

TEACHERS' PERSPECTIVES ON EFFECTIVENESS OF TRANSLANGUAGING IN ENHANCING ENGLISH LANGUAGE LEARNING AT SECONDARY SCHOOL LEVEL

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ABSTRACT

The purpose of the current study was to investigate how teachers perceive the impact of translanguaging on English language learners in secondary schools. It was survey-based ex post facto study. It took place in the city of Lahore. 125 randomly chosen secondary school teachers provided their information via a self-created, validated questionnaire. After the data was arranged, codes were given to the responses. Computer codes were entered for statistical analyses. With the aid of SPSS software, data were statistically processed using descriptive and inferential statistics at the .05 level of significance. The findings showed that there was no significant variation in teachers' perceptions of translanguaging based on teaching experience, but there was a significant difference based on gender and academic background. Additionally, it was discovered that teachers thought translanguaging had a positive impact on secondary school English language learners' learning. According to recommendations, translanguaging should be implemented in educational settings at all levels, not only secondary schools, in order to improve students' English language proficiency.

Keywords: Teachers' perception, Effect of Translanguaging, Secondary School, English language learners

INTRODUCTION

Speaking a second language could increase one's chances of moving up the social or professional ladder in the modern world (Issan, 2022). Even though many English speakers are natural speakers, more than 70% of them have learnt the language as a second language (Cali, 2023). In our society nowadays, English is used so extensively. It is the language of technology, travel, business, and the internet. García and Mateus (2022) claim that as globalization

progresses, there has been an increase in the flow of political, economic, and cultural messages across countries. English became the de facto language of the modern world as a result (Palmer 2023). English instruction has consequently emerged as the main focus of basic education across the globe. Many pedagogies, including communicative and task-based language education, have been employed to optimize the outcomes of learning a foreign language (Kemp

and Sid 2024). While each program or class may have specific teaching strategies or lesson plans, these are unlikely to work in every classroom, according to Keath (2020). Not surprisingly, most teachers are annoyed by the monotony and ridiculousness of creating lesson plans, mostly to demonstrate that they are actually teaching something, as students and their circumstances vary annually (Joanna, 2021). Aside from this demonstration, a teacher should always anticipate modifying their methods in accordance with the level of their students. Similarly, in order to make the English notion understandable, teachers in underdeveloped or third-world nations must translate it into their own native tongues (Baket & Teresa, 2023).

A teacher must present content at the right level for each of their students. Each student will have a different stage of growth based on their life path, whether it is influenced by their upbringing or their birth circumstances. As a result, they are either above or below grade level, and the teacher must make the necessary adjustments (Chris, 2021). Translanguaging has recently been a focus topic in second language instruction, especially as more academics investigate the applicability of the idea in the context of teaching English as a foreign language (EFL). Scholar Cen Williams first used the term "Translanguaging" (trawsiethu) in Welsh in the mid-1990s (Wei 2016).

The term "translanguaging" was created by Williams (2020) to describe how students may use the parallel usage of two languages in their education to enhance their English language proficiency and get a deeper comprehension of the subject matter. Moreover, translanguaging can be defined as the deliberate blending of multiple languages to create meaning (Baqedano & Gutierrez 2021).

Pakistan is a multilingual country with more than 77 different languages spoken there. The main language and the lingua franca for interethnic communication in Pakistan is Urdu. English is the official language of Pakistan, even though the majority of people do not speak it (Manan et al., 2017a, Manan et al., 2017b). The educational system in Pakistan is divided into two main streams: government-run schools, colleges, and universities and private schools, colleges, and

universities. Urdu and regional languages are the main mediums of instruction in government schools and colleges, although English is usually the medium of instruction in private schools and institutions (Mahboob, 2017, Manan et al., 2017a, Manan et al., 2017b). The Pakistani government implemented a standard education policy in 2009 in an attempt to reduce the MI gap between private and public educational institutions. Under the National Education Policy (NEP) (Government of Pakistan, 2009), which allows each province to select the MI up to primary class V (when students are 10 years old), the government simultaneously made an effort to promote local languages in the classroom (NEP Sections 4–7, 2009: 28).

