

Teachers' Perception about the Effectiveness of Translanguaging on Secondary School's English Language Learning

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Abstract

The present study was designed to explore teachers' perception about the effectiveness of Translanguaging on secondary school's English language learners. It was ex post facto research based on survey design. It was conducted in Lahore city. The data were collected from 175 randomly selected secondary school teachers via self-developed validated questionnaire. Codes were assigned to the responses after arranging data. Codes were put into computer for statistical treatments. Data were statistically treated with the help of SPSS software by using inferential and descriptive statistics on .05 level of significance. The results revealed that gender wise and teachers' academic qualification wise significant difference was found and teaching experience wise no significant difference was found in teachers' perception about Translanguaging. Moreover, it was found that teachers perceived Translanguaging effectively influencing the learning of secondary school English language learners. It is recommended that implementation of Translanguaging within the educational setting not only at secondary school level but also at every level may assure to enhance the students learning in the subject of English.

Keywords: Perception, teachers' perception, effect, Translanguaging, secondary school, Learners, English language

Introduction

In the modern world, having a second language might improve one's prospects of advancing professionally or socially (Issan, 2022). More over 70% of English speakers have acquired the language as a second language, despite the fact that many are native speakers (Cali, 2023). English is now

used so widely in our society. It is the language of the internet, commerce, travel, and technology. According to García and Mateus (2022), as globalization continues, there has been a greater exchange of political, economic, and cultural messages across nations. This made English the de facto language franca in today's society. (Palmer, 2023). As a result, English teaching has become the focal point of fundamental education worldwide. To maximize the results of learning a foreign language, a variety of pedagogies have been used, such as task-based and communicative language education. (Kemp & Sid, 2024).

Keath (2020), stated that while each class or program might have particular methods or lesson plans, these aren't likely to fit each classroom. Given that students and their situations change every year, it's no surprise most teachers are frustrated by the tediousness and absurdity of making lesson plans, mostly just to show they are in fact teaching something (Joanna, 2021). Aside from this display, a teacher must always expect to adjust what they do accordingly, depending on what level their students happen to be at. Same way, when English is being taught in developing or third world countries, teachers have to translate it in their own native languages to make the English concept clear (Baket & Teresa, 2023).

A teacher needs to deliver material at their students' appropriate level. Each student is going to have a different level of development, depending on what path in life they have taken, be that from what they were born with, or the surroundings they grew up in. This results in them being above or below grade level, leaving the teacher to adjust accordingly (Chris, 2021). Particularly, as more scholars explore the application of Translanguaging theory in the English as a Foreign Language (EFL) setting, Translanguaging has lately been a focus topic in second language instruction. In the mid-1990s, scholar Cen Williams coined the term "Translanguaging" (trawsiethu) in Welsh. (Wei, 2016). Williams (2020) investigated and coined the word "Translanguaging" to describe how students might use the parallel use of two languages in their education to improve their English language skills and get a better understanding of the subject matter. Furthermore, Translanguaging may be understood as a method of purposefully combining several languages to produce meaning. (Baquedano & Gutiérrez, 2021).

With over 77 different languages spoken there, Pakistan is a multilingual nation. In Pakistan, Urdu is the primary language and the lingua franca for interethnic communication. Despite being a foreign language to the majority of people, English is the official language of Pakistan (Manan et al., 2017a, Manan et al., 2017b). There are two primary streams in the Pakistani educational system: private schools, colleges, and universities and government-run schools, colleges, and universities. While English is typically used as the Medium of Instruction in private schools and institutions, Urdu and regional languages are the primary MI in government schools and colleges (Mahboob, 2017, Manan et al., 2017a, Manan et al.,

2017b). Aware of the disparity in MIs between private and public educational establishments, the Pakistani government introduced a standard education strategy in 2009 in an effort to close this gap. Simultaneously, the government attempted to support local languages in the classroom under the National Education Policy (NEP) (Government of Pakistan, 2009), which permits each province to choose the MI up to primary class V (where pupils are ten years old). (NEP Sections 4–7, 2009: 28).

