

## TRANSLANGUAGING: ATTITUDES AND LEARNING EXPERIENCES AT UNDERGRADUATE LEVEL AT THE DEPARTMENT OF ENGLISH, KOHAT UNIVERSITY OF SCIENCE AND TECHNOLOGY

**Aliya Tabassum**

*MS (English Linguistics, Scholar) Department of English, Kohat University of Science and Technology (KUST), Kohat, KP, Pakistan.*

*Email: [aliyatabassum125@gmail.com](mailto:aliyatabassum125@gmail.com)*

**Dr. Intikhab Alam**

**Corresponding Author**

*Assistant Professor, Department of English, Kohat University of Science and Technology (KUST), Kohat, KP, Pakistan.*

*Email: [intikhab@kust.edu.pk](mailto:intikhab@kust.edu.pk)*

**Sana Aziz**

*Lecturer, Department of English, Kohat University of Science and Technology (KUST), Kohat, KP, Pakistan. Email: [sanaaziz22555@gmail.com](mailto:sanaaziz22555@gmail.com)*

### **Abstract**

*For an exceptionally long time, teachers and scholars considered monolingualism to be a crucial tool. But the emergence of translanguaging broke the stereotype of teachers and scholars as it turned out to be a magical tool in learning a second language. It has become an essential tool in a globalized world. The aim of the study was to investigate the attitudes and learning experiences of undergraduate students of Department of English at Kohat University of Science and Technology. Based on Nambisan (2014) theory, it discussed how translanguaging serves as a facilitating factor and contributes to learners' overall improvement. By using a quantitative research design, data were collected through structured questionnaire from three hundred (300) undergraduate participants of Department of English and analyzed statistically. Data was presented in the form of frequency and percentages. The major findings of the study reveal that translanguaging has a positive impact on students and their learning experiences. Majority of participants agreed with almost all the statements present in the questionnaire. Key facilitating factors due to the use of translanguaging include confidence, class engagement, effective task completion and contribution to positive academic performance. However, very few participants held negative responses towards translanguaging, but the majority agreed with the use of translanguaging within a multilingual classroom. The study also recommends comparative studies of different provinces, departments, and universities along with mixed methods or qualitative methods for broader understanding.*

**Keywords:** *Translanguaging, multilingualism, students' attitudes and learning experiences, use of native language, ESL context.*

### **Introduction**

Over the past few decades, the expansion of the bilingual population has increased and there has been a need to develop new ways of dealing with language and language instruction. In Pakistan, English occupies a dominant place in the Pakistani education system especially in higher education but still Pakistan faces problems in language as a medium of instruction (Shamim & Rashid 2019). As a multilingual country, students are usually finding themselves in hot water when they communicate in English within classrooms because they used local and regional

languages in their daily lives. They have limited repertoire from which they can choose resources in communication, and they constantly move back and forth between their native and target language (Patton, 2013 [4]). English is considered an important languages and power is associated with it as it is the language of elite class. This linguistic reality often creates tensions and misunderstandings between English only classroom policies and students' natural language practices as utilizing local languages in the English classroom is often ignored in Pakistan (Rahman 2004; Hassan et al., 2026; Gul et al., 2024).

For a long time, traditional teaching techniques were placed in a central position and were widely embraced by teachers and instructors within classrooms. Using native language in learning a second language was considered harmful and even for an exceedingly long time, it has been seen as taboo and guilt in many foreign language classrooms, but it is a misconception. Using both (target and a native language is a natural process and students' native language should be used in a classroom (Cook, 2001). The English- only classroom system was dramatically accepted all over the world and the use of native language in English classroom was recognized as a deficiency of a teacher which could have a negative effect on English language learners. In a multilingual classroom, traditional monolingual teaching approaches often fail to address the diverse linguistic needs of students. (Shamim & Rashid, 2019; Sayer, 2013)

In recent years, pedagogical strategies have become increasingly innovative that aim to enhance the academic performance of learners and foster positive attitudes towards learning. Among these techniques, translanguaging has placed a dominant position and attracted researchers towards itself (Fenton-Smith, Eds., 2017). It allows students and teachers to use their local languages alongside English in classrooms aiming to promote students' comprehension and engagement (Karlsson et al., 2019). The practice of translanguaging is particularly relevant in settings where students possess proficiency in multiple languages, as it allows for the integration of home languages alongside the target language of instruction. Within the broader context of higher education particularly in the Department of English at Kohat university of science and technology (KUST), students commonly speak local languages alongside target language, translanguaging strategies have the potential of connecting academic English with students' native languages, thus promoting an effective learning environment. According to Cummins (2016) translanguaging incorporates linguistic factors that aid in communication and meaning making, ultimately enhancing the learning process of learners.

