

TRANSLANGUAGING AS A PEDAGOGICAL STRATEGY IN THE EFL CLASSROOM

Dr. Mari, Nargis^{*1}, Chandio, Ali Asghar² Dr. Mansoor Ali³

^{*1}Assistant Professor, Department of English, Shaheed Benazir Bhutto University Shaheed Benazirabad

²Assistant Professor, Department of BSRS, Quaid e Awam University of Engineering, Science & Technology,
Nawabshah, Shaheed Benazirabad

^{*3} Lecturer, Department of English, Quaid e Awam University of Engineering, Science & Technology, Nawabshah,
Shaheed Benazirabad

^{*1}drnargismari@sbbusba.edu.pk, ²chandio_ali@quest.edu.pk, ^{*3}mansoorali@quest.edu.pk

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Corresponding Author: *

Dr. Mari Nargis

Abstract

English Language Teaching (ELT) in multilingual societies has long been influenced by monolingual ideologies, particularly the assumption that exclusive exposure to English leads to more effective language learning. However, recent research challenges this belief, demonstrating that English-only instruction often limits student participation, reduces comprehension, and increases anxiety among learners (Tian & Macaro, 2012). In multilingual countries like Pakistan, students naturally move between English, Urdu, and regional languages such as Sindhi, Punjabi, Pashto, and Seraiki in their daily lives. Despite this reality, classroom practices frequently discourage the use of these languages, creating a disconnect between instructional policies and learners' lived linguistic experiences (Ahmad & Rao, 2013). This study investigates the role of translanguaging as a pedagogical strategy in the EFL classroom, with a particular focus on student engagement and English language development. A quantitative research design is adopted, and data is collected from 60 BS English students through simple random sampling. A structured questionnaire is administered to investigate role of translanguaging as pedagogical approach in EFL classroom. The findings, suggest, that a majority of students perceive translanguaging as beneficial for understanding complex concepts, increasing classroom participation, and enhancing confidence in English use. Students frequently reported improved interaction with peers and greater willingness to engage in classroom activities when allowed to use their linguistic resources.

1. INTRODUCTION

English Language Teaching (ELT) in multilingual societies has long been influenced by monolingual ideologies, particularly the assumption that exclusive exposure to English leads to more effective language learning. However, recent research challenges this belief, demonstrating that English-only instruction often limits student participation, reduces comprehension, and increases anxiety among learners (Tian & Macaro, 2012). In multilingual countries like Pakistan, students naturally move between English, Urdu, and regional languages such as Sindhi, Punjabi, Pashto, and Seraiki in their daily lives. Despite this

reality, classroom practices frequently discourage the use of these languages, creating a disconnect between instructional policies and learners' lived linguistic experiences (Ahmad & Rao, 2013).

Translanguaging, a concept originally introduced by Cen Williams in the 1980s and later theorized extensively by García and Wei (2014), offers a pedagogical alternative that recognizes multilingualism as a unified linguistic system. Rather than treating languages as separate entities, translanguaging views bilingual and multilingual practices as interconnected and dynamic. García and Wei (2014) argue that "translanguaging is not merely switching between languages, but a process of meaning-making that engages the whole linguistic repertoire" (Garcia & Wei, 2014. p. 15). In EFL classrooms, translanguaging supports learning in multiple ways. Cognitively, it enables learners to link new English concepts with existing knowledge stored in their first language (Poza, 2017). Affectively, it reduces anxiety and builds confidence by allowing learners to express themselves without fear of linguistic inadequacy (Creese & Blackledge, 2010). Interactionally, translanguaging promotes collaboration, peer support, and inclusive participation. Academically, it facilitates vocabulary development, comprehension, and effective communication in English (Tian & Macaro, 2012).

Despite extensive international research supporting these benefits, translanguaging remains underutilized and under-researched in Pakistani higher education. Many instructors continue to perceive first-language use as an obstacle to English learning rather than a resource. This situation highlights the need for empirical investigation into translanguaging practices within local EFL contexts. The present study addresses this gap by examining university students' perceptions of translanguaging and its role in enhancing engagement and English language development.

Following the sensitivity of the problem area, following research objective and research questions are designed for the present study.

