Comparing Translanguaging and Traditional Language Instruction: Assessing Outcomes in ESL Classrooms

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Abstract: *This study compares two ESL classrooms to examine the outcomes of translanguaging and traditional language instruction as pedagogical strategies. In one classroom, translanguaging is used as a teaching method, whereas traditional language instruction (monolingual instruction) is used in the other. Based on Cummins' Iceberg Theory of Language Acquisition (1999), the study provides insight into the possible advantages of using students' native languages in ESL classroom instruction, as well as its impacts on overall English language performance. A quasi-experimental design was adopted for this study. A sample of 60 students of 10th class was divided into two groups; experimental group, the class which was taught English using translanguaging technique and controlled group, the class that used the traditional (monolingual) method of teaching English. Both the classes were taught the same course. Data was gathered at the end of the course from the assessment of both classes on the levels of language competence, class participation, and overall performance in the ESL course. The findings showed that, in comparison to their counterparts in the traditional monolingual classroom, students in the translanguaging classroom demonstrated improved language learning and competence, better class participation, and higher overall performance. This research emphasizes how crucial it is for educational institutions to value linguistic diversity. It promotes a more inclusive method of teaching ESL while acknowledging the possible advantages of using students' native languages as a useful instrument for English language learning.*

Introduction

The significance of language in the context of learning and development cannot be overstated, especially in today's interconnected world. The need for effective language teaching strategies is increasingly imperative. Researchers all over the globe are exploring the potential teaching pedagogies for the enhancement in the process for learning a language and it resulted in the formulation of several concepts. Among them is Translanguaging which, implicates the dynamic use of several linguistic resources to enhance comprehension, and has been identified as a promising method for second language

instruction. The ongoing search for teaching languages underlines the necessity to determine the most effective practice that has been systematized in a manner that responds to the objectives of SLA. Despite the number of methods and enormous pedagogical theories around, no one approach has ever been considered by scholars as definitely effective (Larsen-Freeman & Anderson, 2011).

The fields of bilingual education and sociolinguistics gave rise to the idea of translanguaging. Historical roots of translanguaging are traced back to the term "trawsieithu" first used by Welsh educator Cen Williams to refer to a type of bilingual education in which students receive instruction in one language and develop their learning in the language they are learning. (Williams, 1994). However the contemporary concept of translanguaging gained popularity through the works of a prominent linguist, Ofelia Garcia who defined translanguaging as "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (Garcia, 2011). Conventionally, in the Welsh context, the use of two different languages is known as translanguaging. while Garcia extends this notion, asserting that translanguaging exceeds the idea of 'additive bilingualism' or 'separate language systems', instead denoting unique language practices of bilinguals.

Translanguaging is the continuous ability of language users to use two languages alternately. Essentially, it is a mode of communication and pedagogical strategy where an individual employs all his or her linguistic repertoire in order to communicate. In this teaching methodology, the transfer between languages are supported and encouraged many times to be carried out simultaneously with the use of more than one language (Creese & Blackledge, 2010). Translanguaging is quite beneficial for English as Additional Language (EAL) learners, especially enabling them to deploy their full linguistic repertoire which can develop their language level and potential (Cummins, 2000). It focuses on the selection of the language features from the repertoire of bilingual speakers to correctly assemble their language

performance for any communicative situation.

A linguistic repertoire encompasses varied skill and knowledge holdings that an individual has in one or more languages and the dialects accompanying it, perfectly reflecting the full range of variations options within the moderate and high-dominated grandeur available for use by a speaker. The need for these contemporary studies within this area despite several related studies being already available under varying conditions highlight the addition of strategic knowledge and the establishment of new pedagogies (Pavlenko, 2006). Country-wise multilingual nations are China, Africa, Malaysia, and Indonesia, which highlight studies similar to Pakistan. The learning and development of the English language are given much importance in the Pakistani education system. It, therefore, becomes essential to identify the best mode of teaching the English language, which stands personified in the need to conduct this study (Tsui & Tollefson, 2007).

Through quasi-experimental design, the study aimed to compare two teaching approaches to students: traditional monolingual method with translanguaging for the other counterparts. The study tried to find the teaching method that is more effective using a quasi-experimental design, in which 60 students of class 10th were divided into a purposive sample of 30,30 students. Both groups were taught the same course content for the duration of four months but with only difference in pedagogical method, as the experimental group was given instruction through the plurilingual method while the control group was given instruction in a monolingual way of teaching. The groups were assessed after the duration of time to measure the outcomes in language learning, academic proficiency, and performance and the results confirmed the hypothesis that translanguaging is a promising method for enhancing language proficiency. The feedback of the students and teachers also provided many useful insights into the outcomes and challenges of deploying this pedagogy in academic settings leading to enhanced confidence, content comprehension, learning and classroom environment

1.2 Statement of the Problem

The debate over the efficacy of language teaching methodologies is ongoing, with no single method yet recognized as universally effective in teaching English globally. This is compounded by cultural and native language constraints. In this context, translanguaging is proposed as a viable solution. This study aims to investigate this proposition through a comparative analysis of two methodologies: traditional monolingual and translanguaging, using a quasi-experimental design. The effectiveness of these methodologies was evaluated by comparing the summative assessments of English Language learners in terms of their proficiency.