Although local and international research work has shed light on translanguaging, its different perspectives and benefits but most local studies have focused on school-level or teachers' perspectives, leaving the perspectives of undergraduate students' voices unexplored. Therefore, the present study aims to investigate the undergraduate students' attitudes towards translanguaging and its effect on their learning experiences in Department of English in public sector university in Pakistan. This study addresses cognitive, affective and behavioral attitudes towards translanguaging and the effect of translanguaging on students' learning experiences.

### **Statement of problem**

In educational contexts like Pakistan, students often engage in classroom interactions within a multilingual environment, using multiple languages to communicate. The practice of translanguaging is defined as the academic use of multiple languages to enhance communication and learning has emerged as a potential strategy to bridge linguistic gaps and foster inclusive learning environments (Garcia & Li Wei 2014). Recent research in applied linguistics highlights

translanguaging as a pedagogical tool that promotes deeper understanding and active participation of students of diverse linguistic backgrounds in higher education. (Clark, 2017).

Translanguaging is that powerful tool that enables students to draw on their full linguistic repertoire, to promote comprehension, participation, confidence and identity construction (Canagarajah, 2011). In addition, translanguaging not only facilitates content comprehension but also empowers students to express complex ideas without hesitation. Similarly, a study by Creese & Blackledge (2015), highlighted that this helpful tool can foster a sense of belonging and positive identity among multilingual learners and bridge a linguistic gap and promote inclusive learning. However, despite its growing prominence, limited work has paid attention to students' attitudes towards translanguaging and its impact on their educational experiences in Pakistani higher education context. It is evident that using the mother tongue can improve students' understanding and engagement (Torwali 2016). Students' attitudes towards translanguaging have their effect on comprehension, classroom engagement and overall learning remain underexplored at KUST.

Recent studies suggest that while translanguaging can be a powerful pedagogical tool, its effectiveness largely depends on learners' perceptions and acceptance (Creese & Blackledge, 2010; Liu, 2021). For example, research by Mushtaq (2023), has found that positive students' attitudes towards translanguaging correlated with increased engagement and academic success in Pakistani universities. Therefore, it is important to investigate students' perspectives at KUST on whether translanguaging serves as a facilitative tool or presents challenges in such multilingual educational settings. Understanding these perspectives can inform more effective and inclusive pedagogical strategies, as emphasized by a recent research study (Liu, 2021).

#### **Research questions**

- What are the attitudes of students at the Department of English, KUST, towards translanguaging in classroom activities?
- To what extent does translanguaging affect students learning experiences at the Department of English, KUST?

#### **Research objectives**

- To examine the attitudes of students at the department of English, KUST, towards translanguaging in classroom activities.
- To explore the effects of translanguaging on students' learning experiences at the Department of English, KUST.

#### **Rationale**

Translanguaging has become the center of attention as an effective pedagogical tool that allows students to use their full linguistic repertoire in the classroom. In multilingual context like Pakistan, where students speak local languages alongside English, translanguaging can help bridge the gap between academic English and native languages. This tool has been shown to improve comprehension and classroom engagement by allowing students to incorporate their home languages into learning (García & Wei, 2014). Despite its potential, there is limited research on the impact of translanguaging on students' attitudes and learning experiences in Pakistani universities, particularly in the Department of English at KUST. This study aims to address this gap by examining students' attitudes toward translanguaging and its influence on learning, comprehension, and classroom participation. Research suggests that these attitudes significantly affect the effectiveness of translanguaging in promoting language learning (Al-

Bataineh & Gallagher, 2018). The findings of this study contribute to a better understanding of how translanguaging can enhance student engagement and comprehension in multilingual classrooms, providing insights for future teaching strategies in similar educational contexts across Pakistan and beyond.