Pakistan, being an ex-colony of British, uses English as the language medium of instruction especially in its higher education (Crystal, 2013). The use of a new language, in addition to a number of other factors, turns the learners into bilingual or multilingual (Romaine, 2018; Matras, 2017). Furthermore, a basic rule of educating students in two languages is that they learn better in the language that they understand completely (Wright, 2013). However, it is not always the case, the language contact phenomenon usually is not favorable for the language(s) spoken by the students especially if it is a minority one (Fishman, 2021). Such conditions give rise to “Translanguaging” where the educational institutions take away the native language of the students to deliver the concept of ESL learning (Garcia & Wei, 2021). Therefore, the pupils who are unable to understand concept in English language, the teachers first translated these concepts in natives languages to comprehend English language concept. Otherwise, the difference in their home language and the language medium of instruction at the secondary school results in poor learning on the part of the students. (Shah, 2022).

According to Garcia and Wei (2021), Translanguaging is an method that not only makes it possible for bilingual students to produce meaning using their whole linguistic and semiotic repertoire, but also for instructors to "take it up" as a valid teaching activity. In Pakistan, Translanguaging liberates both the teacher and students, they may employ any language available to them in their immediate environment that is the teacher and the students would use the range of linguistic repertoire available to them. This phenomenon helps both the teacher and the students to achieve the objectives of each lesson easily with maximum understanding and participation from each and every pupil. By focusing this concept, the researcher selected that topic as exploring the teachers' perception about the effectiveness of Translanguaging on youth learners English language learning. (Strelkova, 2024)

Statement of the Problem

It has observed that every year majority of the students at secondary school level were being failed in English subject every year continuously. There were lots of reasons behind the failures of students in English subject e.g., English as foreign language, examination system, reading habits students interest, curriculum etc. one of them mat be the teaching pedagogy for teaching English as compulsory subject at secondary school level.

Therefore, in this research, the researcher explored the teachers' perception about the effectiveness of Translanguaging on secondary school English language learners.

Research Objectives

To explore the teachers' perception about the effectiveness of Translanguaging on secondary school English language learners was the purpose of the research.

Research Question

What is the teachers' perception about the effectiveness of Translanguaging on secondary school English language learners?

Research Methodology

It was ex post facto research. It was based on cross-sectional survey design in nature. It was conducted in Lahore district. Data were collected from randomly selected 125 English secondary school teachers who were teaching in secondary schools which were situated in Lahore district. Facts were gathered via self- developed questionnaire which were pilot test by administering 20 English secondary school teachers who were not included in the sample. Gathered data were arranged and coded. The coded data were put into computer for analysis. Facts were statistically scrutinized with the help of SPSS software by using inferential and descriptive statistics. The results are presented in the following tables:

Results and Findings

Gender wise difference in the Teachers' Perception about the Effectiveness of Translanguaging for English Language Learning

Table 1:

To find out gender wise difference in the perception of teachers about Translanguaging, Independent sample t-test was employed

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 above table 1 disclosed that the produced t - value $-2.827 <$ than table 1.980, 122 df and produced $p = .005 <$ than $\alpha = .05$ which conveyed that gender wise statistically important variance existed in teachers' perception about Translanguaging at secondary school level. Therefore, as an aftermath that male and female English secondary school teachers had different perception regarding Translanguaging technique for teaching English subject.

Qualification wise difference in the Teachers' Perception about the Effectiveness of Translanguaging for English Language Learning

Table 2:

Analysis of the Variance to find out stream of education wise adopted learning style of students, HSSC = 770, A – Level = 146, IBDP = 67.