1.3 Research Objectives

The study has the following objectives:

- To examine the effectiveness of the translanguaging technique in ESL classrooms

- To know the perceptions learners regarding the use of translanguaging in ESL classrooms

- To explore the advantages and difficulties associated with the implementation of translanguaging pedagogy

1.4 Research Questions

Q1: How is translanguaging pedagogy effective in enhancing second language acquisition?

Q2: What are the attitudes and perceptions of students towards translanguaging pedagogy?

Q3: What opportunities and challenges are encountered in implementing translanguaging pedagogy?
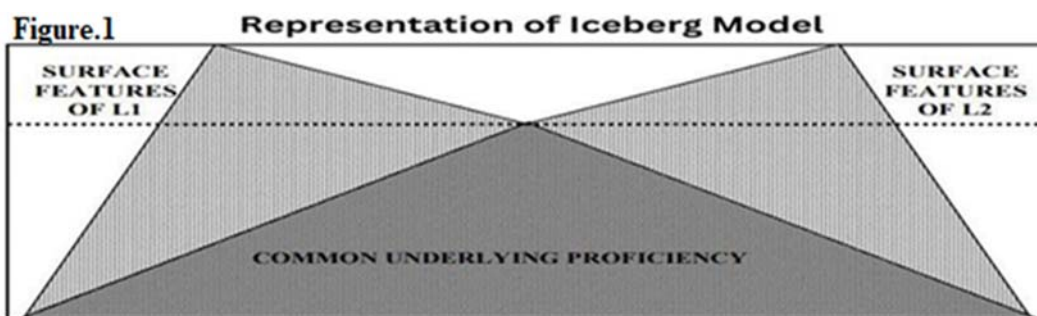
1. 5 Theoretical Framework

This study is founded on the 'Common Underlying Proficiency theory' (henceforth CUP) developed by James Patrick Cummins (1981) often referred to as Cummins Iceberg Theory. According to this theory, the development of bilingualism and multilingualism is supported by a shared underlying language proficiency (Cummins 1985). This theory holds that the abilities and knowledge learned in one language can be applied to another, giving both languages a stronger foundation for growth.

Prior to this model it was strongly believed that the phenomenon of bilingualism is the cause of poor academic performance on the part of many minority language bilinguals. There were several concepts and hypotheses deduced to explain this condition including, 'mental confusion', 'language handicaps', and 'balance effect hypothesis' (Macnamara, 1966). Another similar idea termed, 'linguistic mismatch' verifies the same notion that the difference between the home language and school language leads to poor performance (Downing, 1974). However recent studies suggest that bilingualism is not the cause of low output in children. Contrary to this assertion the empirical data claims that bilingual students perform better than monolinguals as Cummins claims that, "bilingualism can positively influence both cognitive and linguistic development" (Cummins, 1976).

The CUP theory is based on the premise that language learning is not a monolithic process, but rather a complex and multifaceted process that involves multiple cognitive and linguistic abilities. In addition, it maintains that language is not learned in isolation but rather acquired through social, cognitive, and academic experiences (Cummins, 1979). Therefore, it is believed that the knowledge and skills acquired in one language can be applied to the development of another language, enhancing language proficiency and achievement in both languages (Cummins, 1984).

Figure.1 Representation of Iceberg Model

SURFACE FEATURES OF L1

SURFACE FEATURES OF L2

COMMON UNDERLYING PROFICIENCY

The method of translanguaging acknowledges and values the linguistic diversity that every student brings to the classroom, utilizing that knowledge as a foundation for the development of new knowledge (Cummins, 1979, 1981 & 1984).

By using this model as a theoretical framework, the study is able to gain empirical insights into the nature of bilingualism and multilingualism. Furthermore, its claims support Garcia's perspective on language learning and teaching.

2. Literature Review

In L2 classrooms, the use of L1 is recommended for certain goals, like improving communication (Harbord, 1992), transmitting meaning (Cook, 2001), fostering teacher and student relationships (Harbord, 1992), and supporting peer education and scaffolding. Studies have examined the EFL classrooms in which both teachers and students use L1, providing a comprehensive review of related literature.

Halliday (1994) noted that code-switching in communication serves various functions: ideational for explaining academic content, textual for highlighting topic shifts, and interpersonal for negotiating roles and cultural values. Atkinson (1987) asserts that despite the mother tongue not being a perfect basis for a methodology, it plays numerous roles that are undervalued in the current educational system.

