of Translanguaging for Student Learning.....	28
4.4.2. The Role of Translanguaging in Building Confidence	29
4.4.3. The Double-Edged Sword of Translanguaging	30
4.4.4. The Need for Gradual Transition to English-Only Instruction.....	30
4.5. Theme 4: Challenges Faced by Teachers in Implementing Translanguaging	31

4.5.1. Teacher's Struggle.....	31
4.5.2. Institutional Constraints on Translanguaging.....	31
4.5.3. The Expectation to Always Use Translanguaging.....	32
4.5.4. Balancing Multiple Native Languages in the Classroom.....	32
4.5.5. Overcoming the Challenges: Teachers' Strategies.....	33
4.6. Theme 5: Challenges Faced by Students in Translanguaging Classrooms.....	33
4.6.1. Confusion from Mixed Language Use.....	33
4.6.2. Dependency on Translanguaging.....	34
4.6.3. Overcoming Linguistic Confusion.....	34
4.6.4. Finding the Right Balance.....	35
Chapter 5.....	36
5.1. Conclusion.....	36
5.2. Implication for Knowledge.....	36
5.3. Implication for Pedagogy.....	37
5.4. Implications for Theories.....	37
5.5. Recommendation.....	38
References.....	40
Appendix A.....	44
Appendix B.....	46
Appendix C.....	49

Chapter 1 Introduction

1.1. Background of the Study

In an increasingly interconnected world, the dynamic use of multiple languages, also termed translanguaging, has emerged as an important area of study in education across the globe. Translanguaging, introduced by (Williams, 1994) involves many advantages in multiple languages in educational approaches in enhancing cognitive and linguistic capabilities. It challenges the traditional notion of teaching only one language in a particular system. However, this translanguaging approach in education fosters deeper understanding, creativity and effective communication and understanding among students from diverse linguistic backgrounds (Garcia & Wei, 2014).

1.2. Translanguaging in English Classrooms

The approach of translanguaging in English classrooms has gained the attention in many institutes and high schools globally. In Western societies for instance like Brazil it is widely used in bilingual education systems where both English and Portuguese are taught. Lucena and Cardoso (2018) noted that the private and public educational systems have unequal access to bilingual education stating that the latter is only available to those who can afford it. Across the Asian countries, translanguaging strategies are well understood and used as effective tools in improving students' understanding and contribution during English lessons. For example, in Indonesia and Nepal, utilizing the local languages in addition to English produce positive results to close the gap in comprehension and increase the confidence in learning (Satriyana, et al., 2023; Neupane, 2021). Likewise, (Aldaghri, 2023) has pointed out that in Saudi Arabia, where monolingual ideology

prevails, translanguaging is used to support the students with the poor English achievement in understanding the challenging terms in English in class.

1.3. Translanguaging in Bhutan

Translanguaging in Bhutan holds particular significance due to the country's linguistic diversity. Many Bhutanese students are multilingual, fluent in Dzongkha, Sharchop, Khengpa and other local languages as well as English. This creates a multilingual environment where socially each person can practice switches in language, and tend to enhance the process of learning. In expatriate studies, practices of translanguaging make it easier to comprehend the content of instruction delivered in a foreign language, especially when educators work with children with limited English proficiency. Teachers can develop a more comfortable and enjoyable environment for their students by permitting them to use their native languages as well as the English language. At this point in time within the educational development of Bhutan, incorporating translanguaging approaches to practices of teaching looks to be a great justification to improving learning outcomes of students and promoting fairness in languages and culture in the learning setting.

1.4. Statement of Problem

Translanguaging has exerted its influence over many countries. Within the concept of translanguaging, learners engage in various forms of thought using multiple strains of languages, thereby permitting the use of their native language in mastering English's academic competence. For example, if a student is reading an English text about the solar system, the student may also be imagining it or associating other things with his or her native language. Notes can be taken or initial answers can be done in native language with subsequent translations into English. Teachers can do various activities to encourage translanguaging, like giving vocabulary in different

languages or allowing collaborative translation. The aim is to help students use translanguaging to improve their reading and writing skills and get more involved in learning.

When teachers use these activities, students who were previously quiet, start speaking, and those less engaged in reading activities become more involved. This happens because they are encouraged to use their home language in class, helping them think about language use in general. Most studies so far are being conducted in place like Europe and North America ((Tian & Rafi, 2023). However, English is taught in Bhutan, and not much emphasis is placed on speaking fluently or being able to communicate well. This is partly because of cultural norms that value modesty and discourage speaking out. Additionally, outdated teaching methods and a lack of focus on improving language skills in all subjects contribute to this issue. As a result, the importance of language, especially the usage of translanguaging, plays a significant role in the effectiveness of Bhutan's education system.

In the context of English for speakers of other languages (ESOL) country like Bhutan, Bhutanese students often use several languages including Dzongkha, Sharchop, Khengpa and various regional dialects in the school alongside English. However, research on translanguaging practices within English classrooms in Bhutan remains limited and unexplored. It is important to understand how teachers and students blend with the languages in classrooms at the secondary levels to create effective learning practices. Thus, this study aims to find out how secondary level students respond to translanguaging in English classrooms and what challenges they face in the context of Bhutan. Also, this study explores, what teachers think about implementing translanguaging in the English classroom.

1.5. Research Questions

To achieve the goals of this research, I have come up with the following questions:

1. How do Bhutanese English teachers use translanguaging in middle school?
2. How does translanguaging affect the students' learning and comprehension in the English language?
3. a.) What challenges do the teachers face while practising translanguaging in English classrooms in Bhutan?

b.) What challenges do the students face while practising translanguaging in English classrooms in Bhutan?

Chapter 2 Literature Review

2.1. Translanguaging and its importance

The term “translanguaging” was first used by Williams in 1994, and later Garcia and Wei (2014) have elaborated the term. They pointed out translanguaging means using different languages in education for instance reading in Welsh while writing in English. According to Williams this could assist teachers and learners to utilize their language skills in the best way possible in order to solve problems and comprehend concepts.

In the course of time, translanguaging has transformed into a complex approach to bilingual and multilingual language use and its possibilities in education. As stated by Garcia and Wei (2014), translanguaging recognizes the bilingual practices as one repertoire, and not two distinct languages. Translanguaging as the use of the two languages as a part of instruction and as a means of input and output during the same class. The purpose of it is to get the knowledge in one language and use it in the other. As described by Baker (2011), translanguaging is a means of generating meaning, negotiating experience and learning through the use of two languages. Further, translanguaging teachers are willing to incorporate many languages in teaching in order to draw on the language and cultural assets of the learners.

Translanguaging can be used by English teachers as a way of communicating with learners in classroom. This approach helps in teaching English as a foreign language and involves incorporating students' home language in English learning. This makes learning English more interesting for students. Using translanguaging in the classroom, shows how it can be used to analyze problems, improve vocabulary, and encourage students to pay attention to explanations.

Translanguaging plays a crucial role in teaching and learning because it enhances communication between teachers and students. Many English teachers use translanguaging as a pedagogic strategy to address challenges some students face in using English. Some students may prefer to stay quiet instead of speaking up in English. The main goal for teachers is to make students interested in the material and help them showcase their skills in the learning process. To achieve this, students and teachers can use various strategies, including translanguaging, where students can write and speak in their mother tongue and then translate to English. This approach optimizes students' English proficiency, making the teaching and learning process more effective. The use of translanguaging also makes teachers feel more satisfied using Dzongkha, Sharchop(mother tongue) and English in the classroom.

2.2. Concept of Translanguaging

The term "translanguaging" serves as both a verb (to translanguage) and a noun (translanguaging), with "translingual" commonly used as an adjective. The definitions of translanguaging vary, encompassing both the actual acts of language use and the underlying theoretical pattern supporting these acts. In terms of language use, translanguaging typically involves utilising resources from our complete linguistic collection, which includes all the languages we speak, to enhance communicative potential. When engaging in translanguaging, individuals, known as multilinguals, may freely blend or ignore boundaries between named languages, combining resources from them in diverse ways (Canagarajah, 2011; García, 2009). It bridges, different languages during the learning process.