### **Literature review**

Translanguaging is thought to be a strategy that helps students in developing academic language. This tool encourages the use of students' entire linguistic repertoire not only inside but outside of the class as well. This research largely depends on three interconnected theories: translanguaging theory, sociocultural theory and attitude theory. The term "translanguaging" was originally coined by William in Welsh as *trawsieithu* (1994) as cited in Garcia and Wei (2014). Later it was advocated by two books: Baker's (2001, 2006, 2011) *Foundation of Bilingual Education and Bilingualism* and Gracia's (2009a) *Bilingual Education in 21<sup>st</sup> century*. It referred to as a pedagogical language practice in Welsh revitalization programs in which students are required to read in Welsh and write in English and vice versa. Translanguaging encourages the use of acquired language and experience in learning a target language. According to Baker (2011), translanguaging is the process of using two languages for the construction of meaning and better understanding of complex terminologies and concepts. The goal of translanguaging is to focus on meaning making, class engagement and intensifying learning experiences (Creese and Blackledge 2015).

This is a misconception that both terms translanguaging and code switching are same but in fact, both the terms are distinct and have a dramatic difference. Translanguaging is the dynamic use of a person's full linguistic repertoire as a single integrated system. It is not switching between two languages, but a speaker integrates elements of all their language fluidly to make sense and understand meanings. The focus of translanguaging is on communication not on language itself but on meaning. Regarding code switching, it is the deliberate alteration between languages or varieties usually at sentence boundaries (inter-sentential) or within sentences (intra-sentential). The shift between languages or varieties depends on settings, context, topic or some other reasons (Auer, 1998; Poplack, 1980).

Sociocultural theory provides a theoretical foundation for translanguaging by giving importance to that language is a social and cultural tool for cognitive development and is central to thinking and learning. Both the theories view language as a dynamic process shaped by social interaction where learners use their entire linguistic repertoire to construct knowledge, communicate ideas and interact in the environment. According to Allport (1954) attitude is "a learned disposition to think, feel and behave toward a person or an object in a particular way". This definition highlights that attitudes are learned rather than innate but recent research shows that hereditary factors may also influence attitudes (Tesser 1993). But for our study purposes it is enough to say that we learn attitude, and we do this by a variety of means.

Harmer (2001) identifies five reasons of employing translanguaging as a pedagogical tool: students engage more in class activity involves L1, translation from and into L2 is natural, and students enjoy utilizing L1. Teachers also use students' L1 to comfort them. The amount of L1 utilized by teachers depends on the student's learning methods and proficiency levels.

In a study by international researchers, May (2014) also claims that when learners' native language is fully ignored in the learning process then the learners with low English proficiency level become nervous and hesitate to speak and participate which is an important aspect in language acquisition. Similarly, Tian and Macaro (2012) conducted a study and agreed to the

point that translanguaging not only helps in understanding of grammatical structures but also with the vocabulary acquisition in English. They observed that students which received input in their native language during vocabulary acquisition are at advantages as compared to students who received input only in their target language.

Moreover, in Pakistani context, the article “translanguaging as a tool to decolonize English language teaching in Pakistan: opportunities and challenges” published by Imran Ali, Muhammad Umer Azim and Attiq-Ur-Rehman collectively. They collected data from students and learners of public sector universities of Lahore. The respondents reveal an interest in implementing diverse languages for comprehending English language concepts. This innovative pedagogical approach has the capacity to create a more relaxed atmosphere, promoting effective communication in the English language classroom. Also, Sultana (2019) highlighted that students’ learning experiences are closely related to identity and power relations in multilingual classrooms. With the help of interviews and classroom discourse analysis, she found that students often felt marginalized when instructional practices are only in English. When the teachers started using their native languages and gave them space and freedom to students, they experienced motivation, confidence and a sense of belonging.

### **Methodology**

#### **Theoretical framework**

This study is grounded in Nambisan’s (2014) Attitude Theory which views attitude as a multidimensional model that is composed of three components. The framework explains how undergraduate students’ beliefs, emotions, behaviors and learning experiences are shaped via translanguaging as a pedagogical practice in multilingual English medium classrooms. The integration of these three components provides a lens to understand the cognitive, affective and behavioral dimensions of students’ attitudes and their impacts on learning experiences.

#### **Cognitive Attitude**

Cognitive component refers to students’ beliefs and perceptions regarding translanguaging. In this context, it reflects students’ beliefs about whether translanguaging facilitates learning and enhances students’ academic performance. Positive cognitive attitudes are expected to enhance students’ learning experiences.