RESEARCH OBJECTIVE

To investigate role of translanguaging as a pedagogical strategy in EFL classroom

RESEARCH QUESTION

What is the role of translanguaging as a pedagogical strategy in EFL classroom?

This study is significant for students as it acknowledges and values their multilingual identities. Translanguaging allows learners to use their first language as a cognitive and emotional support system, enabling deeper understanding of English content (García & Wei, 2014). When students are permitted to draw on familiar languages, they participate more actively, express ideas confidently, and engage meaningfully in classroom interactions. As Creese and Blackledge (2010) state, multilingual practices create spaces where learners feel empowered rather than restricted (Blackledge, 2010. p. 110). Thus, translanguaging enhances both academic success and emotional well-being.

LITERATURE REVIEW

Translanguaging as a theoretical perspective has gained significance in the context of EFL classrooms, where learners often struggle with English-only instruction and are discouraged from drawing upon their home languages. The relevance of translanguaging to EFL classrooms cannot be overstated. In multilingual contexts such as Pakistan and other non-native English-speaking countries, students come to classrooms with diverse linguistic repertoires that can either act as barriers or resources for learning. Wei (2018), argues that when teachers recognize and incorporate students' multiple languages, learners experience a greater sense of belonging and participation. This becomes particularly important in EFL contexts where English is neither the home language nor the community language, and students have

limited opportunities to practice it beyond the classroom. Thus, translanguaging pedagogy offers a way to connect classroom learning with students' linguistic realities.

This review is important because EFL classrooms are often marked by traditional practices that prioritize grammatical accuracy and "target language only" policies over meaningful communication (Littlewood, 2014). Such restrictive approaches often reduce student motivation, increase anxiety, and create disengagement, as learners may find it difficult to express complex ideas in English alone (Macaro, 2019). By contrast, translanguaging enables learners to utilize their existing linguistic knowledge to scaffold understanding, build confidence, and maintain active involvement in classroom discussions (Garcia & Li Wei, 2014). This directly relates to my research objective of exploring how translanguaging impacts student engagement, as engagement is considered one of the strongest predictors of successful language acquisition (Fredricks, Blumenfeld, & Paris, 2004).

The connection between translanguaging, student engagement, and language development is also central to this study. Engagement is often conceptualized in three dimensions: behavioral (participation and effort), emotional (interest and motivation), and cognitive (investment in learning) (Fredricks et al., 2004). Translanguaging has the potential to positively influence all three. For instance, when learners are allowed to use their first language to clarify instructions or discuss complex concepts, they are more likely to participate actively (behavioral engagement). Similarly, recognition of their linguistic identities fosters motivation and reduces affective barriers (emotional engagement) (Creese & Blackledge, 2010). Finally, translanguaging supports deeper processing of knowledge, allowing students to use their stronger languages to access meaning and transfer it to English, thus strengthening cognitive engagement and ultimately leading to better English language development (Lin, 2013).

Language development in EFL contexts is not only about exposure to English but also about how learners interact with the language. Cummins (2007) emphasizes that students learn best when their prior linguistic knowledge is valued and leveraged rather than ignored. In translanguaging classrooms, students are not passive recipients of English input; instead, they become active meaning-makers who co-construct knowledge using all their linguistic resources. This contributes to vocabulary acquisition, discourse competence, and critical thinking, all of which are essential for academic English development.

Therefore, reviewing existing literature is crucial for identifying how translanguaging has been theorized, applied, and evaluated in different contexts, and what gaps still remain. While previous studies have highlighted teachers' attitudes toward translanguaging (Nambisan, 2014; Mazak & Carroll, 2017) and policy implications (MacSwan, 2017), fewer have systematically investigated the impact on student engagement in EFL classrooms. This makes the present research timely and significant. The upcoming sections of this review will therefore explore theoretical perspectives on translanguaging, empirical studies on its use in classrooms, and how these studies inform the relationship between translanguaging, student engagement, and English language development.

Theoretical Perspectives on Translanguaging

To frame this study, it is important to review the theoretical perspectives that inform translanguaging pedagogy and its potential impact on student engagement in EFL classrooms. Translanguaging is not merely a classroom strategy but a practice grounded in sociocultural and linguistic theories of learning, which emphasize the role of prior knowledge, identity, and interaction in language acquisition.