2.3. Types of Translanguaging

The study identifies three types of translanguaging practices by English as a Foreign Language (EFL) teachers: intrasentential, intersentential, and tag translanguaging. The use of translanguaging is similar to code-switching in classrooms, where both practices involve exchanging languages, including the target language, national language, or local language commonly used.

2.4. Scope of Translanguaging

2.4.1. Translanguaging in Education

In schools, translanguaging is a method used to teach kids who speak more than one language. While many schools around the world have bilingual education, some have programs where only one language is used, especially for indigenous or immigrant groups. Translanguaging theory helps students improve their language skills by blending languages, creating a larger bilingual set of skills that boosts their understanding (Ali & Raj, 2023).

Students can use books in their own language to make sure they understand lessons and feel confident about their homework being correct. They can also ask the teacher to explain things in their native language. It is not just about listening and repeating what the teacher says; students need to engage in the learning process by interacting and sharing ideas. This kind of social and cognitive interaction is essential for making meaning while using translanguaging to connect with their identity and think in more complex ways (García & Wei, 2014).

2.4.2. Translanguaging in liberal arts

Artists often use different languages in their work, blending various musical styles, vocals, and cultural elements. This mixing of languages, known as translingualism, is a way to grab attention and convey unique meanings. According to Davies & Bentahila (2014), using two languages in one artistic creation can represent the blending of two cultures and identities, and translation is seen as a symbol of coming together.

Beyond art, translingualism can also be useful in designing products, services, or systems. In the past, people speaking different languages made communication difficult. Changing this dynamic can lead to modernization in businesses, governments, and society. Projects in business and public research are actively finding ways to overcome language barriers for a more connected and efficient world (Davies & Bentahila, 2014)

2.5. Translanguaging in Western Countries

Translanguaging has gained attention in Brazilian academic circles, particularly in the context of English teaching in both public and private bilingual education. In Brazil, there's a significant social gap between private and public education systems, leading to a strong association between bilingual English–Portuguese education and economic privilege (Lucena & Cardoso, 2018). Public basic education in the country suffers from various challenges, including insufficient investment in teacher training, low salaries, shortage of teachers, and poor structural conditions.

This gap reflects a historical emphasis on mother tongue education within Brazilian applied linguistics. The divide between public education, which emphasises Portuguese, and private bilingual education, focusing on English and Portuguese, explore the use of translanguaging in educational contexts.

According to Lucena & Cardoso (2018), Public bilingual education in Brazil primarily focuses on two specific experiences: Brazilian Sign Language education and Indigenous education. Brazilian Sign Language education has gained recognition and support, while Indigenous education has been subject to ongoing debate since the Brazilian Constitution of 1988 acknowledged the right of Indigenous people to be educated in their mother tongues.

2.6. Asian Context

The teachers like using translanguaging in the English class. They believe it's helpful for students to learn better and feel more confident. Translanguaging lets students use their native language Indonesian along with English, which can make learning vocabulary easier and help with grammar. According to (Satriyana Muis et al., 2023), It also helps students who are not as good at English to understand the lesson and join in class activities. Many teachers think using translanguaging is a good idea and can improve students' learning. It's seen as a positive way to bridge the gap between students who are at different levels in English. Similarly in Nepal, it has been emphasised that incorporating the mother tongue alongside English can facilitate better comprehension and communication. It advocates for a balanced approach, where both the target language (English) and the mother tongue are utilised effectively. The significance of employing the students' native language, where explanations or important concepts are conveyed more effectively in native language (Nepali), for instance, for primary level students. This sentiment is echoed in their approach to extracurricular activities, where students are encouraged to use their native language to introduce themselves, fostering a sense of comfort and confidence. However, it is also noted that overreliance on the mother tongue might introduce confusion and hinder the learning process (Neupane, 2021). So, translanguaging is viewed positively in Nepal as a means to enhance students' creativity and participation in the classroom. Nevertheless, Neupane (2021) stated that

concerns are raised regarding the potential pitfalls of excessive mother tongue usage. It is cautioned that reliance solely on the mother tongue, especially if it differs from the common link language like Nepali, could impede communication and collaboration, particularly in group activities and discussions.

Translingual practices have been examined, particularly concerning the dominance of monolingual ideology within the education system in Saudi Arabia. The prevailing approach maintains strict linguistic boundaries between Arabic and English within classrooms. According to Aldaghri, (2023), English language courses are exclusively taught in English, while other subjects are taught solely in Arabic. This separation continues even at the university level, where certain fields like medicine, computer science, engineering, and sciences are authorized to be taught in English.

However, students with lower English proficiency tend to rely more on translanguaging strategies, especially for basic tasks and activities. Intermediate-level students often use their first language (L1) to clarify grammatical rules and participate in group discussions, while advanced-level students demonstrate decreased reliance on Arabic. Additionally, the study found that while translation theory is commonly applied in practical courses for problem-solving and decision-making, instructors also employ translanguaging due to the complex terminology, which may not be easily comprehended solely in English (Aldaghri, 2023).

2.7. Translanguaging in English Classrooms

The idea of translanguaging is becoming more popular in education, particularly in English subject. It's a strategy that encourages students to use their knowledge of multiple languages, like English and their mother tongues such as Sharchop and Dzongkha, to better understand what is

being taught in language classrooms. Both teachers and students often use two or more languages for teaching purposes through translanguaging practices.

Translanguaging pedagogy influences students' existing linguistic knowledge to help them learn new language skills. This approach has several advantages. First, it allows for a deeper understanding of the learning material as students use all their language skills. Second, it strengthens languages they haven't fully mastered yet. Third, parents who speak minority languages can contribute to their children's development in those languages by communicating at home in that language. Finally, students with better English skills can assist those who are still learning. Overall, translanguaging practices provide various benefits for students in their language learning journey, not only in English classroom.

2.8. Bhutanese Context

2.8.1. Education system

Modern education in Bhutan commenced in 1907, initiated by the first king who enlisted two educators to establish the first modern school in Haa by 1914. Initially, convincing parents to enroll their children was challenging, as some went to lengths to keep their children from attending school, hiding them in barns or attics. Before modern education, monastic learning which happens to be taught only religious text and writing, and only how to perform rituals prevailed, seen as prestigious in society.

Since then, Bhutan's formal education system has thrived, transitioning from an Indian curriculum to a localized one by the 1980s (Choden, 2022). This evolution included the establishment of a national examination board, a teaching force, and the Royal University of Bhutan in 2003. English

serves as the primary language of instruction, resulting in widespread literacy among Bhutanese youth.

2.8.2. Primary Education in Bhutan

Bhutan has made significant steps in expanding access to education in the past decade. The Royal Government of Bhutan has placed great emphasis on enhancing the quality of learning in primary schools. Primary education includes a year of pre-primary education, offering all children the chance to prepare for formal schooling. To facilitate this preparation, nurseries and day-care centers are being established. Schooling begins with preschool at age five, followed by five years of primary education.

2.8.3. High School Education in Bhutan

In the 1960s, Bhutan introduced a modern educational system, replacing the monastery-based education system. Higher education is a recent and vital addition to Bhutan's educational landscape. High school education in Bhutan spans six years, comprising two years of lower secondary school, two years of middle secondary school, and two years of higher secondary school. Higher education prepares students for entry into degree colleges.