It has long been controversial to use the first language in English as a second language instruction. While some theories emphasize maximum encounters with the target language, recent research indicates that the appropriate use of L1 can facilitate L2 learning. Bolitho (1983), suggests that using the native language assists students in expressing themselves more effectively in the target language. Willis (1996), advocates against banning L1 use and encourages learning activities in the target language, while also promoting its limited use, recommending "encouraging limited mother tongue use and promoting target language use" (Willis, 1996). The use of L2 for translation helps learners differentiate between L1 and L2. However, excessive use of L1 can hinder the learning process and speaking performance. Schweers (1999) recommends incorporating L1 in L2 classrooms to optimize classroom dynamics, stating that beginning with L1 gives learners a sense of confidence and elevates their experiences. This approach fosters a supportive learning environment, enhancing engagement and participation.

Multiple Studies suggest that undermining a person's native language can impede understanding and learning of a new language. The use of L1 in classrooms can also create a more comfortable atmosphere, aiding the learning process. Tang (2002) identifies various uses for L1 in the classroom, such as classroom management, language analysis, and explaining grammar rules. Bouangeune (2009) notes that to prevent misunderstandings of new words, teachers should provide clear, simple, and brief explanations, particularly in the learners' first language. Hall and Cook's (2012) review highlights the realistic and valuable role of L1 in various pedagogical functions, discussing the balance between efficacy and language exposure. A specific focus is placed on translation, which, despite opposition to excessive dependence, has been found to offer useful features. Recent studies, for instance (Sampson, 2011; Khresheh, 2012; Khan, 2016;

and Tian and Macaro, 2012) emphasize the value of translation in fostering greater cultural awareness and comprehension among learners as well as in assisting them in determining the correct meanings of L2 vocabulary, texts, and grammatical structures.

Kelly and Bruen (2015) highlighted that teacher incorporating translation activities into German and Japanese curricula, noting high student satisfaction and enhanced focus on L2 through authentic learning experiences. Further, recent studies confirm the natural inclination to use L1 in SLA classrooms at multiple levels, advocating for its purposeful and careful application as a means of acquiring L2.

Bozorgian and Fallahpour (2015) state that while L1 was minimally used, it was employed effectively where necessary. L1 served various facilitative functions, aiding in conveying meaning, managing the classroom, creating a friendly environment, reducing students' anxiety, facilitating communication, elaborating course objectives, and clarifying ambiguities at the pre-intermediate level. Students also utilized L1 for scaffolding and peer learning, though it should not overshadow L2/EFL exposure.

In the Welsh context translanguaging, while maintaining its value as a pedagogical strategy, is responsible for a systematic alternation between input and output, expanding its scope from formal to informal contexts. This discourse practice differentiates spontaneous and pedagogical translanguaging. Canagarajah (2011), describes it as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system". This concept of an integrated linguistic system is echoed by other scholars, highlighting the variation in linguistic prestige and the risk of language extinction in different communities.

Languages spoken by minority communities often face undervaluation, with speakers perceiving the use of their native language as detrimental to their communicative abilities. Translanguaging offers a pathway for protecting minoritized communities, their mother languages, and educational institutions. For instance, in the Basque Country, bilingualism exists with Basque and Spanish, referred to as Euskanol, where Basque is a minority language. García's interview in a Basque local newspaper, Diario Vasco (21 May 2015) sparked strong reactions regarding the legitimization of translanguaging practices in the Basque Country. Hicenoz and Gorter (2017) discussed concerns that translanguaging may institutionalize Euskanol and potentially lead to the Basque language becoming pidginized when mixed with Spanish.

Translanguaging, as a modern concept and pedagogical approach, offers new perspectives on multilingualism, moving away from a monolingual lens. However, its sustainability in minority language contexts depends on its rootedness in the realities of these languages and the creation of spaces that necessitate their use (Hicenoz & Gorter, 2017). Sustainable translanguaging involves balancing the use of a multilingual learner's entire repertoire with contexts that specifically utilize minority languages.

Fan and liu (2020) conducted a comprehensive study of the perceptions of Chinese teachers in utilizing translanguaging, the concluded that most of the teachers opted translanguaging for mainly three reasons that are, 'improved context understanding, clear classroom management and warm classroom atmosphere'. However, there are still many teachers who firmly believe that target language must be separated from other languages to achieve competency so the exploration in this field of translanguaging is crucial update of traditional views among language instructor. As it can pave way for metalinguistic acknowledgment and recognition of learner's linguistic repertoire as well (Cenoz, 2022).

Sering and Khan (2021) explored the concept of translanguaging in the context of Pakistani higher education. The study focuses on the enhancement of learning and communication when students and instructors use multiple languages, including Urdu, English, and regional languages. The researchers utilized a Google Forms questionnaire, which received 324 responses, to investigate the potential

applications of translanguaging in this context. Findings show a diverse range of opinions, with 83.5% favoring English and only 9% advocating for the use of their first language in higher education. Upon introduction to the concept of translanguaging, 48% of participants accepted the notion, while 9.8% disagreed. The study emphasizes the benefits of translanguaging techniques in classrooms and underscores the importance of valuing and leveraging the language diversity of students. It calls for active support from institutions, instructors, and policy-makers for translanguaging methods in Pakistani higher education, advocating for inclusive classrooms that cater to students' linguistic needs and enhance their educational experiences.