One of the key theoretical underpinnings is Sociocultural Theory (SCT), particularly Vygotsky's concept of the Zone of Proximal Development (ZPD). According to Vygotsky (1978), learning takes place most effectively when learners are supported to move from what they can do independently to what they can achieve with guidance. Translanguaging serves as a scaffold within this framework, enabling students to rely on familiar linguistic resources while gradually expanding their competence in English. Studies have

shown that translanguaging provides the scaffolding necessary for deeper comprehension and active engagement (García & Li Wei, 2014).

Another relevant perspective is Cummins' Interdependence Hypothesis, which suggests that skills developed in one language can transfer to another (Cummins, 2007). From this standpoint, allowing students to utilize their first language in the EFL classroom strengthens their overall cognitive and linguistic abilities, which ultimately contributes to their English proficiency. This theoretical position highlights the importance of treating students' home languages not as obstacles but as resources for academic engagement and development.

The Engagement Theory of Learning (Fredricks, Blumenfeld, & Paris, 2004) also provides a useful lens for examining the impact of translanguaging. Engagement is conceptualized as multidimensional, involving behavioral, emotional, and cognitive aspects. Translanguaging practices directly influence these dimensions: they increase behavioral engagement by encouraging participation, foster emotional engagement by validating linguistic identities, and promote cognitive engagement by enabling students to access complex content through their full linguistic repertoires.

Furthermore, Translanguaging Theory itself, as articulated by García (2009) and Wei (2018), positions language not as separate codes but as part of a single, integrated linguistic repertoire that multilingual individuals draw upon. From this perspective, translanguaging challenges the "separate languages" ideology and promotes a holistic understanding of language practices. In classroom contexts, this theory emphasizes that students' multilingual practices are natural, dynamic, and pedagogically beneficial.

In addition, Constructivist Learning Theory supports the view that learners actively construct meaning through interaction with their environment and prior experiences (Bruner, 1996). Translanguaging aligns with constructivism because it enables students to draw upon their lived linguistic experiences to co-construct knowledge in the classroom. This approach not only facilitates comprehension but also enhances engagement by making learning more personally relevant.

Taken together, these theoretical perspectives illustrate how translanguaging operates as a bridge between students' existing knowledge and the acquisition of new linguistic skills. By situating translanguaging within sociocultural, interdependence, engagement, and constructivist frameworks, this study grounds its investigation in a solid theoretical foundation that highlights both the pedagogical and psychological dimensions of student engagement and English language development.

Students' Engagement in EFL Context

As I move forward in this research, it becomes necessary to highlight the significance of student engagement within the EFL classroom. Engagement is not simply about attendance or compliance; rather, it refers to the degree to which students are behaviorally active, emotionally invested, and cognitively involved in the process of learning (Fredricks, Blumenfeld, & Paris, 2004). In the specific context of EFL classrooms, engagement becomes even more critical, since the learners are not only grappling with new content but also with a new language that may not be part of their everyday environment.

In many EFL classrooms, students often experience challenges such as language anxiety, limited vocabulary, and fear of making mistakes, which reduce their willingness to participate. As a researcher, I find this aspect particularly relevant, because disengagement in such situations can directly hinder the development of English language skills. Translanguaging, however, provides a means of breaking these barriers. By allowing students to utilize their full linguistic repertoire, it creates opportunities for them to express themselves more confidently, clarify doubts, and sustain their interest in classroom activities. This leads to a more active form of engagement, where students do not remain silent observers but become participants in their own learning.

It is also important to note that student engagement in EFL contexts operates across multiple dimensions. Behavioral engagement is reflected in the level of effort, participation, and persistence students show in

classroom tasks. Emotional engagement refers to how connected, motivated, or anxious students feel when learning English. Finally, cognitive engagement involves the depth of thought, critical reflection, and intellectual investment students demonstrate while acquiring the language (Fredricks et al., 2004). In my study, these dimensions are particularly relevant because translanguaging is expected to influence each of them. For example, when students are permitted to use their first language strategically, they may be more willing to attempt classroom tasks (behavioral), feel less intimidated by English-only restrictions (emotional), and engage more deeply with the learning material (cognitive).