2.8.4. Royal University of Bhutan (RUB)

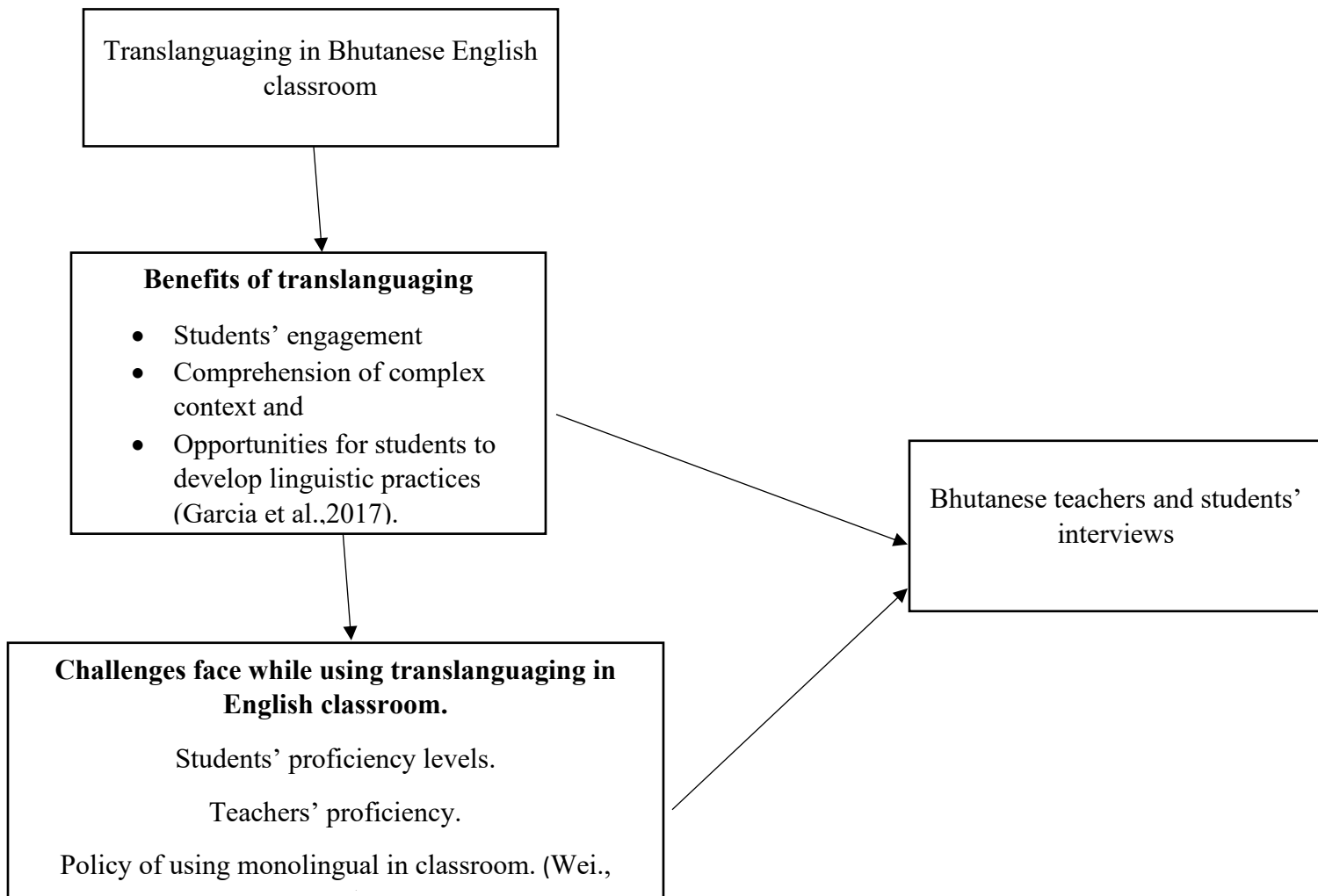
Prior to the establishment of the Royal University of Bhutan (RUB), colleges were affiliated with various government ministries. However, with the founding of the University in 2003, the Vice Chancellor's office was established in Thimphu, the capital city. Colleges were then separated from their parent ministries and brought under the university's purview. The universities and colleges now operate under the Royal University of Bhutan. The development of the university system aims to prioritize equitable access to education for all Bhutanese and create enhanced job opportunities within the country.

2.9. Research Gap

Existing scholarly works have outlined the scope of translanguaging in various domains such as education, business, government services, and the arts (Ali & Raj, 2023; García & Wei, 2014; Davies & Bentahila, 2014). In this regard, Garcia & Wei (2014) have discussed the evolution of translanguaging and its importance in educational practices and Canagarajah (2011) and García (2009) explained the concept of translanguaging. Lucena & Cardoso (2018) have touched upon the usage of translanguaging in the western countries, with a focus on the Brazilian community. On the contrary, scholars like Satriyana Muis et al. (2023), Neupane (2021), and Aldaghri (2023) analysed the context of Asia in depth.

Despite numerous studies on different aspects of translanguaging, there has been limited research on its usage in English classrooms in Bhutan. This study aims to fill this gap of knowledge by exploring how both teachers and students employ translanguaging at the secondary level in English classrooms in Bhutan.

2.10. Conceptual Framework



Chapter 3 Methodology

3.1. Introduction

The purpose of this chapter is to provide a detailed description of the approach used for carrying out the research. The main aim of this study is to fill the gap of knowledge by exploring how both teachers and students employ translanguaging at the secondary level in English classrooms in Bhutan. The first research question explores how Bhutanese English teachers use translanguaging in middle school. The second research question presents how does translanguaging affect the students' learning and comprehension in the English language. The third research question aims to find out what challenges do teachers and students face while practising translanguaging in English classrooms.

3.2. Philosophical Assumption

While working on the research topic, I started by looking at various philosophical assumptions and paradigms. This helped me choose the right paradigm to explore my research questions. For that matter, I chose the constructivist paradigm with qualitative methods. A constructivist paradigm was chosen because as mentioned by (Baker, 2023), it is a philosophy that highlights how people actively create their understanding of reality through their thinking, leading to the idea that there are many different realities.

Ontology is the study of nature and reality. According to (Creswell & Poth, 2018), qualitative research is based on interpretivism and constructivism, assuming that there are multiple, socially constructed, and holistic realities. Reality depends on context and is continuously shaped by the participants' understanding of it. In the context of translanguaging in Bhutanese English

classrooms, I explored ontology by understanding the multiple realities that students experience as they switch between languages.

Epistemology deals with how people come to know things and understand the truth. It is important because it influences how a researcher conducts a study and discovers knowledge in the context they are exploring. (Creswell & Poth, 2018). I conducted research by using qualitative methods in-person to understand how Bhutanese students and teachers implement translanguaging by using their native languages and Dzongkha to learn English in the classroom.

Axiology deals with the role of values in research. It assumes that objectivity is preferred and subjectivity is not. However, in qualitative research, the researcher acknowledges their values and biases, as well as the value-laden nature of the data they collect (Creswell & Poth, 2018). In the research of translanguaging practices in Bhutanese context, I acknowledged my own cultural biases and values. This involves being transparent about the potential influence of these biases on my interpretation of how students use Dzongkha or Sharchop alongside English.

On the other hand, "Methods" refers to the various ways researchers collect data for making interpretations, explanations, and predictions (Yilmaz, 2013). I used qualitative methods in my research on translanguaging in Bhutanese classrooms. I interviewed individual participants from the same classroom to see how teachers use Dzongkha in English lessons and how this affects students' understanding and participation. This approach fits in highlighting the importance of context and the shared creation of knowledge between researchers and participants.

3.3. Phenomenological Approach

Phenomenology approach allows for interpretation of an individual's experiences as well as combination of the features that comprise the experiences (Dean & Medina, 2021). Translanguaging involves complex language practices that are understood only through experiences of those who engage in them daily. Phenomenological allowed to captured how these practices are implemented and experienced. For that this was ideal approach as it delves into in-depth personal experiences and perspective of the interviewee which in result able to gathered rich and detailed data providing a deeper understanding of translanguaging used in English classroom in Bhutan.

3.4. Setting

The study was conducted in one of the higher secondary schools in Bhutan which is known as Karma Higher Secondary School. This school follow the English-medium instruction policy. Reason behind for choosing this school was because it is convenient for me as I am familiar with the systems and staffs. It

was conducted formally respecting both teachers and students time, as well as their identity being kept confidential. Even though it was a formal interview, participants were given free will to interrupt interview if they happen to encounter any doubts. Interviews were in-person to get the primary information with authenticity without any prejudice.

3.5. Selecting the Participants

I chose 4 English teachers and 4 students ranging from grade 9 and 10. As an English medium-instruction teachers and students, they experience daily and direct with translanguaging in the

English classroom. This allowed me to capture the relevant research questions of mine which focuses on how and challenges of translanguaging.

3.6. Participants' Profile

3.6.1 Criteria for Selecting the Teachers

Those teachers that I selected for my research purpose have a years of experience in teaching English in both lower and higher secondary schools in Bhutan. They are familiar with the subject curriculum and also deals with students who comes from different linguistic background. As they have experience with translanguaging, it was easy for me to get an exact information that I wanted to put in research.