Ashraf (2017) reviewed the monoglot policy of Pakistan in her case study of Pakistani plurilingual classrooms. She confirms that educational policies do not align with the practical realities. Thus, impacting the learning capabilities of students. Prohibition of Urdu and other regional languages undermine the linguistic repertoire of the country, so the use of translanguaging practices are not only necessary but also inevitable as, "educational goals of any policy go beyond the learning of language [English, as per se]. However, in the context of Pakistan translanguaging is not only a language pedagogy, rather it can act as a tool for linguistic decolonization as it has been put forth by Garcia, that translanguaging has, "the potential to decolonize our conception of language" (Garcia 2019). That's the reason translanguaging has controversial view regarding English as medium of education, as in the case of Pakistan. So as a political stance is seeming like a resistance movement in the face of "neo colonialism through the soft power of English" (Wei 2022).

Aribah and Pradita (2022) explored the impact of translanguaging in a modern pesantren in Sukabumi, West Java, Indonesia. The study involves 29 junior high school students and one pre-service teacher, focusing on facilitating English learning alongside proficiency in Arabic or English using English, Arabic, and Indonesian. Utilizing self-observational methodology and classroom video recordings,

the study finds that participants effectively use their first language (Bahasa Indonesia) and second language (Arabic) to learn their third language (English). Their study sheds important light on the efficacy of the translanguaging strategy for language learning in the unique setting of an Indonesian pesantren.

In an educational setting, Zhang and Jocuns (2022) investigated the differences between planned and spontaneous translanguaging. The study emphasizes the value of planned translanguaging and makes the case for its methodical application, which can improve both language acquisition and education in general. Twenty-eight students and their teachers are involved in the six-month study, which uses ethnographic research methods including unstructured interviews and classroom observations. The study examines university students' reading performances and their progression from natural to systematic translanguaging using the translanguaging conceptual framework and nexus analysis The results highlight the importance of translanguaging for the development of reading, especially for emerging multilingual readers, and suggest creating a comprehensive and carefully planned translanguaging technique to improve reading goals, outcomes, and evaluation.

Jing and Kitis (2023) investigated the concept of "pedagogical translanguaging" in their article, "Pedagogical translanguaging in the primary school English-L2 class: a case-study in the Chinese context." This case study investigates the use of multiple languages in a Chinese elementary school's English lessons for sixth graders. Utilizing video recording for data collection, the researchers apply conversation analysis (CA) and self-evaluation teacher talk as their theoretical framework. They examine 67 instances of translanguaging between instructors and learners in a 35-minute lesson, focusing on an English lesson about the months and holidays. The findings highlight that the use of the students' native language in teaching English as a second language can enhance understanding and expression, allowing students to more effectively assimilate and articulate the

content.

2.3 Research Gap

This research holds great uniqueness and significance in the context of linguistic research specifically in Pakistan. To the best of our knowledge, no study has ever been conducted in Pakistan to explore the comparative analysis of plurilingualism and traditional language instruction in terms of assessment of their outcomes.

3. Methodology

3.2 Research Design

The study was conducted using a quasi-experimental design. An attempt to establish a cause-and-effect relationship is made via a quasi-experiment research design. In a true experiment, the groups are assigned at random, but in quasi-experimental, the groups are not assigned at random. This is the primary distinction. A sample of 60 students of 10th class was divided into two groups, the experimental group, which had been taught English using the translanguaging technique, and the control group, where the monolingual or direct method of teaching English was used. Both groups were taught the same course content. Data was collected at the end of the course, focusing on assessments of both classes in terms of language competence, class participation, and overall success in the ESL course.

3.3 Method

A mixed method approach, combining quantitative and qualitative techniques, was used in this study. In the quantitative phase, the researchers formed two groups: the experimental group and the control group. These groups were not randomly assigned. The experimental group was taught using translanguaging pedagogy whereas the control group was taught using monolingual teaching methods. Results were measured using descriptive statistics.

In the qualitative phase, the researchers deployed a purposive sampling strategy for the selection of the sample. Five students from the experimental group were selected for review of

the overall teaching methodology and their experience. The same method is repeated for the instructor of the experimental group to get his perspective regarding translanguaging for the qualitative phase. The quantitative phase was followed by qualitative to support and cross-check the results. The feedback is taken through open-ended questionnaires, as they are more effective for think-again questions and personal reflections whereas interview feedback can be challenging and there is more probability of missing details and complex answers that require memorizing the whole scenarios.

3.4 Data Collection Tools

3.4.1 Pre and Post Test

A pretest was conducted on the whole class to evaluate their current performance for the sake of dividing the students of the class into two groups of equal calibers. The post-test was conducted to assess both the experimental and control groups after the intervention to measure performance in language competencies. The students had been assessed frequently during the teaching span, and were conducted five tests including a final assessment.

The data for quantitative part of the study was collected in the form of a test (final assessment) which was in imitation of the Rawalpindi Board Pattern. The test consisted of grammar part (25 marks), translation from Urdu to English, and English to Urdu (10 marks), comprehension (20 marks), summarizing (10) marks. Thus, the total marks of the test were 75. Both the groups (experimental and control) were given the same test. The duration of the test was two hours and thirty minutes. The performance in the test was considered their final assessment.