#### **Affective attitude**

Affective component refers to students’ emotions and feelings regarding translanguaging. This component includes confidence, comfort, anxiety and excitement etc. When students feel confident and emotionally supported using their native language, the chances of engagement in class participation increase. Positive affective attitude leads to reducing anxiety and promote positive learning.

#### **Behavioral attitude**

This component refers to learners’ actions and intentions towards translanguaging practices. This includes learners’ actual use of multiple languages, note taking, and exam preparation. Positive behavioral attitude indicates willingness to engage in translanguaging which is expected to directly influence students’ learning experiences.

#### **Research Design**

This research adopts a quantitative research method i-e., numerical data collecting method and analyzed to understand the students’ attitudes and learning experiences of participants regarding translanguaging. The focus will be on quantifying students’ perceptions, understanding their experiences with translanguaging, and evaluating their impact on learning outcomes such as

comprehension and classroom engagement. A structured survey questionnaire, adapted from Nambisan (2014), will serve as the primary data collection tool.

### **Data collection**

Data were collected using a structured questionnaire, adapted from Nambisan (2014), which has been used in similar studies, to measure students' attitudes towards language practices. The questionnaire consisted of both closed-ended questions and Likert scale items, designed to capture a range of attitudes, from strongly agree to strongly disagree on various statements about translanguaging. These items were developed in the light of previous literature on translanguaging, attitude and learning experiences. The adapted questionnaire included questions on students' perceptions regarding translanguaging effectiveness in aiding comprehension, its role in enhancing classroom engagement, and its perceived benefits and challenges. The questions were designed in two sections. The questions in the first section reflect students' attitudes regarding translanguaging and the questions in the second section reflects the effect of translanguaging on students' learning experiences.

### **Target population and sampling technique**

The target population of this study comprises undergraduate students enrolled in the Department of English in Kohat University of Science and Technology (KUST) Kohat. These students come from diverse multilingual backgrounds and are exposed to different languages, making them suitable participants for the study requirement. The present study adopts a random sampling technique to ensure that every participant had an equal chance of being selected, helping to eliminate potential biases, and making the findings more generalizable. A structured questionnaire adopted from Nambisan (2014) was distributed randomly among the 300 undergraduate students through an online form.

### **Data Analysis**

After the completion of data collection, collected data is analyzed using Descriptive statistics, SPSS. This analysis provided an overall picture of students' attitudes and offered insights into the students' attitudes and perceptions regarding translanguaging in the classroom. Through SPSS, frequency and percentage were calculated to summarize respondents' demographic information and overall response pattern. These two components were computed to determine the level of students' attitudes and learning experiences towards translanguaging.

### **Analysis and discussion**

This section discusses the analysis of data collection and explains how participants responded to the questionnaire. The analysis shows the different responses of participants like how participants perceived each question and whether translanguaging is a facilitating tool or not. The majority of participants show positive responses to the questions while many participants disagree with the statements of some questions. The answers of participants were quantified in terms of frequency and percentage which reflect either the respondents are in favor of translanguaging or take it as an obstacle in learning a target language. Higher values indicate a positive response whereas lower values show negative or neutral responses as shown in the table below.

statements	Frequency/percentage				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.I feel comfortable when teachers use both local and English language	142/47.7%	132/43.9%	20/6.5%	6/1.9%	0/0%
2.I feel confident and motivated when I use my native language with English	138/46%	141/47%	12/4%	6/2%	3/1%
3.I feel excited and less anxious using both languages	147/49%	129/43%	12/4%	12/4%	0/0%
4. I avoid participating when only English is used	63/21%	72/24%	57/19%	84/28%	24/8%
5. I encourage the use of transanguaging in classroom activities	90/30%	156/52%	27/9%	24/8%	3/1%
6.Transanguaging is helpful in learning a second language	135/45%	123/41%	36/12%	3/1%	3/1%
7.Teachers should use native languages to assist learning	87/29%	147/49%	33/11%	27/9%	6/2%
8.I prefer classes where transanguaging is used	99/33%	147/49%	39/13%	12/4%	3/1%

### 4.3

#### Section A

#### Students' Attitudes Towards Transanguaging

## Descriptions of Table

### Statement no1

The number 1 statement shows the responses of participants to the question on five-point Likert scale. The results showed that the participant only chose four responses except strongly agree. Majority of participants (n =142) about 47% strongly agreed with the statement, participants (n=132) around 44% agreed with the statement while only participants (n= 6) did not agree with the statement. Participants (n=20) remained neutral about it.