Teacher	Gender	Qualification	Years of Experience
Sangay	Male	MA in English	15 years
Pempa	Male	MA in English	20 years
Pema Choden	Female	MA in English	8 years
Dechen	Female	MA in English	13 years

Table 3.6.1. Teachers.

3.6.2. Criteria for Selecting the Students

When it comes to students, I selected a participant from two different grade levels with different linguistic background so that each person will have their own perspective regarding the use and implementation of translanguaging in the classroom. Through this I was able to get the authentic

information that was useful for this research. Names (pseudonym) given below in this table are used in explaining the findings and discussion of research.

Student	Gender	Grade
Ugyen	Male	9 th
Galey	Female	10 th
Tshering Penjor	Male	10 th
Karma Wangmo	Female	9 th

Table 3.6.2. Students

3.7. Data Analysis Framework

For analysing the data of this study, I have used qualitative thematic analysis. This approach was best as it helps identify themes and pattern. Following steps were used for analysis:

- 1. Transcribing:** After all interview was voice recorded, researcher listened repeatedly writing down each and every point without skipping for a data.
- 2. Coding:** Looking through thorough transcribing, key segments were coded to identify topics.
- 3. Theme Generation:** Coding's were then grouped into broader themes for discussion and finding's part for this study.
- 4. Reviewing Themes:** The Themes were reviewed by the supervisor and made changes like if it is a repeated theme, it was cut off and suggested what to add on.

5. Reports: Finally, the final themes were thoroughly checked and finalised into findings and discussion section.

3.8. Trustworthiness of the Study

3.8.1. Member checking

To all the participants, to get the accurate data and perspective interview transcript were shared at preliminary findings. According to Lincoln & Guba (1985), it is considered as one of the essential methods in ensuring credibility as it allows participant to open up accurate information and does not misinterpret the topic.

3.8.2 Inter-reliability of coded data

To make sure the process of coding, supervisor and I had a discussion until it was presentable. Making sure that themes generated from coding is not biased and related to the research topic. This allowed me to strengthen the validity of the findings.

3.8.3 Audit trail

Audit trails are performed to keep a record of what was done in an investigation (Merriam, 1995). It is a transparent description of the research steps taken from the start of research to reporting of findings. To make it more valid, the interview questions, recorded voice clips and videos are kept for the purpose of ensuring research was done solely done by me and not plagiarized.

3.9. Data collection method

The primary method I used for collecting data was semi-structured interview. According to Britten (1995), it is known for having a loose structure and containing open-ended questions. As my research topic demands to explore more about the experiences of translanguaging use, survey or

quantitative approach was not fit able rather limited information obtained. However, as semi-structured allows participant to share their ideas and experience beyond questions, more information was derived.

3.10. Ethical consideration

First and foremost, the participants were explained about the research topic and the meaning of “translanguaging”. They were told to share to their real-life experience regarding the usage of translanguaging in the English classroom. Given the questionnaire before 4 days to understand more about the topic and stay prepared. Consent form from school principal was obtained to allow me interview with his school teachers and students. Alongside, consent form for the participant was provided with the purpose of research. They are requested to sit for an interview according to their timing and also provided the option to withdraw at any time. The questions were designed without any bias not hurting the sentiments of participants as well as provoking school curriculum, it was kept neutral. During the interviews, the participants were given top priority allowing them to share more than fixed time limits. Moreover, their name has been referred in pseudonym to make sure to keep their identity unknown and confidential.

3.11. Chapter Summary

This chapter has mentioned the methodological approach employed while doing this research. It includes the settings, participant data, data collection, trustworthiness of the study, data analysis framework, data collection methods and ethical consideration including consent form and confidentiality. To sum up these instruments allowed researcher to conduct research smoothly with reliability and validity of the findings while showing a comprehensive of translanguaging practices in Bhutanese secondary English classrooms. The next chapter will present the findings and discussion derived from themes identified through analysis.

Chapter 4 Findings and Discussion

4.1. Introduction

Translanguaging, that is the use of multiple languages within a single learning environment to support better understanding, is gradually being implemented in various educational contexts. In Bhutan, where English serves as the medium of instruction, the practice of translanguaging holds significant value due to the multilingual nature of its classrooms. This chapter provides a detailed discussion on how Bhutanese teachers employ translanguaging to enhance student comprehension, the observed effects of this approach, and the challenges faced by both teachers and students. The findings are based on qualitative analysis from in-depth interviews with both teachers and students, capturing the details of classroom dynamics, especially when the native language is utilized in the learning of English.

4.2. Theme 1: Translanguaging as a tool for Comprehension

4.2.1. Introduction to Translanguaging as a Comprehension Aid

Among Bhutanese educators, the practice of translanguaging is frequently employed to facilitate understanding in students where difficult or unknown English terms are encountered. In this context, it is relevant to note that teachers can draw on some of the linguistic resources present in their students to enhance the understanding of the lessons. In an ideal circumstance when Sharchop or Dzongkha is employed, it assists to bridge the gap between the English language and the students' native language.

4.2.2. Teachers' Approaches to Translanguaging

All students have a language within them that should be fully utilized in order to facilitate understanding of the lesson. In this regard, cultural dialects such as Dzongkha or Sharchop which are the students' native languages bridge the gap of understanding between the use of English language. Teachers like Sangay have developed a clear and consistent approach to the use of translation in the teaching of English. For example, in his definition of translanguaging, Sangay adds, "translanguaging is applicable where it becomes difficult to translate English vocabulary especially when students fail to understand a particular phrase within a sentence". This shows a crucial point concerning translanguaging that practitioners advance where the local languages are only used for clarification after a failed explanation in English. By translating difficult concepts into Dzongkha or another local language, teachers ensure that students grasp the meaning of what is being taught without feeling disaffected by the English language.

Additionally, Pempa held similar opinions, explaining that students, particularly those in eastern part of Bhutan, struggle with English as a medium of instruction. For these students, translanguaging becomes a necessity rather than an educational choice. Pempa observed that "Dzongkha sometimes comes in to consolidate the message or explain information that students fail to grasp in English." This strategic deployment of Dzongkha underscores the importance of native and national language support in classrooms as most of the students have little practice with English. "This approach not only support students with varied linguistic backgrounds but also promotes appreciation for linguistic diversity among all learners creating an inclusive learning community" (Seltzer & Wassell,2022).

4.2.3. The Role of Translanguaging in Clarifying Complex Concepts

Translanguaging is very effective especially when dealing with complex concepts that may be difficult for students to understand purely through English. “It not only fosters an inclusive learning environment but also support diverse learners in their academic endeavors” (Baker & Tsou,2021). For example, Pema Choden described a scenario where she used translanguaging to help students digest challenging vocabulary. When faced with unfamiliar words, she initially attempts to simplify the explanation using English synonyms or simpler rephrasing. However, if students continue to struggle, she translates the term into their native language to ensure full comprehension. Pema remarked, "Only when students are extremely unable to understand I do switch to Dzongkha or the local dialect." This best illustrates one important observation about the use of translanguaging. It is not employed randomly, but as a last instrument to prevent students from failing. When students cannot understand the lesson, the translanguaging helps them to wait until they are ready to access the content in English.

4.2.4. Impact on Student Engagement

Apart from comprehension, translanguaging also plays a significant role in keeping students engaged in the learning process. Teachers from the school I interviewed reported that their students are more attentive and responsive when they mix native languages with English during lessons.

For instance, Dechen remarked that “When I do not use translanguaging, I tend to notice students getting bored and dozing off in class. However, once I start using their mother tongue, they seem very happy and grasp the lesson very well.” From this, I would deduce that while the primary benefit of translanguaging is comprehension, it also serves to enhance the overall atmosphere and experience in the classroom with regards to inclusion and participation. The use of a second or third language by students increases the comfort levels within the learning environment thus

encouraging participation in such activities. This then creates positive class interactions and dynamics which in turn improves class learning.

4.2.5. Balancing English with Native Languages

While it is evident that translanguaging enhances understanding, the issue of how to avoid excessive use of the technique in Improving English skills is yet to be resolved. For teachers like Sangay and Pempa, native languages are undeniably useful where students find difficult concepts to grasp in English but excessive use of translanguaging limits the time and practice that students would otherwise spend on English. So, they seek to arrive at something like middle ground integrating translanguaging in the processes but not excessive in regards to the learning teaching processes.