3.4.2 Open-response Questionnaires

For the qualitative part of the study, the data was collected from a purposive sample of five students of the experimental group regarding their experiences and perceptions of the translanguaging technique in the form of open-ended questionnaire. The participants were given the questionnaire to express them fully and honestly regarding the experiences of the plurilingual method of learning and teaching

English. They were given one hour for expressing their views. The participants expressed their views and experiences fully and honestly.

Another open-ended questionnaire interview was also taken from the teacher of the experimental group regarding the opportunities and challenges he faced during the period of teaching and implementation while using the translanguaging method.

Table.1

Recruitment and allocation of the student subjects

Sample (N=60)	Experimental group	Control group
Designation	Group 1	Group 2
Recruitment of subjects	30 students	30 students
Sampling technique	Purposive	Purposive
Intervention	Teaching with plurilingual method	Teaching with traditional method
Class	10th	
Level	High	
Instruction duration	2 Months	

For the qualitative part of the study, five students were purposefully selected (purposive sample) from among the experimental group. They were told to express themselves fully in open=ended questionnaire regarding their experiences in translanguaging classroom. Another open-ended questionnaire was taken from the teacher of experimental group who taught the class using translanguaging method regarding his experience of the benefits and challenges he faced in implementing translanguaging method.

3.6 Data analysis

For the quantitative part of the study, the scores of the post-test were recorded. A T-test method was conducted to calculate the mean difference between the performances of the two groups. The results were displayed in the form of tables and graphs using descriptive statistics which were then discussed in the discussion part of the study and generalizations have been made based on the results. In the qualitative part, the open-

3.5 Sampling Technique

For the quantitative part of the study, a non-probability purposive technique was used to select 60 students of the 10th class to divide them into two groups of approximately equal caliber, i.e. 30 students in the experimental group and 30 students in the control group. The demographic information of the student-subjects are given in the following table 1.

ended questionnaires were analyzed for the common themes in using thematic analysis. The software 'MAXQDA pro analytics 2020' was used for the thematic analysis and data was segmented into codes and themes. The results were then interpreted and discussed in the light of research questions.

4. Results

This section depicts the findings of the study. The results of both quantitative and qualitative parts of the study are presented in tabular as well as in graphic form for the convenience of the readership.

4.2 Results of the Quantitative Part of the Study

The data collected through the performance test (post-test) from both the groups was assessed and checked and the individual students were awarded marks of every question. Every student's marks were calculated. Then the marks

of both the groups were individual as well as overall marks were compared and contrasted. As a result, there was a significant difference in terms of performance of both the groups individually as well as on the basis of average of the groups. The results of the final assessment of both experimental and control groups the results are compiled in table 2 below.

Table. 2

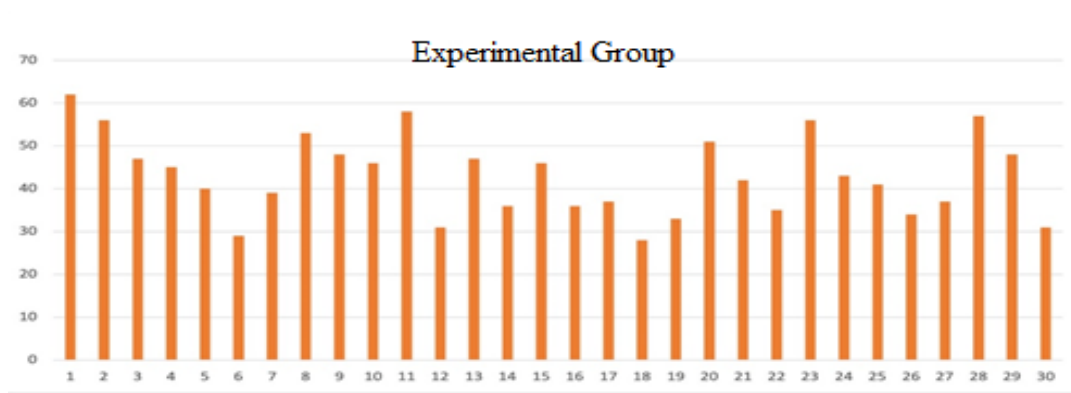*The Overall Comparative Performance of Experimental and Control Groups*

Serial No	Total Marks (75)	Experimental Group Marks	%	Control Group Marks	%
01		62	82	40	53
02		56	74.7	24	32
03		47	62.7	25	33.3
04		45	60	23	30.7
05		40	53	30	40
06		29	38.7	21	28
07		39	52	19	25.3
08		53	70.7	34	45.3
09		48	64	32	42.7
10		46	61.3	29	38.7
11		58	77.3	42	56
12		31	41.3	27	36
13		47	62.7	30	40
14		36	48	31	41.3
15		46	61.3	22	29.3
16		36	48	28	37.3
17		37	49.3	20	26.7
18		28	37.3	18	24
19		33	44	26	34.7
20		51	68	24	32
21		42	56	33	44
22		35	46.7	20	26.7
23		56	74.7	27	36
24		43	57.3	25	33.3
25		41	54.7	25	33.3
26		34	45.3	33	44
27		37	49.3	28	37.3
28		57	76	20	26.7
29		48	64	21	28
30		31	41,3	34	45.3
Ave		**43**	**56.01**	**27.03**	**36.03**