English is the language of teaching in Pakistan, a former British colony, particularly in higher education (Crystal, 2013). Learners become bilingual or multilingual as a result of using a new language, among other things (Romaine, 2018; Matras, 2017). Additionally, a fundamental principle of teaching pupils two languages is that they learn more effectively in the language they fully comprehend (Wright, 2013). This isn't always the case, though; the language contact phenomenon typically works against the student's language or languages, particularly if they are minority languages (Fishman, 2021). These circumstances give rise to "translanguaging," in which educational institutions remove students' native tongue in order to teach the idea of ESL learning (Garcia & Wei, 2021). Therefore, in order to help students who struggle to understand English topics, teachers first translated them into their home tongues. Otherwise, pupils learn poorly as a result of the language barrier between their native language and the secondary school's linguistic medium of instruction (Shah 2022).

Translanguaging is a technique that allows teachers to "take it up" as a legitimate instructional activity in addition to enabling bilingual students to generate meaning utilizing their entire linguistic and semiotic repertoire (Garcia and Wei, 2021). Translanguaging in Pakistan allows both teachers and students to utilize any language that is available to them in their immediate surroundings, allowing them to exploit the variety of linguistic repertoire at their

disposal. With the greatest amount of comprehension and involvement from every student, this occurrence makes it easier for the teacher and the students to meet the goals of each session. This idea led the researcher to choose that subject in order to investigate teachers' opinions regarding the impact of translanguaging on young students' acquisition of the English language (Strelkova, 2024).

Statement of the Problem

At the secondary school level, the subject of English is placed as a core compulsory subject, yet a substantial number of students consistently fail in it every year. This persistent issue raises concerns about the effectiveness of current educational practices in fostering English language proficiency. Several factors contribute to these failures, including the inherent challenges of learning English as a foreign language, limitations of the examination system, insufficient reading habits, lack of student interest, and inadequacies in curriculum design. However, one critical yet often overlooked factor is the teaching pedagogy employed in English language instruction. Traditional approaches to teaching English may not adequately address the diverse linguistic backgrounds of students, especially in multilingual classrooms. Translanguaging, a pedagogical approach that leverages students' native languages alongside English, has been suggested as a potential strategy to bridge this gap. By allowing students to use their entire linguistic repertoire, translanguaging can enhance comprehension, foster engagement, and support meaningful language learning. However, its adoption and effectiveness in the context of secondary school English language education remain underexplored.

Table-I

An independent sample t-test was used to see whether instructors' perceptions of translanguaging differed by gender.

Gender	N	M	SD	t	Df	Sig.
Male	60	80.33	11.059	-2.827	122	.005
Female	64	74.77	10.864			

$\alpha = .05$

The table-I clearly indicated that there were disparities in the perceptions of male and female English secondary school instructors on the use of

This study seeks to address this gap by investigating teachers' perceptions of the effectiveness of translanguaging as a pedagogical approach for improving English language learning outcomes among secondary school students. By examining this perspective, the research aims to provide valuable insights into the potential of translanguaging to enhance teaching strategies, reduce failure rates, and contribute to more effective English language education at the secondary school level.

Research Objectives

The goal of the study was to investigate how teachers perceived the impact of translanguaging on English language learners in secondary schools.

Research Question

How effective do teachers think translanguaging is for English language learners in secondary schools?

Research Methodology

The study was ex post facto research in nature. Its foundation was a cross-sectional survey design. It took place in the district of Lahore. Information was gathered from 125 English secondary school teachers who were chosen at random and worked at secondary schools located in the Lahore district. Twenty English secondary school teachers who were not part of the sample were given a self-developed questionnaire to test in order to collect data. The collected information was organized and coded. A computer was used to analyze the coded data. With the aid of SPSS software, facts were statistically examined using both descriptive and inferential statistics. The following tables display the findings:

Results and Findings

Teachers' perceptions of the effectiveness of translanguaging for English language learning vary by gender.

translanguaging in the teaching of English. It is because the obtained t - value $-2.827 <$ than the table 1.980, 122 df and so far the obtained p

= .005 < than $\alpha = .05$ which conveyed that gender wise statistically important variance existed in

teachers' perception about translanguaging at secondary school level.

Teachers' perceptions of the effectiveness of translanguaging for English language learning vary by qualification

Table-II

Students' adopted learning styles by stream of education were determined using an ANOVA; HSSC = 770, A-Level = 146, and IBDP = 67.

	SS	df	MS	F	Sig.
Between Groups	1860.21	4	465.051	4.046	.004
Within Groups	13793.03	120	114.942		
Total	156533.23	124			

$\alpha = .05$

Table-II, above revealed that the F-value 4.046 > than table 2.43, 124 df, and produced $p = .004$ < than $\alpha = .05$ indicated that there was a statistically significant variance in teachers' perceptions of translanguaging at the secondary school level based on academic qualifications. Thus, it can be concluded that teachers of English in secondary schools with varying qualifications had differing

opinions about the use of translanguaging in the teaching of English.