In an EFL context such as Pakistan, where English is a foreign language and exposure is limited outside the classroom, engagement becomes a key predictor of language development. I view translanguaging as a potential bridge that connects students' existing linguistic knowledge with the new language they are trying to acquire. If students are engaged through meaningful participation, their chances of acquiring vocabulary, improving grammar, and developing communicative competence are greatly enhanced. This link between engagement and language development justifies why it is crucial to study how translanguaging practices affect students' involvement in the classroom.

Therefore, understanding student engagement in EFL contexts is central to this research. My investigation seeks to go beyond examining translanguaging as a teaching strategy and instead focuses on its direct impact on how students interact, respond, and commit themselves to the process of learning English. By centering engagement, I aim to highlight not only the pedagogical value of translanguaging but also its role in fostering deeper and more sustainable language development among EFL learners.

Translanguaging as a Pedagogical Strategy

As I move deeper into the review of literature, one of the most relevant themes that emerges is the use of translanguaging as a pedagogical strategy. Translanguaging, at its core, is not simply about mixing languages; rather, it is a purposeful and systematic use of students' full linguistic repertoire to maximize learning opportunities (García & Wei, 2014). As a researcher, this approach is viewed as more than a teaching technique – it represents a shift in pedagogy, where learners' home languages are no longer marginalized but are instead utilized as valuable resources for learning.

In EFL classrooms, the pedagogical use of translanguaging holds particular significance. Students often encounter challenges in understanding content, expressing ideas, and maintaining confidence when restricted to English-only policies. Translanguaging helps to address these challenges by allowing students to draw upon their first language to scaffold new knowledge in English. For instance, when students are encouraged to discuss a concept in their native language before expressing it in English, they not only strengthen comprehension but also develop the confidence to participate. From my perspective, this makes translanguaging a highly inclusive and student-centered strategy.

Pedagogically, translanguaging supports different dimensions of learning. First, it facilitates comprehension, enabling students to connect new information with prior linguistic and cultural knowledge. Second, it enhances participation, as students feel more comfortable and engaged when their linguistic identities are validated in the classroom. Third, it encourages critical thinking, because students negotiate meaning across languages, compare structures, and reflect on their own learning processes. Each of these dimensions is highly relevant in my research context, since student engagement is often compromised in rigid English-only environments.

Moreover, adopting translanguaging as a pedagogical strategy challenges traditional power dynamics in language classrooms. By legitimizing the use of students' first languages, teachers acknowledge the linguistic realities of their learners and foster equity. This directly connects with my research objective of examining how translanguaging can create a more engaging and participatory classroom environment. I consider this pedagogical approach not as a deviation from language learning, but as a bridge that enhances English acquisition while respecting students' linguistic identities.

Several studies have reinforced the value of translanguageing pedagogy. García and Kleyn (2016) highlight how translanguageing practices can be deliberately integrated into lesson planning to create deeper learning opportunities. Similarly, Creese and Blackledge (2010) emphasize that translanguageing allows learners to switch fluidly between languages, thereby increasing their access to meaning and content. These insights are crucial for the present study, as they align with aim of investigating contributes of translanguageing to students' active engagement in EFL classrooms.

In light of these perspectives, the position that translanguageing is not merely a spontaneous practice by bilingual students but a deliberate pedagogical strategy that can transform teaching and learning in EFL contexts. Present research study, therefore, views translanguageing as an instructional tool that has the potential to enhance student engagement, participation, and ultimately language development.

Impact of Translanguageing on Students

In reviewing the existing literature, one of the most critical aspects that emerges is the impact of translanguageing on students' learning experiences, particularly in EFL classrooms. As a researcher, this area is central to present study because it directly connects to objective of investigating student engagement and language development. Translanguageing does not only represent a linguistic practice; it transforms how students participate, interact, and progress in their learning.