In table 2, we see that the performance of experimental group is significantly higher than the control group individually as well as holistically. We see at the end of the table that the average marks of the experimental group are 43 (56.01 %), while those of the control groups are 27.03 (36.03%). The same results are shown through the following figure 2 and figure 3 in the form of graph bars.
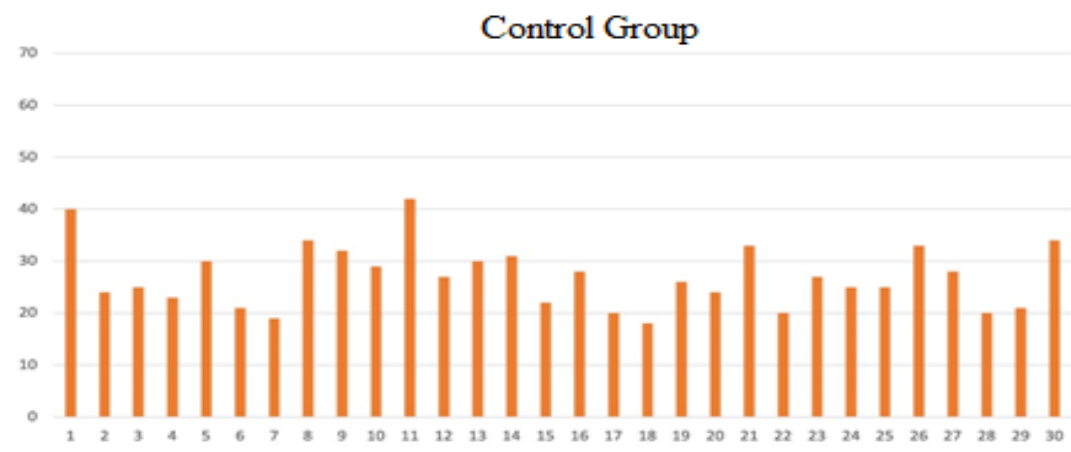
Figure. 2

The overall performance of the experimental group in the post-test

Figure. 3

The overall performance of the control group in the post-test

Moreover, the performances of both the experimental and control group were compared statistically and calculated through the paired t-test for mean difference to see whether they were significantly different in performance or not. As the study aimed at investigating the difference in outcomes of both the groups, so a paired t-test was performed. A t-test compares the means of two groups. It is widely used in experiments to determine whether two groups are different from each other or whether a treatment actually has an impact on the participants. But as the design of the test was within-subjects, i.e. the two groups belonged to a single population and meant to measure before and after experimental treatment. The only difference was treatment, i.e. the types of visual aids. Therefore, a paired t-test was employed.

The results of the paired-test revealed significance difference in the outcomes of both the groups, i.e. a significant difference between the scores of post-test interventions of teaching using translanguaging and teaching using traditional monolingual method. Test results were found significant as p-value $0.00 < 0.05$ and 95% confidence of Interval were calculated. Translanguaging method was found to have a positive effect on the academic achievement of students. The following table 3 summarizes the results:

Table. 3

Results of Paired Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Experimental Group – Control Group	16.0333	9.3642	1.7097	12.5367	19.5300	9.378	29	.000

4.3 Results of the Qualitative Part of the Study

4.3.1 The Students' Feedback

In the written feedback the students expressed their experiences and perceptions regarding the learning and teaching practices and how they affected their performances.

Based on that feedback from the open-ended questionnaire of the students, thematic analysis was performed following Braun and Clarke (2006). The written feedback was analyzed for the recurrent themes. Themes were generated and themes were given special codes or labels.

According to Braun and Clarke (2006), a theme is a repeated idea in a text or conversation while code is a tag or label for that particular theme and segment of text.

MAXQDA Analytics Pro software was used to generate themes and codes. The most popular software for analyzing qualitative data is MAXQDA, which provides a plethora of tools for understanding and analyzing the data. These tools include the ability to code and categorize the data, find patterns and themes, and produce visual representations of the data. The following figure 4 summarizes the themes and their respective codes.