The findings of data show that most students feel comfortable when teachers use translanguaging. The result relates to Gracia and Li Wei (2014), who argued that translanguaging provides emotionally safe learning environment for learners. Wei noted that comfort in learning process increases when students are not bound to use a single language. In Pakistani context, Shamim (2011), viewed that the use of Urdu alongside English decrease psychological pressure of learners.

### Statement no 2

This statement shows the responses of participants to the second question on five-point Likert scale. All the participants responded to five items from strongly agree to strongly disagreement. Majority of participants (n= 141) of 47% agreed, and participants (n= 138) with 46% showed strong agreement with the statement. Participants (n= 12) remain neutral, and only 6 participants with 2 % disagreed with the statement. Only 3 participants, about 1%, show strong disagreement with it.

The results showed that majority of students feel confident and motivated with the use of translanguaging in classroom. This point is related to Krashen's Affective filter hypothesis which view that lower anxiety and higher motivation facilitate language acquisition. Similarly, studies by Zafar (2020) argued that students feel more confident when they are free to use their native language in English classrooms.

### Statement no 3

This statement shows that majority of the participants responded to this statement is positive. Many participants (n= 129) representing 43% agreed while participants (n=147) of 49% showed strong agreement with the statement. Participants (n= 12) of 4% showed no response and participants (n=12) showed disagreement. No participant chose strong disagreement with the statement.

The findings demonstrate that students feel less anxious and more excited when expressing ideas using multiple languages. Canagarajah (2011) reports that flexibility in language use allows students to express ideas without any fear and anxiety. Likewise, Rashid and Rahman (2017) emphasize similar emotional benefits of bilingual instructional practice.

### Statement no 4

This statement shows responses to the question about communicating only in English. The results shows that many participants (n=72) 24% agreed that they avoid participation when they are bound to communicate solely in English, while the majority of the participants (n= 84) having 28% disagreed with the statement. However, 21% of participants (n=63) expressed strong agreement, which demonstrates that participants consider translanguaging an important phenomenon in learning process. In addition, only 8 % of participants (n=24) strongly contradicted the statement. while participants (n=57) 19% remained neutral in this regard.

Many students reported that they avoid participation in English only classrooms. Macaro (2009) found that strict monolingual policies hinder participation. A Pakistani study by Mahboob (2017) also agreed that English only classrooms often discourage students' engagement in multilingual classrooms.

#### **Statement No 5**

This statement demonstrates students' attitudes about the use of translanguaging in classroom activities. The outcome of the data shows that majority of students (n=156) 52%, participants showed agreement with the use of translanguaging and about 30 % participants (n=90) showed strong agreement with the statement. Only 3 students representing 1% showed strong disagreement, and 24 participants representing 8% did not agree with the statement. A percentage of 9% of students (n=27) showed no response.

The findings of the question revealed that students strongly supported and encouraged translanguaging practices. Similarly, Nambisan (2014) noted that positive affective attitude led to supportive behavioral intentions. A study by Creese and Blackledge (2010) confirms that learners actively endorse translanguaging as a meaning-making tool.

#### **Statement no 6**

The statement of the question highlights the response of participants about translanguaging as a helpful tool. The results indicate that considerable number of students representing 45% were in favor of the use of translanguaging while 123 participants (41%) agreed with the statement. The percentage of students (n=36) 12% remained neutral. Only 3 students with only 1% disagreed and 3 students with only 1% showed strong contradiction with the statement.

The findings show that students viewed translanguaging as an effective tool for learning a second language. This notion relates to Garcia (2009) who observed translanguaging as a valuable pedagogical tool. Also, Lewis et al. (2012) reported improved comprehension through translanguaging.

#### **Statement no 7**

This statement reflects the response of participants about the use of native language in second language learning by teachers. The data show that a large number of participants 147 (49%) were in favor of using the native language and 87 participants (29%) showed strong agreement while 9% of participants (n=27) were not in favor of the statement. Only 2% of participants (n=6) strongly disagreed with the statement. The percentage of participants that remained silent constituted 11 %.