Firstly, translanguageing significantly influences student engagement. By allowing learners to use their full linguistic resources, classroom discussions become more inclusive and participatory. Students who may otherwise remain silent in an English-only setting gain confidence to contribute when they are permitted to draw upon their first language. Research has shown that this flexibility increases willingness to communicate, reduces anxiety, and enhances collaboration among peers (García & Wei, 2014). From my perspective, this is a powerful indicator that translanguageing creates a supportive environment where students feel valued and motivated to engage.

Secondly, translanguageing has a direct impact on English language development. While critics argue that reliance on the first language may slow down acquisition, empirical studies reveal the opposite. When students use their home language as a scaffold, they can better understand complex concepts, transfer knowledge across languages, and ultimately strengthen their English proficiency (Creese & Blackledge, 2010). For instance, learners who first discuss a text in their native language and then summarize it in English demonstrate improved comprehension and greater vocabulary use. This shows that translanguageing does not hinder English learning but facilitates a deeper and more meaningful acquisition process.

Another important dimension is the way translanguageing enhances critical thinking and metalinguistic awareness. Students engaged in translanguageing practices constantly negotiate meaning across languages, compare structures, and reflect on linguistic choices. This process not only improves their command of English but also develops their analytical and problem-solving skills. As a researcher, It is seen as an essential contribution to student development, extending beyond language learning into broader cognitive growth.

Moreover, translanguageing validates students' identities and cultural backgrounds, which has a positive psychological impact. When learners feel that their linguistic heritage is respected, they are more likely to show persistence, curiosity, and enthusiasm in the classroom (Canagarajah, 2011). This validation of identity is an important element of engagement, as it builds trust between students and the learning environment.

In summary, the impact of translanguageing on students is multifaceted, encompassing higher engagement, improved English language development, enhanced critical thinking, and greater identity affirmation. These outcomes strongly justify why translanguageing should be studied as a pedagogical strategy in EFL

classrooms. For present study research, these insights provide the foundation to explore how translanguaging specifically shapes student participation and progress in language learning.

In reviewing the literature on translanguaging, several important insights emerge. First, translanguaging has been consistently recognized as a powerful pedagogical strategy that validates learners' linguistic resources and enhances comprehension, participation, and confidence (García & Wei, 2014; Creese & Blackledge, 2010). Second, studies on students' engagement in EFL classrooms reveal that meaningful participation and active involvement are central to language development, and translanguaging can play a key role in fostering such engagement (Öztürk & Çubukçu, 2022). Third, while teachers' perspectives are important in shaping classroom practices, the ultimate impact of translanguaging must be understood in relation to students' experiences and outcomes.

Despite these contributions, the existing body of research shows important gaps. Much of the work has been conducted in Western and European contexts (e.g., Nambisan, 2014; Ryka, 2023; Källkvist et al., 2022), where English has a different sociolinguistic status than in EFL settings such as Pakistan. Moreover, the majority of studies have been qualitative, relying on classroom observations or teacher interviews, while relatively few have employed quantitative designs to measure students' engagement and development in systematic ways. Therefore, **this study aims to address role of translanguaging as a pedagogical strategy by special focus on student engagement and English language development in EFL university classrooms through a quantitative approach.** By adopting a student-centered perspective and collecting structured survey data, this research seeks to provide empirical evidence that not only enriches the theoretical understanding of translanguaging but also offers practical implications for EFL pedagogy.

RESEARCH METHODOLOGY

Methodology plays a critical role in shaping the quality, reliability, and credibility of research findings. It provides a systematic framework that explains how the study was designed, conducted, and analyzed. The present study aims to investigate "The Role of Translanguaging as a Pedagogical Strategy in the EFL Classroom" with a specific focus on students' engagement and English language development. Given the multilingual context of Pakistan, where learners frequently draw on languages such as Sindhi, Urdu, Punjabi, Seraiki, and Balochi, translanguaging has emerged as an important pedagogical approach that deserves empirical investigation. This chapter presents a comprehensive description of the methodology adopted in the study. It discusses the research paradigm, design, population, sampling strategy, sample size, research instrument, its adaptation, validity, reliability, data collection procedures, ethical considerations, and statistical techniques used for data analysis. The methodological framework has been carefully selected to align with the research objectives and ensure that findings are both valid and generalizable.