Additionally, table-IIa used the post-hoc test to determine which set of qualified teachers had distinct perceptions:

Post-hoc analysis to determine how instructors' perceptions of the translanguaging method of teaching English vary by academic education

(I) Qualification	(J) Qualification	MD (I-J)	SE	Sig.
MA/MSc	Bachelors	21.083(*)	7.891	.009
	M.Phil	22.192(*)	7.773	.005
	PhD	18.091(*)	7.751	.021

* The mean difference is significant at the .05 level.

Because the mean difference was greater than that of instructors with other qualifications, table-

IIa above revealed that English teachers with M.A. or M.Sc. degrees had different perceptions regarding the translanguaging technique of teaching English than other English teachers.

Table-III;

Analysis of the teachers' comments regarding the translanguaging method

Sr.	Statements	\bar{x}	SD
01	I explain a certain meaning of English terms/words by translating in native language	4.08	.81
02	My students feel comfortable if I use native languages to improve their comprehension	3.66	.91
03	Practice using more than one native language helps my student to understand their mistakes	3.45	1.15
04	My students feel difficulty when I teach them in English language only	3.96	.92
05	I use native language for providing assistance to my students during English learning activities	3.98	.90
06	Translanguaging technique is important for active engagement of students in English class	3.42	1.01
07	Translanguaging is appropriate pedagogy to directing students attention for learning English	3.90	.88
08	It is beneficial for English teacher to provide English teaching learning material in first language to comprehend English lesson	3.83	.97
09	Students learn the more when teachers present the English 'words' in	3.78	.86

	native languages at the same time		
10	Using Translanguaging while teaching English in the classroom is effective pedagogy for teaching English	4.04	.79

$t = 32.94 - 56.68$, $\text{sig} = .000$

Table-III above revealed teachers' opinions regarding the efficacy of the translanguaging technique for English language learners in secondary schools. The findings showed that the majority of teachers ($\bar{x} = 4.08$ and 4.04 & $\sigma = .81$ and $.79$) strongly agreed that using translanguaging and native language translation to explain a particular meaning of English terms and words in the classroom is an effective pedagogy for teaching English. Additionally, the results showed that the majority of participants ($\bar{x} = 3.98 - 3.90$, and $\sigma = .92 - .88$) agreed that their students struggle when they are taught only in English and that they use their native language to help them during English learning activities because translanguaging is a suitable pedagogy to focus students' attention on learning English. Additionally, the majority ($\bar{x} = 3.83 - 3.78$, and $\sigma = .97 - .86$) of respondents agreed that it is

advantageous for English teachers to provide learning materials in the first language so that students can understand English lessons because students learn more when teachers present English "words" in their native tongues simultaneously. Additionally, the majority ($\bar{x} = 3.66 - 3.42$, and $\sigma = 1.15 - .91$) of respondents agreed that their students feel more at ease if they use their native tongues to understand what they have been taught in English. Since translanguaging is crucial for students to actively participate in English classes, the majority of them concurred that practicing using many native languages aids their pupils in understanding their errors. The mean values of all statements were substantially higher than the cut points, according to computed t-values for all statements = $32.94 - 56.68$ and computed sig-values for all statements = $.000$.

Table-IV

Analysis of the teachers' responses about Translanguaging technique

Sr.	Statements	\bar{x}	SD
11	It is beneficial for students and teachers to use native languages to motivate for English learning.	3.10	1.24
12	I believe there is no more option for me to use first language in the English classroom to comprehend the concept	3.71	.93
13	Using first language in translating English (translanguaging) during the English lesson leads students to comprehend	3.66	.87
14	When I switch from English language to another natives languages during the lesson, more students grasp English lesson	3.78	.94
15	Using native languages to clear the concept of English terminology increase students understanding in English learning	4.03	.84
16	Practice of using more than one language is a useful method to promote English language learning	3.91	.82
17	Using more than one language help to improve students' communication skill	3.85	.92
18	Practice of using more than one language is a useful method to promote English language development	4.18	.90
19	Translanguaging is the best way to create interest of students for learning English language	2.70	1.28
20	Multilingual students have the ability to use more than one language	3.39	1.26

$t = 23.246 - 52.886$, $\text{sig} = .000$

Teachers' opinions regarding the efficacy of the translanguaging technique on secondary school English language learners were shown in table-IV above. The findings showed that the majority of teachers ($\bar{x} = 4.18$ and 4.03 & $\sigma = .90$ and $.84$)

strongly agreed that teaching students' English terminology in their native tongues improves their comprehension of the language because translanguaging is a helpful strategy for fostering students' English language comprehension.