Students supported teachers' use of translanguaging to facilitate learning a second language. Cook (2001) suggested that teachers should use L1 to efficiently explain complex concepts, support learning, address real world needs, and prepare students for bright future. Similarly, in Pakistani context, Rahman (2011) indicated the instructional value of Urdu in English teaching.

#### **Statement no 8**

This statement demonstrates the students' preferences about the use of translanguaging. The data shows that majority of participants (n =147) 49 % showed strong agreement and 33% of participants (n =99) showed agreement with the statement. The number of participants remained neutral is 13%. Many participants (n= 12) did not agree while only 1% of participants (n=3) selected strongly disagree option within questionnaire.

The result revealed that students preferred classes where translanguaging was practiced. Research by Zafar and Mehmood (2021), also indicates a strong student preference for bilingual classroom.

**Section b**

**4.4 Effect of Translanguaging on Students' Learning Experience**

Statements	Frequency/percentage				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.translanguaging increases students' participation in classroom discussion	129/43%	141/47%	24/8%	9/3%	0/0%
2.Translanguaging makes conceptual learning easier and smoother	105/35%	171/57%	15/5%	9/3%	0/0%
3.Translanguaging as a pedagogical tool stimulates the critical thinking abilities of the students	87/29%	141/47%	45/15%	27/9%	0/0%
4.Translanguaging helps improve my overall academic performance in English courses	90/30%	168/56%	30/10%	6/2%	6/2%
5.Translanguaging helps me complete classroom tasks more successfully	96/32%	153/51%	33/11%	18/6%	0/0%
6.Translanguaging helps me understand instructions for classroom activities more clearly	102/34%	156/52%	33/11%	9/3%	0/0%
7.Translanguaging allows me to ask questions more effectively during lesson	129/43%	138/46%	27/9%	3/1%	3/1%
8.Translanguaging improves communication between students	138/46%	147/49%	9/3%	6/2%	0/0%

and teachers in the learning process					
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**Descriptions of table**

**Statement no 1**

The statement shows the effect of translanguaging on students’ participation. The result shows that 129 participants, representing 43%, strongly agreed and 141 participants with 47% agreed that translanguaging increases students’ participation. A smaller number of participants (n= 9) 3% rejected the statement while participants (n=24) with 8% did not show any response.

The findings revealed that translanguaging increases classroom participation. This concept aligns with Vygotsky’s (1978) Sociocultural Theory, which emphasizes interaction in learning. Poza also suggested the same while in Pakistani context, Shamim (2011) reported increased classroom participation via translanguaging as a pedagogical tool.

**Statement no 2**

The statement shows the effect on translanguaging on conceptual learning. The result shows that a large no participant (n= 171) 57 in percentage showed agreement and 35% with number of participants (n= 105) showed strong agreement about the positive effect of translanguaging on conceptual learning. In addition, 5% of participants (n= 15) chose to show no response while only 3% of participants (n= 9) showed that they disagreed with the statement.

The results showed that students strongly agreed with the notion that translanguaging facilitates conceptual learning. A study by Rashid and Rahman (2017) confirmed improved understanding through bilingual explanation. Also, Garcia and Lei Wei (2014) argued that translanguaging enables learners to make sense of abstract concepts by drawing on their full linguistic repertoire.

**Statement no 3**

The statement shows the response of participants asking questions during lessons. The data shows that majority of participants (n=141) 47% viewed that translanguaging stimulates their critical thinking abilities and the percentage 29 % participants (n=87) agreed to the statement. Only 9 % of participants (n=27) disagreed while 45 participants with percentage of 15 chose to remained silent. No participant selected strongly disagree.

The findings suggested that translanguaging enhances critical thinking. Canagarajah (2011) observed that multilingual practices allow deeper cognitive process. Similarly, Lei Wei (2018) linked translanguaging with complex and higher order thinking and viewed it as a resource for creative and critical thinking because it allows learners to evaluate ideas across languages.

**Statement no 4**

The result of the statement shows that a large number of participants (n= 168) with 56% shows positive response and agreed while the number of participants (n= 90) with 30% showed strong agreement. Thirty participants (10%) did not choose any option. Only 2% of participants (n=6) viewed that translanguaging did not improve their academic performance. So, they strongly disagreed while the same number of participants (n=6) with 2% also felt the same and disagreed with the statement.