Research Paradigm

The study is situated within the post-positivist paradigm, which assumes that although social reality is observable and measurable, it may also be influenced by human perception (Creswell & Creswell, 2018). Post-positivism supports the systematic use of scientific methods while recognizing that absolute objectivity is limited.

Research Design

The study employs a quantitative, descriptive survey design, which is commonly used in educational research to assess perceptions, attitudes, and behaviors of participants (Gay et al., 2012; Cohen et al., 2018). Descriptive research does not manipulate variables but observes existing conditions to identify trends.

Research Approach

The study follows a deductive approach, which begins with theoretical assumptions and examines whether these hold true within a specific context. Theoretical models of translanguaging proposed by García and Wei (2014), Creese and Blackledge (2010), and Poza (2017) suggest that translanguaging enhances cognitive comprehension, participation, and learning outcomes. This research tests whether these assumptions apply to Pakistani university student.

Population of the Study

The target population includes all students enrolled in the BS English (4-Year) program at a public sector university located in Shaheed Benazirabad, Sindh, Pakistan. Given the multilingual nature of the region and the participants, the population aligns well with the study's focus on translanguaging.

Sampling Technique

The researcher employed simple random sampling, which is a probability sampling technique ensuring that each member of the population has an equal chance of selection. Simple random sampling enhances the representativeness and reliability of the sample (Cohen et al., 2018).

Sample Size

A total of 60 BS English students are selected as participants. This sample size is appropriate for quantitative perception-based studies, which generally require at least 50 participants to ensure reliable statistical analysis (Nunan, 2011). The selected sample includes both male and female students who have diverse linguistic backgrounds, along with varying levels of English proficiency. This diversity enriched the findings and allowed for comprehensive analysis of learner perspectives.

Research Instrument

The primary data collection instrument was a structured Likert-scale questionnaire. This questionnaire was originally developed by Edgar R. Eslit (2025) in his research on translanguaging at S.T. Meikle College. Eslit's instrument included both teacher and student versions, designed to measure perceptions regarding translanguaging practices in multilingual classrooms.

For the present study, only the student version of the questionnaire is adopted, as the research specifically examines learners' perspectives. The student version directly addresses how translanguaging affects comprehension, engagement, comfort, participation, and overall academic performance as a pedagogical approach, which align with the objectives of the current study.

DATA ANALYSIS AND DISCUSSION

This study aims to represents a detailed descriptive analysis of the data collected through the questionnaire regarding the role of translanguaging and a strategy of pedagogy specially focusing on learner engagement and language development. A total number of 60 students participated, and their responses are collected on a five-point Likert scale, ranging from strongly disagree to strongly agree.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Translanguaging helps me understand complex English concepts better.	60	3	5	4.28	.585

Allowing me to use my first language helps me understand lessons better.	60	2	5	4.28	.804
Translanguaging improves my academic performance in English.	60	1	5	4.07	1.023
Using my first language makes learning English easier when the lesson is hard.	60	2	5	4.28	.804
Using multiple languages in class helps me solve problems better.	60	1	5	3.88	1.091
Translanguaging makes the classroom feel more welcoming.	60	1	5	3.97	.991
I feel more confident in learning English when I can use my first language.	60	1	5	3.98	.965
Translanguaging helps me work better with classmates who speak different languages.	60	1	5	4.33	.986
I feel more comfortable joining activities when I can use my first language.	60	1	5	4.08	1.062
Translanguaging makes me more interested in learning English.	60	1	5	4.02	.965
Using both my first language and English in class makes me want to participate more.	60	2	5	4.40	.741
Group activities are easier when I can use both my first language and English.	60	1	5	4.28	.976
Translanguaging sometimes slows down my learning of English.	60	1	5	3.15	1.205
It can confuse me when I have to use both my first language and English in class.	60	1	5	2.73	1.191
Group work with my classmates helps me learn better through translanguaging.	60	1	5	4.05	1.032

I feel encouraged when my teacher lets us use my first language in class.	60	1	5	4.27	.954
Translanguaging helps me improve my critical thinking skills.	60	2	5	4.42	.696
Using translanguaging helps me improve both academic and conversational English.	60	1	5	4.08	.979
Translanguaging helps me make connections between English and my first language.	60	1	5	4.02	.965
Translanguaging improves my writing skills in English.	60	1	5	3.70	1.197
Translanguaging should be used regularly in our English classes.	60	2	5	4.18	.911
Valid N (listwise)	60				

Descriptive statistics provide a foundational understanding of students' perceptions by summarizing their responses numerically. In this study, mean values indicate the general level of agreement with each statement.