	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig</i>
Between Groups	1860.21	4	465.051	4.046	.004
Within Groups	13793.03	120	114.942		
Total	15653.23	124			

$\alpha = .05$

The above table 2 disclosed that the produced F - value 4.046 > than table 2.43, 124 df and produced $p = .004 < \alpha = .05$ which signified that academic qualification wise statistically important variance existed in teachers' perception about Translanguaging at secondary school level. Therefore, concluding that qualification wise English secondary school teachers had different perception regarding Translanguaging technique for teaching English subject.

Further, to know that teachers of which group of qualification had different perception, Post - Hoc test was used in table 2a:

Table 2a:

Post Hoc analysis to find out academic education wise difference in teachers' perception about Translanguaging technique of English teaching

(I) Qualification	(J) Qualification	MD (I-J)	SE	Sig.
M.A/M.Sc	Bachelors	21.083(*)	7.891	.009
	M.Phil	22.192(*)	7.773	.005
	Ph.D	18.091(*)	7.751	.021

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

The above table 2a disclosed that English teachers who had M.A/M.Sc degree had different perception about Translanguaging technique of English teaching than the English teachers because mean difference was higher than the teachers of other group of qualification.

Table 3:

Analysis of the teachers' responses about Translanguaging technique

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 uses native languages to improve their comprehension	3.66	.91
03	Practice using more than one native languages helps my students 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

Sr.	Statements	\bar{x}	SD
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 native languages at the same time	3.78	.86
10	Using Translanguaging while teaching English in the classroom is effective pedagogy for teaching English	4.04	.79

$t = 32.94 - 56.68$, sig = .000

Above table 3 disclosed teachers' perception about the effectiveness of Translanguaging technique on secondary school English language learners. The result revealed that most ($\bar{x} = 4.08$ and 4.04 & $\sigma = .81$ and $.79$) of the teachers strongly agreed that they explain a certain meaning of English terms/words by translating in native language and using Translanguaging while teaching English in the classroom is effective pedagogy for teaching English. Result also revealed that most of the participants ($\bar{x} = 3.98 - 3.90$, and $\sigma = .92 - .88$) agreed that their students feel difficulty when they teach them in English language only and they use native language for providing assistance to their students during English learning activities because Translanguaging is appropriate pedagogy to directing students attention for learning English. Moreover, most ($\bar{x} = 3.83 - 3.78$, and $\sigma = .97 - .86$) agreed that it is beneficial for English teacher to provide English teaching learning material in first language to comprehend English lesson because students learn the more when teachers present the English 'words' in native languages at the same time, and most ($\bar{x} = 3.66 - 3.42$, and $\sigma = 1.15 - .91$) of respondents agreed that their students feel comfortable if they uses native languages to comprehend whatever they taught them from English. Most of them agreed that practice of using more than one native languages helps their students to understand their mistakes because Translanguaging technique is important for active engagement of students in English class. Computed t - values for all statements = $32.94 - 56.68$, and computed sig - values = .000 for all statements indicated that mean values of all statements were significantly higher than the cut points.

Table 4:

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

Sr.	Statements	\bar{x}	SD
13	Using first language in translating English (Translanguaging) during the English lesson leads students to comprehend	3.66	.87
14	When I switches 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 has the ability to use more than one language	3.39	1.26

$t = 23.246 - 52.886$, sig = .000

Above table 4 disclosed teachers' perception about the effectiveness of Translanguaging technique on secondary school English language learners. The result revealed that most ($\bar{x} = 4.18$ and 4.03 & $\sigma = .90$ and $.84$) of the teachers strongly agreed that using native languages to clear the concept of English terminology increase students understanding in English learning because practicing of Translanguaging is a useful method to promote English language understanding among students. Most ($\bar{x} = 3.91$ and 3.66 & $\sigma = .94$ and $.82$) of the participants agreed that they believe there is no more option for them to use first language in the English classroom to comprehend the concept and using Translanguaging while teaching English lesson also leads students to comprehend because according most of them when they switches from English language to another natives languages during the lesson, more students grasp English lesson. According to most of them exercising Translanguaging is a beneficial technique to promote English learning and it help to improve students' communication skill as well. Most ($\bar{x} = 3.39$ and 3.10 & $\sigma = 1.26$ and 1.24) of participants just agreed that it is beneficial for students and teachers to use native languages for the motivation of English learning because multilingual students has the ability to use more than one language. Most ($\bar{x} = 2.70$, $\sigma = 1.28$) of the participants disagreed that Translanguaging is the best way to create interest of students for learning English language. Computed t – values for all statements = $23.246 - 52.886$, and computed sig – values = .000 for all statements