The finding of this data demonstrated that students perceived improvement in academic performance due to translanguaging. The findings align with Lewis et al. (2012) who witnessed improvement in academic outcome in classroom where translanguaging is used and Pakistani studies by Zafar (2020) who reported that bilingual instructional strategies contribute to better academic achievement higher achievement.

#### **Statement no 5**

This statement is about completing classroom tasks successfully with the help of translanguaging. The data revealed that majority of participants (n=153) and 51% are in favor of this statement and 96 participants with 32% of total participants strongly agree with the statement. Only 6% of participants (n= 18) viewed the opposite while no participant strongly disagreed with the statement.

Garcia and Kano (2014) highlighted translanguaging as a scaffold that help learners in accomplishing academic tasks while in Pakistani context, Shamim viewed that translanguaging was found to support tasks completion especially, in English medium classrooms.

#### **Statement no 6**

The given statement collected data to know the perceptions of participants about translanguaging role in understanding classroom instruction. The findings demonstrated that a large number of participants (n= 156) 52% of total percentage believed that translanguaging eases classroom instruction for them and 102 participants with 34% expressed similar views. Eleven percent of participants (n=33) remained neutral. Only 3% of participants (n= 9) disagreed while no participants strongly disagreed and viewed the opposite of the statement.

Most participants agreed that instruction becomes clearer when teachers use more than one language. These results align with Macaro (2009) who put immense importance to the use of first language in explaining procedures and classroom instruction to avoid misunderstandings.

#### **Statement no 7**

The results of the statement show that a large percentage of participants (n=138) 46% believed that translanguaging allows them to ask questions more effectively and the number of participants (n=129) with 43% strongly agreed with the statement. Twenty-seven participants, representing 9% of total participants, chose neutral option in Likert scale items. The participants(n=3) with only 1% chose disagreed and strongly disagreed with the statement.

According to Krashen (1982), anxiety is inversely proportional to interaction. Dewaele (2013) also found that multilingual practices reduce communication anxiety. A study by Mahboob (2017) also supports this statement, showing that students are more willing to seek clarification when language flexibility is permitted.

#### **Statement no 8**

The data of this statement revealed that majority of participants (n= 147), 49% agreed with the statement that the communication between students and teachers improves because of translanguaging and 138 participants, percentage of 46% strongly agreed with the statement. The number of participants who did not receive any response and remained neutral was 9 (3%). Only 2% of participants (n= 6) did not agree with the statement while no participants showed strong disagreement.

This statement aligns with Vygotsky's (1978) view that learning is mediated through interaction. Translanguaging is the practice that strengthens students' and teachers' bonds. Garcia and Lei Wei (2014) also observed that translanguaging promotes inclusive communication in multilingual classrooms. In Pakistani context, Zafar (2020) supported this statement and reported improved teacher-student interaction through bilingual practices.

#### **Conclusion**

The study concludes that translanguaging, as a pedagogical tool serves many functions within multilingual classrooms. Empirical studies from both international and Pakistani contexts highlight that translanguaging is more than a pedagogical tool; it is a social phenomenon that

reflects identity, group affiliation and cultural practices, and it has the potential to bridge linguistic gaps and supports academic achievement. The data collected from the undergraduate participants in the Department of English at Kohat university of science and technology also reported positive responses regarding the use of translanguaging within multilingual classroom. These findings underscore translanguaging as a learner-centered pedagogical tool that provide many benefits for learners in English medium of instruction.

Furthermore, this study contributes to the limited research on students' attitudes' and learning experiences towards translanguaging in higher education in Pakistan. The results of the study also reinforce the arguments that strict English-only instructional practices may limit the learning opportunities and have a negative impact on students' learning experiences. The present study also sets basis for future research and emphasized the need for further research covering various aspects of students' attitudes and perceptions towards translanguaging in higher education system.

### **Recommendations**

A single research work cannot cover all aspects of research problems; and that is why every research study leaves some space and gaps for further research, for novelty and improvement to examine various aspects of research problems. Future studies may adopt mixed methods or qualitative approaches to gain deeper insights into translanguaging. The present study also indicates a need for comparative studies across different universities, provinces of Pakistan, and departments for a broader and more comprehensive understanding of translanguaging in higher education. Also, researchers should explore teachers' perspectives, attitudes and beliefs. Understanding teachers' perspectives will help how translanguaging is implemented pedagogically and identify the issues and challenges faced by learners and teachers in such a multilingual English classroom.

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