In sum, in Bhutanese classrooms which incorporate predominantly non-English speakers, the use of translanguaging for purposes of comprehension is indispensable. In this way, the teachers manage to switch between teaching students during which students need to ‘obtain’ new content and ensuring that the students stay ‘in’ the lesson and stay motivated.

4.3. Theme 2: Strategic Language Switching to Address Confusion and Engagement

4.3.1. The Role of Language Switching in Clarifying Confusion

A defining aspect of translanguaging in Bhutanese classrooms is the strategic language switching. “Translanguaging is frequently used in bilingual education which includes code-switching where both L1 and L2 are employed incorporating intra-sentential and inter-sentential” (Chaika, 20203). According to teachers, this happens quite regularly as they switch from one language (English) to another (Dzongkha national language and the students own) when they feel the students are lost. It is not random switching but occurs at the right time to aid comprehension

of the content being taught. Dechen, explained how she adapts the educational environment and then decides when and why switching occurs. “When I see students are bewildered and they can’t follow my English lessons, that’s the moment I use their mother tongue to communicate with them.” Such an approach allows for the modification of the instruction provided to the students with the help of the use of their mother tongues, which fills in as a tool until the students are ready to go back to English.

Language switching is essential in classrooms where there are students from various linguistic backgrounds. Pempa mentioned that most of his students come from different dialect groups, which at times affects the most suitable language for translanguaging. Therefore, he mostly speaks in Dzongkha, which is the national language and spoken by a larger audience. Nonetheless, even in such situations, effective control of the language switch, ensures that all learners are focused and there are no ambiguity issues.

4.3.2. The Use of Native Languages to Refresh Classroom

Language switching is not only aimed at clearing the confusion created in class but also serves to enhance classroom interactions. Teachers often resort to the use of native languages not only to help in clarifying difficult issues but also to provide humor and relevance to themes being taught. Elashhab (2020) asserted that, “L1 is used to tell a joke, to exhibit knowledge and to make the classroom more relaxing and enjoyable during the teaching and learning process in classroom”. For instance, Sangay applies the Sharchop dialect of his students to help in imparting the lessons in a more interesting manner. He observed, " I use their native language; in fact, to make it interesting and prevent the students from dozing off, this is better to help them understand what I am teaching."

Such an approach reveals the relevance of the cultural aspect in teaching practice. Where a teacher uses the students' indigenous language, he or she is able to draw a connection between the content of the lesson and the students' normal life thus making the lesson more interesting. This increases learners' motivation and interest towards the content being taught particularly when it is in situations where English is considered a foreign and difficult language.

4.3.3. Strategic Language Switching as a Tool in teaching

Most simply understood language switching in a strategic way can also be used to relate not just difficult ideas, but like every pedagogy, aims to achieve better management in class and more learning. Pema Choden stated how she applies some synonym words, then rewrites, then turns to where translation is part of the entire process. "First, I try to simplify the English. If that doesn't work, then I switch to Dzongkha to explain the difficult parts." This step-by-step progression ensures that learners receive maximum exposure to the English language while still allowing them the assistance of the local language. It makes students realize there is something bigger than English thus working on Dzongkha only after English hence putting up capabilities in English smoothly and stepwise.

The very essence of using strategic language switching is in congruence with the education theory of scaffolding. "The conception of scaffolding thus becomes central in second language learning and acquisition" (Putrawan, 2022). Just as scaffolding offers temporary aids which get removed with increase in the level of learners' self-reliance, translanguaging incorporates some aids which are also diminishable with the increase of the learners' comfortability with English.

4.3.4. Possible Negative Consequences of Translanguaging

Although there are advantages related to strategic language switching, one might be worried about the consequences of the tendencies which lean more on translanguaging, within the classroom

context. Pema Choden pointed out that students might not be able to generate or express thoughts in proper English if their mother tongue is used freely in a class. “In the short term, translanguaging is beneficial, but in the long term, it has a chance of inhibiting students from advancing their command of the English language,” she explained.

As per the Saud (2023), “this type of practice implies little opportunity for student to take control of their learning situation and leads students to lose interest in learning”. This indicates that while there are benefits of translanguaging, there are some dangers in its use; to the extent that it helps to understand the content at hand, it may hinder the degree of exposure of students to English and therefore delays their language development. Therefore, teachers should ensure that there is no excessive dependence on the use of native language in the teaching learning process, and that English language instruction remains the dominant mode.

To sum up, one of the methods used to eliminate confusion and enhance students’ concentration in classrooms of Bhutan is strategic language switching. Nevertheless, in order not to get wasted, Native languages are used judiciously by the teachers considering the importance of flat absence disallowing any fluidity in the use of the languages for English language enhancement purposes.

4.4. Theme 3: Impact of Translanguaging on Student Learning and Comprehension

4.4.1. Benefits of Translanguaging for Student Learning

Studies have shown that translanguaging has its own advantages in improving student learning especially where there is a challenge of students learning a second language English. Some of the feedback received from students was that they felt more comfortable and confident where the teacher gave instruction in their first language. Huang & Chalmers (2023), stated that, “translanguaging have ability to assists individuals’ intellectual development by refining their

ability to think and comprehend in two languages”. For example, Ugyen, a student, pointed out that when he comes across some new English words, he looks them up in the dictionary and then refers to them in his native language. “This makes me know the word vividly and ensures I don’t forget it,” he clarified. This also goes to show how translanguaging can facilitate the acquisition of foreign vocabulary in this case English. Learners are able to associate the meanings of English vocabulary that is foreign to them with words in their language that they already know.

4.4.2. The Role of Translanguaging in Building Confidence

Moreover, enhancing understanding isn’t the only benefit that translanguaging brings; it also aids in boosting the students’ belief in their abilities to learn and use English. Galey recounted that learning anxieties are significantly reduced in her instance because her teacher employs translanguaging. “When my teacher goes on to explain something in Dzongkha, I comprehend it regarded with understanding and do not dread activities,” she expressed. “Translanguaging not only heightened comprehension in subject matter but also by utilizing their mother tongue, students gain confidence and able to tap into previous knowledge and experiences, thus fostering a more in-depth understanding of the material” (Baker & Tsou, 2021).

Such an increase in self-confidence is especially useful in classrooms, as students may feel easily uncomfortable within the confines of English where everything is quite alien to them. By allowing the students to use a language they are comfortable with, the teachers promote a more progressive environment where students are not afraid to query or take part as they are not scared of doing anything wrong. Consequently, such technique acts as an influential instrument for student’s knowledge construction and able to enhance academic achievement (Anderson, 2023).

4.4.3. The Double-Edged Sword of Translanguaging

Although translanguaging has advantages for learning purposes, it also poses a problem for the students if it is frequently adopted. Pema Choden has noted that students who depend largely on translanguaging struggle during examinations as they are expected to show understanding of English content without the help of the native language. "Translanguaging helps in the classroom, but during exams, students have no translator," she noted. This raises an issue with the use of translanguaging, it can create a dependency on native languages that hinders students' ability to perform in English-only contexts. In the long run, this may hamper students' ability to communicate effectively in English outside the classroom, whether in exams, further studies, or professional environments.

4.4.4. The Need for Gradual Transition to English-Only Instruction

All in all, since translanguaging has certain advantages and disadvantages, teachers should utilize it as a short-term support instead of relying on it. This way it is possible to gradually substitute such translanguaging with pure English language usage when the students are being eased into it indicating that they are able to use English by their own.

For instance, Tshering Penjor explained that he keeps notes in both Dzongkha and English to help him transition between the two languages. He explained, "Taking notes in both languages permits me to shift from speaking only Dzongkha to engaging with everything in English." This technique exemplifies the value of progressive engagement in which students are given the necessary assistance in the initial stages but subsequently expected to function more in English. It is observed that although translanguaging promotes understanding and improves self-efficacy, it has to be applied carefully so that reliance does not set in. Teachers have to find a middle ground by

providing linguistic support to the students, and at the same time, fostering the development of English language skills among the students.