indicated that mean values of all statements were significantly higher than the cut points.

Conclusion and Discussion

The aim of the present study was to explore the teachers' perception about the effectiveness of Translanguaging on secondary schools' English language learning. After finding that were arose from the results, it is concluding that teachers perceived that Translanguaging is the effective pedagogy for secondary schools' English language learning because most of them strongly agreed that explaining a certain meaning of English terms/words by translating in native language is effective pedagogy for teaching English because by using native languages for translation to clear the concept of English terminology increase students understanding in English learning. They were also strongly agreed that exercising of Translanguaging is a beneficial technique to promote English language understanding among students. Akmal et al., (2023) asserted that students unveiled the wisdom of comfort when using Translanguaging while teaching English as a Foreign Language (EFL) classroom at secondary school level. Seals (2021) postulated that the integration of Translanguaging directed to discriminating student awareness and insightfulness during terminology gaining. It was found in the present research that students feel difficulty when they taught in English language only and it is beneficial for English teacher to provide English teaching learning material in first language to comprehend English lesson because students learn the more when teachers translate the English material in native languages at the same time because Translanguaging is appropriate pedagogy to directing students attention for learning English. Carsterns (2022) corroborated that teaching to students by adapting Translanguaging, covering a protected situation to students for English language practice by creating easiness which help them for cultivating collaborative proficiencies. The present research revealed that practice of using more than one native languages helps their students to understand their mistakes because Translanguaging technique is important for active engagement of students in English class. Gomez (2023) who determined that the academic achievement of students risk-taking can be regularly reinforced by feedback with a Translanguaging lens that enable them to take more engagement with target language practice and learning. It was also found in present research that teachers believed there is no more option for them to use first language in the English classroom to comprehend the concept because according most of them when they switches from English language to another natives languages during the lesson, more students grasp English lesson. According to most of participants exercise of using Translanguaging is a beneficial technique to promote English language learning and improving students' communication skill as well. Ascenzi and Moreno (2022) also requested that Translanguaging lens proposed teachers to assist effective language learning for their pupils to comprehend the

English concept for grasping English lesson. Guo (2023) argued that frequent use of Translanguaging motivate by teachers encouraged students for effectively learn new languages to improve communication skills. It was found in the present research that although it is beneficial for students and teachers to use native languages for the motivation of English learning because multilingual students has the ability to use more than one language yet Translanguaging is not the best way to create interest of students for learning English language. Andlleb et al., (2024) argued that Translanguaging in the classroom may reinforce the students who are fluent in the language by improving ability to use more than one language participate in classroom discussions. On the bases of research finding it is recommended that the application of Translanguaging in educational institutes not only at secondary school level but also at every level may assure to enhance the students English language learning process. It is recommended that Translanguaging pedagogy may adapted by every English teachers to enable pupils to optimally keep in practice their varied linguistic talents to improve proficiency in both language attainment and subject matter to comprehended the English concept. It is also recommended for future researcher that, the present study was conducted to explore the just teachers' perception about the effectiveness of Translanguaging on secondary school English Language learning, the same study may conducted at any other level of education and for the learning of any other subject. Moreover, the present research was conducted in Lahore district, the same research may conducted any other areas across the others cities or provinces of Pakistan.

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