The descriptive statistics indicate a clear positive perception of translanguaging among students. Cognitive understanding benefits most strongly, suggesting that translanguaging supports comprehension, problem-solving, and connections between English and the first language. Academic performance is also enhanced, particularly critical thinking and conversational English. Writing skills show moderate improvement, indicating that formal writing may require additional scaffolding alongside translanguaging strategies.

Confidence and comfort are positively influenced, reflecting the importance of creating a supportive, non-threatening classroom environment. Students feel more encouraged to participate in activities and express themselves freely when translanguaging is permitted. Similarly, collaboration and participation are enhanced, as students can communicate effectively with peers from different linguistic backgrounds, making group activities easier and more productive.

Motivation and interest are also positively affected, with students indicating that regular use of translanguaging increases engagement and enthusiasm for learning English. This aligns with current educational theories emphasizing learner-centered approaches and the socio-linguistic advantages of multilingual classrooms.

Although some students expressed minor negative perceptions, such as potential confusion or slower learning, these concerns are limited and outweighed by the substantial benefits observed in other areas. Overall, translanguaging emerges as a highly effective pedagogical strategy that not only improves linguistic and cognitive skills but also enhances socio-emotional engagement, peer interaction, and learner motivation.

In conclusion, the descriptive analysis strongly supports the use of translanguaging in English classrooms. The high mean scores across most items, coupled with relatively low negative perceptions, indicate that students value the flexibility and cognitive support offered by translanguaging. These findings provide empirical evidence for integrating translanguaging as a regular instructional practice, promoting holistic learning and fostering an inclusive and supportive classroom environment.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section presents the comprehensive summary of the research, draws conclusions based on the results it provides recommendations for educators, curriculum developers, and future researchers. The main purpose of this study is to investigate the role of translanguaging in English language learning as a pedagogical approach, as Pakistan is a multi-cultural and multilingual country, research is being performed in a multilingual classroom setting, hence the findings are significantly contributing. It specifically aimed to investigate the use of translanguaging as students' first language alongside English affects their cognitive understanding, academic performance, confidence, participation, motivation, and perceptions of learning.

Multilingual classrooms, particularly in countries like Pakistan, present unique challenges where students constantly switch between English, Urdu, and regional languages. Traditional English-only instructional methods often fail to meet the learning needs of students who rely on their first language to comprehend complex concepts. Translanguaging, as a pedagogical strategy, allows students to strategically use their linguistic repertoire to enhance understanding, participation, and academic performance. This section synthesizes the findings of the study, interprets their significance, and offers actionable recommendations for practice and further research.

Summary of Results

The study collected data from 60 students through a 21-item questionnaire. Descriptive statistics including mean, standard deviation, minimum, and maximum values are calculated, and items are grouped into six factors: cognitive understanding, academic performance, confidence and comfort, collaboration and participation, motivation and interest, and negative perceptions.

Final Remarks

The study finds a significance role of translanguaging as an pedagogical approach in English classrooms, especially in multilingual contexts like Pakistan. Findings demonstrate that translanguaging enhances cognitive understanding, academic performance, confidence, collaboration, and motivation while minimizing negative effects.

By strategically incorporating students' first language into English instruction, teachers can create a more inclusive, supportive, and effective learning environment. This approach not only helps learners grasp content more effectively but also strengthens critical thinking, peer interaction, and engagement. The study recommends regular and deliberate use of translanguaging, supported by teacher guidance, curriculum adjustments, and further research to maximize its potential.

Translanguaging, therefore, is not merely a teaching technique but a transformative pedagogical approach that aligns with contemporary educational practices, fostering multilingual competence, learner confidence, and academic success. Its implementation can significantly enhance English language learning outcomes in diverse classrooms and promote equity and inclusion in education.

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