4.5. Theme 4: Challenges Faced by Teachers in Implementing Translanguaging

4.5.1. Teacher's Struggle

Among the most pressing problems that teachers confront when putting translanguaging into practice is the challenge of expressing and translating some English concepts into one's native vocabulary. More often than not, most English terms have no equivalents in Dzongkha or the local dialects, which compels the teachers to search for other related terms or give definitions instead. Sangay expounded on this and said, "The vocabulary in the mother tongues is very limited, and the few that are available tend to be lost in translation."

The issue of inaccurate translation becomes even more complex when for example, the teacher is introducing abstract or technical concepts to the students. To illustrate, such concepts as science, literature, and syntax do not always have their concise equivalents in the target languages which creates a potential for ambiguity or distortion. Quite often, however, teachers have to stick to the bare essentials of the content and use suggestive techniques such as pictures or body language only.

4.5.2. Institutional Constraints on Translanguaging

Another difficulty that teachers face lies in the limitations of translanguaging set by the system. Pema Choden said that the school does not promote the use of first language among students since such practice is regarded as against the means of English immersion. "The school does not allow us to use translanguaging as it is felt that the students will not excel in English for the most part," she said.

This institutional expectation poses a challenge for educators who appreciate the importance of translanguaging yet are shackled by school regulations. For example, many teachers are often caught in a conflict where they have to follow the policies in place but more importantly, they have students with needs that must be met.

4.5.3. The Expectation to Always Use Translanguaging

Yet another challenge that teachers endure is managing student expectations when it comes to translanguaging. Dechen pointed out that over the course of the year her students have come to expect her to use translanguaging regularly, which can make it difficult to prevent them. "Students expect me to use their native language all the time, and this becomes a problem in the long run," she said. This highlights a potential downside of translanguaging once students become accustomed to receiving explanations in their native language, they may resist attempts to transition to more English-only instruction. As mentioned by Putrawan (2022), "English language teachers must impose English- only policy and disallow the use of other languages for the sake of learning a new language". Teachers must, therefore, need to regulate and decrease over time the students' expectation of being addressed in their native language.

4.5.4. Balancing Multiple Native Languages in the Classroom

In linguistically diverse classrooms, another challenge is the need to balance multiple native languages. Pempa explained that while he uses sharchop for most students, there are some who speak other dialects and may not fully understand sharchop. This creates a situation where teachers must decide which language to prioritize, potentially some students will always leave behind. When students in a classroom use different dialects, the teacher may force to use English as the medium of communication, but this poses challenges for the learners with low English proficiency.

4.5.5. Overcoming the Challenges: Teachers' Strategies

Nevertheless, given these challenges, teachers have developed various strategies to overcome the difficulties associated with translanguaging. "It is a practice that allows teachers to use their linguistic resources to facilitate learning and views students as equal partners in meaning and knowledge creation" (Tai,2021). For instance, Sangay mentioned that when it comes to translation challenges, he would use dictionaries or other personnel to help him. "When I don't know the correct translation, I ask my friends or refer to vocabulary lists," he said. Such a strategy assists educators in overcoming the challenges associated with the use of mother tongues. For instance, another teacher, Pema Choden advises against further use of translanguaging and resorts to English mode only. Rather than restrict the use of English, teachers may, limit its usage for the sake of the learner's independence to learn a foreign language.

4.6. Theme 5: Challenges Faced by Students in Translanguaging Classrooms

4.6.1. Confusion from Mixed Language Use

One of the main difficulties encountered by students in a classroom context that fosters translanguaging is the confusion caused by numerous languages in use. "Using languages other than English might confuse learners, and cause mental chaos as a result students would not learn anything" (Maseko, 2022). Karma Wangmo stated that when teachers alternate between Dzongkha and Sharchop, for sometimes, she becomes perplexed because she speaks a different native language. "When the teacher speaks in Sharchop, I can't pay attention to the class because it is not the language that I speak," she remarked. This exemplifies the possible negative aspect of using translanguaging strategies in a multi-linguistic classroom, when the teacher speaks in a language that not all the children present understand, some may become excluded or lost. The concept of

translanguaging in such circumstances can very much be counterproductive, leading to the creation of a barrier to understanding instead of getting rid of one.

4.6.2. Dependency on Translanguaging

Over-reliance on translanguaging is yet another problem that learners encounter, which can in the long run negatively affect their command of the English language. Pema Choden aforementioned that those students who tend to use translanguaging a lot, find it difficult when it comes to examinations that require them to give their understanding in English. “Students face problems in exams because there is no translator,” she said. This dependency can affect students’ thinking and speaking skills in English, making it difficult for them to succeed in environments where English is the only language of instruction. It also raises questions about the long-term effectiveness of translanguaging while it helps students in the classroom, it may not fully prepare them for English-only contexts outside the classroom.

4.6.3. Overcoming Linguistic Confusion

Students have come up with various ways of addressing the difficulties associated with translanguaging. Tshering Penjor shared that he keeps notes in both Dzongkha and English, which helps him navigate lessons that involve translanguaging. "By writing down the lesson in both languages, I can refer back to my notes and understand the lesson better," he said. Other students, like Karma Wangmo, request their teachers to use a common language like Dzongkha when translanguaging. This helps reduce confusion in classrooms where students come from different linguistic backgrounds. "I ask my teacher to explain in Dzongkha so that everyone understands," she explained.

4.6.4. Finding the Right Balance

Students also recognize the need for balance in translanguaging. They are aware of the benefits native languages offer. However, they also acknowledge that it is crucial to acquire proficiency in English. Ugyen further elaborated that while he finds translanguaging beneficial in explaining complex ideas, he makes his own efforts of learning English. “I utilize translanguaging in class; however, I attempt to use English in the outside class situation so that I can improve,” he said. This shows that there is a need for moderation in the use of translanguaging. It is good for students to be allowed to use their mother tongues as aids but they should also be given chances to practice and advance their command of English.

To recapitulate, the introduction of translanguaging practices is beneficial, however, certain implications that can be burdensome for learners such as confusion and dependency do exist. Despite this, various learning obstacles can be experienced by students while in the learning process. However, students can lessen these obstacles through an effective use of translanguaging as a strategy to aid in comprehension and learning of languages.

Chapter 5

5.1. Conclusion

As part of the Bhutanese English classroom, translanguaging has a lot of benefits in comprehension, engagement, and building confidence. However, there are some challenges as well like difficulties in translation, reliance on the students, and confusion in the languages. Especially for teachers and students, it is crucial to appreciate and consider both the native language and the acquisition of the English language. If the teachers are focused and thoughtful in their implementation, stay within the language boundaries and all the students' utterances are focused on the lessons, then, the practice of translanguaging will not hinder students' future development of the English language. In this case, the students can take translanguaging as a support while taking responsibility for enhancing their English skills.

5.2. Implication for Knowledge

This research contributes to existing knowledge on translanguaging especially providing lens from a Bhutanese context, which has been not given focused by many researchers rather kept underexplored. Previous scholars have focused only bilingual education system in Bhutan. By adding this study topic, it emphasizes the implication of translanguaging in multilingual education system.

This study emphasizes on translanguaging is more valuable tool that improves and bridge the gap between students' and teachers when it comes to comprehension, participation and getting comfortable in the classroom. The findings also suggest it is effective for students in learning English by merging their home language and other known languages.

5.3. Implication for Pedagogy

This study talks about how translanguaging can aid in making learning more inclusive by allowing student's linguistic needs and making comfortable in participation. For instance, in the findings, teachers found out that students become more responsive and open-up more when they were allowed to use their native languages. However, teacher also raised concern regarding over-reliance on translanguaging consequently lacking students' progress in learning English. For that reason, training program for teachers are needed to advocate on when and how to use translanguaging effectively.

If translanguaging is incorporate into lesson plan, it will help student in the classroom. If teacher use strategically for instance in explaining only complex topics and transitioning into English for follow-up lessons, this would not hamper much in students learning. Moreover, if schools can introduce language related program such as debate, extemporaneous speech, drama etc. that requires multiple languages to showcase, it will help them both in English skills and multilingual abilities.

5.4. Implications for Theories

This study proved wrong in educational curriculum in Bhutan that monolingual ideas alone is not effective teaching in the classroom full of diverse linguistic background. It suggests that educational polices should allow and embrace the flexibility of multiple language use to enhance cognitive development and academic excellence of students. By emphasising the value of linguistic diversity, this research contributes to the growing popularity of translanguaging as a asset rather than affects in student's learning.