Figure. 4

Screenshot of codes as labels for recurring themes
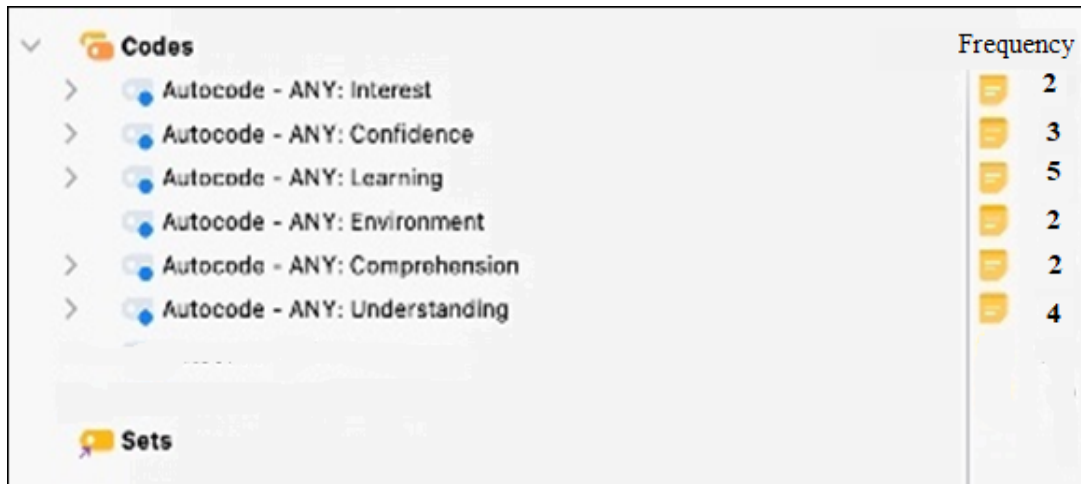
Six different themes, tagged by the same number of codes, were identified in the written feedback.

They are presented along with their frequency in table 4 below:

Table. 4

Codes, Themes and their Frequencies

S. No.	Codes	Themes	Frequency
1	Interest	Develops interest in subject	2
2	Confidence	Increases the confidence in expression	3
3	learning	Enhances the learning and acquisition	5
4	Environment	Leads to better classroom environment	2
5	Comprehension	Increases the content comprehension	2
6	Understanding	Fosters the understanding of complex concepts	4

Table.4 displays the findings that the most recurrent theme is 'Translanguaging enhances the learning and acquisition'. It has been repeated 5 times by the students. The next important themes which has been repeated 4 times is 'translanguaging fosters the understanding of complex ideas'. Moreover, it increases the self-confidence in expression, develops interest, leads to a better classroom environment and increases the comprehension of contents.

4.3.2 The Teacher's Feedback

The teacher of the experimental group also shared his views on the advantages and the challenges faced during the implementation of translanguaging pedagogy in the form of open-response questionnaire. The teacher expressed his experiences logically. First he noted the advantages of translanguaging method, then he enumerated the difficulties and hindrances faced by him during the execution and implementation of the method. The main ideas of his feedback were that translanguaging by using full linguistic repertoire enhances understanding, promotes cognitive development, sparks students' interest, values cultural norms, secures identity, promotes collaborative learning. Then he enumerated various challenges faced by him during the implementation of translanguaging method in his classroom.

In light of the study's objectives and questions, this chapter summarizes the major research findings and discusses their importance and contribution. It also discusses the limitations of the study and suggests directions for further investigation.

The aim of the study was to assess the outcomes and effectiveness of translanguaging in relation to traditional monolingual method. For this purpose, the study proceeded in three steps: firstly, 60 ESL learners of 10th class were divided into two groups based on the pre-test to ensure equal caliber. A quasi-experimental design was adopted and one group (experimental group) was taught English for 4 months using translanguaging method, while the other group (control group) was taught English with traditional monolingual method. After 4 months of the intervention, both the groups were assessed in the same post-test. The outcome of this proficiency test answered the first research question of comparative effectiveness of translanguaging and traditional monolingual instruction. This step was executed quantitatively.

Secondly, the open-response questionnaire from the students of experimental group elicited data in the form of their experiences and perspectives regarding translanguaging answered qualitatively the 2nd research question through thematic analysis.

Thirdly, a solo open-response questionnaire was given to the teacher who taught English using translanguaging method regarding his experience in terms of advantages and challenges encountered during the implementation of the method. The insight from this feedback qualitatively answered the 3rd

research question.

5.2 Quantitative Part of the Study

As per the results of the final assessment the experimental group outperformed individually as well as group wise in the test. The difference between the means of two groups is 16.3. Performances of both groups have been displayed in Table. 2 and the graphs (Figures 2 and 3) using descriptive statistics.

The results displayed that translanguaging is more effective method of teaching than the traditional monolingual method. The performances in the post-test indicated the comparative outcomes in the form of average is 43 (56.01%) and 27.03 (36.03%) of experimental group and control group respectively. The performance of experimental group also proves that translanguaging is not a mere theoretical or conceptual paradigm but a practical methodology for SLA. Besides, there was a significant difference between the outcomes of the two groups when a paired t-test was performed (Table. 3 in chapter 4). The difference in the means of the two group was 16.03 with 95% confidence interval which showed that there was a significant difference in the performance (Alpha 0.00 < 0.05).

5.3 Qualitative Part of the Study

The main reason for opting the open-response written feedback was that in this way participants express themselves fully according to their perceptions and experiences as they get time to think. The feedback taken from the students of experimental group provided many valuable insights and outcomes of the translanguaging pedagogy. Their comments were fed into MAXQDA Pro software for thematic analysis in order to generate themes and codes for the themes (figure. 4 and Table. 4 in chapter 4) . The following six codes and their respective themes were found.