The majority of participants ($\bar{x} = 3.91$ and 3.66 & $\sigma = .94$ and $.82$) concurred that they think there is no longer any way for them to understand the concept in the English classroom using their first language. They also think that using translanguaging when teaching English helps students understand because, in their opinion, more students understand the English lesson when they switch from English to another native language during the lesson. The majority of them believe that practicing translanguaging is a good way to encourage pupils to learn English and to enhance their communication skills. Given that multilingual students are able to use many languages, the majority of participants ($\bar{x} = 3.39$ and 3.10 & $\sigma = 1.26$ and 1.24) simply agreed that using native languages to motivate students to learn English is advantageous for both teachers and students. Translanguaging is the best approach to get students interested in studying English, according to the majority of participants ($\bar{x} = 2.70$, $\sigma = 1.28$). The mean values of all statements were substantially higher than the cut points, according to computed t-values for all statements = 23.246 – 52.886 and computed sig-values for all statements = .000.

Conclusion and Discussion

The current study set out to investigate how instructors perceived the impact of translanguaging on English language instruction in secondary schools. According to the findings that emerged from the results, teachers believed that translanguaging was the most effective pedagogy for teaching English in secondary schools because the majority of them firmly agreed that using native languages to translate English terms and words into their own language is an effective way to teach English because it helps students understand the concept of English terminology. They also firmly believed that practicing translanguaging is an effective way to help children better understand the English language. When teaching English as a foreign language (EFL) in secondary school classrooms, pupils revealed the knowledge of comfort, according to Akmal et al. (2023). According to Seals' (2021) hypothesis, the use of translanguaging aimed to distinguish between students' awareness and insightfulness during

terminology acquisition. Since translanguaging is a suitable pedagogy to focus students' attention on learning English, the current study found that students struggle when they are taught in English alone. Therefore, it is advantageous for English teachers to provide English teaching learning materials in first language so that students can understand English lessons. Students learn more when teachers translate the English material in native languages simultaneously.

Carsterns (2016) confirmed that educating students through translanguaging provides a safe environment for them to practice their English language skills by making it easy for them to develop collaborative proficiencies. Because the translanguaging technique is crucial for students to actively participate in English classes, the current study found that practicing using multiple native languages helps students realize their faults. Gomez (2023) found that feedback using a translanguaging lens can consistently encourage students' academic accomplishment when they take risks, allowing them to engage more with target language practice and learning.

The current study also revealed that teachers thought they had no other choice but to use their first language in the English classroom in order to understand the concept because, in their opinion, more students understood the English lesson when they switched from English to another native language during the lesson. The majority of participants believe that translanguaging is a useful strategy for encouraging English language acquisition and enhancing students' communication abilities. Additionally, Ascenzi and Moreno (2022) asked teachers to use the Translanguaging Lens to support their students' successful language acquisition so they can understand the English lesson, use English concepts. According to Guo (2023), teachers that frequently employ translanguaging push their pupils to acquire new languages in order to enhance their communication abilities. The current study found that while using native languages to motivate students to learn English is advantageous for both teachers and students, translanguaging is not the most effective method of igniting students' interest in learning the English language. This is because multilingual

students are able to use multiple languages. According to Andlleb et al. (2024), translanguaging in the classroom can help students who are fluent in the language by enhancing their capacity to participate in class discussions in several languages.

Based on research findings, it is advised that translanguaging be used in educational institutions at all levels, not just secondary schools, as this could improve students' English language acquisition. It is advised that all English teachers adopt translanguaging pedagogy to help students best utilise their diverse linguistic skills to enhance their language proficiency and subject-matter comprehension of English concepts. Future researchers are advised to note that while the current study was carried out to investigate the perceptions of just teachers regarding the efficacy of translanguaging in secondary school English language learning, the same study could be carried out at any other educational level and for the study of any other subject. Furthermore, although the current study was carried out in the district of Lahore, it might have been carried out in any other location in Pakistan's other cities or provinces.

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