5.5. Recommendation

Based on the findings, I would like to offer several recommendations to ensure the effective use of translanguaging in the classroom.

1. It urges teachers to adopt balanced approaches to translanguaging by using native languages for a short time like a scaffolding rather than long-term strategies. This approach can enhance learning second language reducing dependence on native languages.
2. Schools should organize a workshop solely on implantation of translanguaging to help teachers understand and manage language usage effectively. This will help teacher integrate both native and English language smoothly.
3. This study recommends policy makers to not just stick on monolingual ideas rather change the system that allow room for flexible practices in the classroom while still keeping English proficiency as a top priority.
4. It also suggested to revise the school curricula by allowing teachers and students to use any languages while teaching. This may foster deeper understanding of the material and become effective learning.
5. Lastly for future researchers, studies should explore long-term effects of translanguaging on students' academic. Researcher could also compare across different grade level such as primary and tertiary education. Additionally, studies in institutional policies are needed to investigate how different schools' views on usage of translanguaging and what

are the policies needed to follow. Exploring this will provide a detail understanding of translanguaging in different classrooms.

References

- Aldaghri, A. A. (2023). Translanguaging in the Saudi EMI Classroom: When university instructors talk. *English Language Teaching*, 17(1), 1. <https://doi.org/10.5539/elt.v17n1p1>
- Anderson, J. (2023). Translanguaging in the ELT classroom. *ResearchGate*. <https://www.researchgate.net/publication/369141466>
- Ataş, U. (2023). Translanguaging in English-medium instruction (EMI): Examining English literature content classrooms. *Turkish Journal of Education*, 12(3), 142–157. <https://doi.org/10.19128/turje.1210174>
- Baker, W., & Tsou, W. (2021). EMI and Translanguaging in Asia Through the ROAD-MAPPING Lens. In *Springer eBooks* (pp. 183–195). https://doi.org/10.1007/978-981-16-3001-9_10
- Chaika, O. (2023). Translanguaging in multilingual classrooms: a case study analysis. *Philological Review*, 1, 127–135. <https://doi.org/10.31499/2415-8828.1.2023.281366>
- Dobinson, T., Dryden, S., Dovchin, S., Gong, Q., & Mercieca, P. (2023). Translanguaging and “English only” at universities. *TESOL Quarterly*, 58(1), 307–333. <https://doi.org/10.1002/tesq.3232>
- Elashhab, S. (2020). The impact of translanguaging on the EFL competence development of Arabic speaking learners. *Asian EFL Journal*, 27(3), 13-30. <https://www.researchgate.net/publication/343935455>
- Harmer, J. (n.d.). *The Practice of English Language Teaching* (4th ed.).
- Huang, X., & Chalmers, H. (2023). Implementation and Effects of Pedagogical Translanguaging in EFL Classrooms: A Systematic review. *Languages*, 8(3), 194. <https://doi.org/10.3390/languages8030194>

- Im, J. (2023). Translanguaging in Action: A case study on two Korean students' engagement in translanguaging in Radio-Based English education. *STEM Journal*, 24(4), 41–56. <https://doi.org/10.16875/stem.2023.24.4.41>
- Liando, N. V. F., Dallyono, R., Tatipang, D. P., & Lengkoan, F. (2023). Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 13(1), 204–216. <https://doi.org/10.17509/ijal.v13i1.58270>
- Maseko, B. (2022). Translanguaging and minoritised language revitalisation in multilingual classrooms: Examining teachers' agency. *Southern African Linguistics and Applied Language Studies*, 40(2), 162–176. <https://doi.org/10.2989/16073614.2022.2040370>
- Muis, S., Salija, K., Sakkir, G., & Nur, S. (2023). Translanguaging in EFL Classroom at A Private University in South Sulawesi. *Journal of Education and Learning Innovation*, 3. <https://doi.org/10.35877/eduline1904>
- Nyimbili, F., & Mwanza, D. S. (2021). Challenges Faced by Teachers and Learners with Translanguaging in First Grade Multilingual Literacy Classrooms. *International Journal on Studies in English Language and Literature*, 9(3), 67-69. <https://doi.org/10.20431/2347-3134.0903003>
- Putrawan, G. E. (2022). TRANSLANGUAGING PRACTICES IN EFL CLASSROOMS: EVIDENCE FROM INDONESIA. *CaLLs (Journal of Culture Arts Literature and Linguistics)*, 8(1), 69. <https://doi.org/10.30872/calls.v8i1.7973>
- Rafi, A. S. M. (2022). Students' Uptake of Translanguaging Pedagogies and Translanguaging-Oriented Assessment in an ELT Classroom at a Bangladeshi University. In *Local Research*

- and Global Perspectives in English Language Teaching* (pp. 31–45).
https://doi.org/10.1007/978-981-19-6458-9_3
- Rahmadani, A. (n.d.). Students' Attitude towards Translanguaging Strategies in Indonesian English Language Education Classrooms. *The Journal of English Literacy Education the Teaching and Learning of English as a Foreign Language*, 10(1), 46–62.
<https://doi.org/10.36706/jele.v10i1.21077>
- Saleh, R., & Marie Morgan, A. (2021). Translanguaging and academic writing: Possibilities and challenges in English-only classrooms. In *Creating a Transnational Space in First Year Writing* (1st ed., pp. 17–40). Vernon Press. <https://doi.org/10.5281/zenodo.4539727>
- Saud, D. S. (2023). Translanguaging Practices in EFL Classrooms: Teachers' Perspectives from Darchula. *KMC Journal*, 5(2), 59–73. <https://doi.org/10.3126/kmcj.v5i2.58230>
- Seltzer, K., & Wassell, B. (2022). Toward an Antiracist World Language Classroom: A Translanguaging approach. *ResearchGate* 23-50.
<https://www.researchgate.net/publication/359510265>
- Severo, C., Abdelhay, A., & Makoni, S. (2020). Translanguaging in the global South. *Scrutiny2*, 25(1), 104–109. <https://doi.org/10.1080/18125441.2020.1851014>
- Styati, E. W., & Irawati, L. (2023). Translanguaging on ELT Writing Classroom during National Students' Exchange: Perceptions and Practices. *JEES (Journal of English Educators Society)*, 8(2), 50-52. <https://doi.org/10.21070/jees.v8i2.1795>
- Tai, K. W. (2021). Researching translanguaging in EMI classrooms. In *Routledge eBooks* (pp. 119–132). <https://doi.org/10.4324/9781003025115-9>

- Tai, K. W. H., & Wong, C. (2022). Empowering students through the construction of a translanguaging space in an English as a first language classroom. *Applied Linguistics*, 44(6), 1100–1151. <https://doi.org/10.1093/applin/amac069>
- Tian, Z., & Rafi, A. S. M. (2023). Centering southern perspectives in translanguaging research. *Critical Inquiry in Language Studies*, 20(3), 205–213. <https://doi.org/10.1080/15427587.2023.2249151>
- Too, W. K. (2023). ‘People are already doing it’: Malaysian English language teachers’ perceptions on translanguaging. *Asian Englishes*, 25(2), 192–205. <https://doi.org/10.1080/13488678.2023.2214769>
- Translanguaging Approach in English Classroom: Sentiment Analysis of Multilingual Indian Teachers’ Perspective. (2023). *EDULEC Education Language and Culture Journal*, 3(2), 35-50. <https://doi.org/10.56314/edulec.v3i2>

Appendix A

Letter of Consent for Participants

Dear participants

My name is Phuntso Tshering and I am currently pursuing my degree in BA in English at Brac University, Bangladesh. My research title is “Translanguaging practices in English classroom in Secondary level in Bhutan”. The objective of this study is to understand the ways in which teachers and students use multiple languages in the classroom to enhance learning and communication.

Translanguaging refers to those who speaks multiple languages together to make meaning, communicate, or learn. For example, in English classroom, a teacher might explain difficult English term in Sharchop or Dzongkha to ensure students understand the term. Students might also ask in native language or Dzongkha if they cannot do it in English.

The discussion and your interview will be recorded and only be used for the purpose of this research and not be disclosed to anyone. Besides, I will be using pseudonym for keeping your identity confidential.