Interest

It is a repeated theme of the responses that translanguaging pedagogy has increased their interest level into the subject, as they considered the class activity as discussion where they get

involved and inclusive teaching method made it easy for them to participate and enjoy the learning process.

Confidence

It has been reported consistently on the part of students that translanguaging has increased their academic confidence and now they are more vulnerable in participating, asking questions and engaging in classroom debates as it provides them a way to fluctuate between the languages fluently. So the removal of language barrier actually increased their linguistic output as they can utilize their full linguistic repertoire thus it also enhanced their confidence in speaking English.

Learning

Another recurrent notion was that, translanguaging has fostered their learning as relating the concepts and ideas to their own context, culture and linguistic background has maximized their output and efficiency in terms of learning.

Environment

A fact that has been documented by the students in their feedback multiple time was that translanguaging creates a more inclusive environment. It makes the class hub of cultural diversity as translanguaging pedagogy held all languages of same status so the speakers of those languages also receive the privilege of being honored. And thus, it led to more adaptable and friendly environment.

Comprehension of Content

Translanguaging is a powerful tool for the students of diverse cultural backgrounds to comprehend the content of the course, as one of the participants reported:

"Translanguaging has enhanced my ability to comprehend the course content".

Understanding of Complex Concepts

The pedagogy implemented has been reported by many as the effective tool for the greater importance because it helped in understanding the abstract concepts.

5.4 The Teacher's Feedback

5.4.1 Advantages

The teacher of the translanguaging class, in his perspectives, expressed both the advantages and the challenges of using the method in ESL classroom in Pakistan. The main ideas about translanguaging he expressed are given as follows:

Enhances Understanding: Through translanguaging, students can comprehend material and ideas by using their full linguistic repertoire. This can result in a more thorough comprehension of the material, particularly for abstract or complicated subjects.

Cognitive Development: Fostering cognitive development is achieved through making the most of learners' bilingual abilities. Translanguaging increases critical thinking, problem solving skills and metacognitive awareness.

Students' Engagement: By using their own languages in the classroom, students take interest in the activities and are more engaged in learning process.

Sense of belonging: When students realize that their languages and cultures are values and given importance, they feel a sense of belonging which in turn improves the atmosphere of the classroom.

Cooperation and collaboration: Translanguaging develops cooperation among students in learning by admitting that their languages and cultures are an asset rather than a hinderance. All the students in the class feel interdependence and thus a sense of cooperation and teamwork develops.

Internationalism: Translanguaging prepares a platform for the students to be trained for the international settings where people are aware of linguistic and cultural knowledge so that no cultural shock occurs in global communication.

5.4.2 Challenges in Implementing Translanguaging

Teacher's knowledge: In case if the teacher does not know the languages which the students use, then the implementation of translanguaging becomes difficult.

The clash of curriculum and translanguaging: There is usually a clash between the implementation od traditional curriculum and the way it is implemented in multilingual classroom.

Lack of Parents' support: Parents are usually impressed by the monolingual ideals and they offer resistance to translanguaging. It is very difficult to convince them.

Time shortage: It is very difficult for the teacher to cover all the topics of the syllabus while using translanguaging method which is time consuming.

The problem of Resources: Usually multilingual resources are not available to the teachers as well as to the students. Due to which teachers may need to devote extra time to locating or creating materials that support translanguaging strategies.

Assessments and Testing: Translanguaging techniques may not be supported by assessments and testing in current educational systems. There is pressure on teachers to use traditional language teaching methods in order to prepare their students for tests.

5.5 Conclusion

The goal of the study was to offer in-depth understandings of the efficiency of translanguaging pedagogy in language learning which is thus proved by the performance of experimental group. The students of experimental group outperformed both individually and group wise compared to control group hence it proves the effectiveness of translanguaging as practical teaching pedagogy. The feedback of the students from experimental group informs their perceptions towards the pedagogy and they reported that teaching methodology has increased their confidence, increased interest, fostered their learning, enhanced the content comprehension and understanding and created and inclusive environment for teaching and learning. The challenges and opportunities that teacher of experimental group expressed includes the difficulty in implementation of translanguaging

pedagogy, as the students belong to diverse linguistic backgrounds and institutional limitations were also a matter of concern. These results could have impact on how educational policies and curricula for language instruction should developed. This research would be also contribution to the study of translanguaging in the context of Pakistan particularly in implementation and will leave the much useful insights for the teachers, learners and researchers of second language.

5.6 Limitations

There are issues of sampling. The sample size is insufficient in both cases of the students as well as that of teacher. This limitation could have affected the findings of the research. Besides, the technique for sampling is not random, but purposive that can be somehow levelled with biasness.

5.7 Recommendations for the Future Inquiry

Future studies should aim for a more extensive and varied sample size of both students and teachers. This can improve the findings' capacity to be applied to a larger population.

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