If you would like to be part of this research, please read the consent form given below and sign it.

Your cooperation will be highly appreciated.

Thanking you

Phuntsho Tshering

Brac University, Dhaka, Bangladesh.

Email: phuntsho.tshering@g.bracu.ac.bd

Research Participation Consent Form

Please read the following statements and sign at last.

- 1. I have read the description and understood the information given which describes what this study is about and data collection will be taken
- 2. My participation is voluntary and I feel free to withdraw at any time
- 3. I agree to take part in interview sessions of the study
- 4. I agree to audio recorded for my voice
- 5. The researcher has my permission to contact me through phone number or email address for any clarification after the completion of data collection

.....

Name

.....

Signature

Date Phone No.

Email address:

Appendix B

Interview Questions for teachers.

Interview Questions	Background	R1	R2	R3
1. Can you kindly share your education qualification?	X			
2. Medium of instruction?	X			
3. What is your experience?	X			
4. How do you use translanguaging in your English classroom?		X		
5. What languages do you normally use in conjunction with English during your lessons?		X		
6. When do you decide to switch between languages during a lesson?		X		
7. What effects do you see amongst the students when you use translanguaging?			X	
8. How do you think translanguaging could be better supported in your classrooms?			X	

9. Does your institution allow you to use translanguaging in your classroom?			X	
10. What challenges do you face when implementing translanguaging in your classroom?				X
11. How do you overcome these challenges?				X
12. What support or resources do you need to use translanguaging more effectively?				X

Interview Questions for students

Interview Questions	Background	R1	R2	R3
1. Can you kindly share your grade?	X			
2. What language do you prefer the most?	X			
3. How often do your teachers allow you to use your native language in class?		X		

4. In what ways do you think translanguaging helps you learn English?		X		
5. Can you give an example of how using your native language helps you understand English better?			X	
6. Can you describe a situation where translanguaging helped you solve a problem or understand a difficult concept?			X	
7. Do you think using your native language in English class helps you participate more? Why or why not?			X	
8. What challenges do you face when using translanguaging by your teacher during lessons?				X
9. How do you overcome these challenges?				X
10. How do you think translanguaging practices could be improved to help you learn better?				X

Appendix C

Coding and Transcribing

Sample Coding of participant Pempa

Interview Questions (1)	Subordinate key word of questions (2)	Subordinate main point from conversation (3)	Elaborate examples from verbal evidence to support main point (4)	Occurrence of main idea transferred into the form as key words (5)	Frequency of occurrence (6)
1. Can you kindly share your education qualification?	*Qualification	* “B.Ed, MA in English”.	“B.Ed, MA in English.”	* “B.Ed, MA in English”.	1
2. Medium of instruction?	* Medium	* English	“My medium is English.”	* English	1
3. What is your experience?	* Experience	* Taught English for 17 years. * Teaches other subjects.	“I have been teaching English for the last 17 years and I also teach other subjects like history and geography.”	* Taught English for 17 years. * Teaches other subjects.	1 1
4. How do you use translanguaging in your English classroom?	*Use of translanguaging in English classroom.	*Disliking English *Medium of instruction (English) proves challenging. * Mother tongue helps in understanding meaning.	“Bhutanese students especially in the East are not fond of English language. English as a medium of instruction proves challenging yet children picking in the course of time. Dzongkha (national language). comes sometimes to consolidate message information.”	<ul style="list-style-type: none"> • Disliking English • Medium of instruction (English) proves challenging. * Mother tongue helps in understanding meaning.	1 1 1

5. What languages do you normally use in conjunction with English during your lessons?	* Languages use.	* Dzongkha * Explaining concept.	I use Dzongkha, especially in explaining concept.	*Dzongkha * Explaining concept.	1 1
6. When do you decide to switch between languages during a lesson?	* Decision to switch languages.	* Do not use other languages. * Dzongkha if needed.	Normally, I do not use other language when teaching. However, if need, Dzongkha sometimes come in between.	*Do not use other languages. * Dzongkha if needed.	1 1
7. What effects do you see among the students when you use translanguaging?	* Effects of translanguaging in students.	* Students understand better. * Negative influence. pronunciation in English language skills	It is believed students understand better when using translanguaging, however in long run it may have negative influences in learning language (pronunciation in English language).	*Students understand better. * Negative influence. Pronunciation and in English language skills	1 1
8. How do you think translanguaging could be better supported in your classroom?	* Support translanguaging.	* Lesson planning * Knowledge, ideas. * Teacher's mastery of the language.	"Through concept mapping with better knowledge, ideas, mastery of the language would supplement classroom teaching".	* Lesson planning * Knowledge, ideas. * Teacher's mastery of the language.	1 1 1
9. Does your institution allow you to use translanguaging in your classroom?	* Institutional support	* Not encouraged and recommended. * Becomes necessary when not understood.	"It is not encouraged, not recommended, however it becomes necessary if the concept, content is not understood."	* Not encouraged and recommended. * Becomes necessary when not understood.	1 1

10. What challenges do you face when implementing translanguaging in your classroom?	* Challenges	* Different community and dialectic groups. * One medium is not enough.	“Children in Bhutan comes from different family, community, dialectic group and it becomes challenging to use one medium to communicate clearly.”	* Different community and dialectic groups. * One medium is not enough.	1 1
11. How do you overcome these challenges?	* Overcome challenges	* Using national language.	“Using Dzongkha which is national language where all students understand it.”	* Using national language.	1
12. What support or resources do you need to use translanguaging more effectively?	* Support or resources for effectiveness.	* Skills * Effective and efficient.	“Skills, in the use of translanguaging would be more effective and efficient.”	* Skills * Effective and efficient.	1 1

Sample interview of Sangay

DU	Participant	Answer
	I	Good morning, sir. Thank you for accepting to be part of my research project. Now if I directly move on to the question, what is your education qualification and medium of instruction?
2	SANGAY	Thank you Phuntsho for having me. Um.. I did my MA in English and of course... it is English medium.
3	I	And your experience?
4	SANGAY	Uhh.. I taught English for classes ranging from PP-XII during my 14 th years in service.
5	I	That's quit a long experience. Now if I continue with the questions, tell me how do you use translanguaging in your English classroom?
6	SANGAY	Yes becoming old as a teacher haha... anyways to answer your question I often use when students do not understand phrase/ sentence and also to translate difficult words(English to Dzongkha/native)
7	I	Alright. And what languages do you normally use in conjunction with English during your classroom?
8	SANGAY	Well,, uhh.. I use Dzongkha(national language) but mostly I use their native language which is sharchop to create fun and to awake students from sleepiness so they can understand easily what I am teaching.
9	I	Okay. So, when do you decide to switch between languages during a lesson?
10	SANGAY	When I sensed that students are bored or when they signaled falling nausea (drowsy, exhaustive).
11	I	That's a great one. Now what effects do you see amongst the students when you use translanguaging?
12	SANGAY	Uhh... through my observation in my class, I feel they understand better when I use translanguaging. And also enjoys listening as they

		can comprehend better and students are able to follow instructions precisely.
13	I	Thank you. Should I continue with the question?
14	SANGAY	Yes yes... haha go on please...
15	I	Okay. How do you think translanguaging could be better supported in your classroom?
16	SANGAY	I think uhh.... It should be... use seldomly because translanguaging has the risk of learning English in codeswitched dialect.
17	I	Does your institution allow you to use translanguaging in your classroom?
18	SANGAY	No.. It is not allowed as it would compromise language.
19	I	I understand that. What challenges do you face when implementing translanguaging in your classroom?
20	SANGAY	I think um...inaccuracy of words to be translated because of limited words in native language.
21	I	And how do you overcome these challenges?
22	SANGAY	Probably by asking friends haha.... And through referring vocabulary lists.
23	I	Alright sir. Now second last question for you. How do you assess students understanding when you use translanguaging?
24	SANGAY	Its simple haha... Uh.. I ask questions and conduct translation test.
25	I	Its last question. What support or resources do you need to use translanguaging more effectively ?
26	SANGAY	Internet resources, Dictionary and Friends.
27	I	Well, thank you so much for your time, sir. Really grateful for that.
28	SANGAY	That's it ?
29	I	Yes sir.
30	SANGAY	Oh wow. Alright. Good luck.

