Unveiling Pedagogical Translanguaging: Investigating Teachers' Translingual Practices and Purposes in ELT Classrooms

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Abstract

Translanguaging is a linguistic practice of bi/multi-linguals where the speaker uses two or more than two languages together naturally, dynamically, and purposefully without having any conscious effort. It is used as a pedagogical resource in ELT classrooms. The study aimed to investigate and analyze the secondary-level English language teachers' purposeful practices of translanguaging in their classroom instruction. The researcher used classroom ethnography as a research design where a purposive sampling strategy was used to collect the sample from the target population. Participant observation and the in-depth interview were used as data collection tools. The collected information was recorded, transcribed, coded, categorized, and thematically analyzed. The study found that teachers employed translanguaging as a strategy of language teaching; in the form of code mixing and translation for content simplification. It was used intentionally and purposefully to motivate, praise, and encourage the learners. Moreover, it was incorporated into the classrooms to make teaching-learning effective. The study implies that individuals' linguistic repertoire should be used in language learning to ensure the use of the languages with which the learners are familiar. It further implies that linguistic borders should not be created by both practitioners and policymakers.

Key Words*: Translanguaging, Ethnography, Pedagogy, ELT Classroom*

Introduction

The concept of 'translanguaging' was originally introduced by Cen Williams, a scholar from Welsh, in 1994 to betoken to the pedagogical practices where both English and Welsh were utilized for various tasks and objectives. Essentially, it signifies the fluid, organic, and intentional utilization of multiple languages in communication to convey meaning. Garcia and Wei (2014) state,

"translanguaging is a dynamic process in which multilingual language users mediate complex social and cognitive activities through the strategic work of various sources of semiotics for action to know and be." Moreover, it has been taken as a 'bilingual languaging' (William, 2002) where the information is received in one language and processed or applied in another language.

Researchers define translanguaging as a natural and spontaneous mixing or blending of multiple languages together in communication which adheres to the utilization of speakers' prior linguistic knowledge as an asset. Moreover, it gives emphasis on language equalization, and eliminating the gap between standard and vernacular languages. For Otheguy et al. (2015) translanguaging is "the deployment of speakers' full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and states) languages" (p. 283). According to Heugh et al. (2019), translanguaging encompasses a variety of techniques by which individuals who are bi- or multilingual apply their extensive language knowledge to effectively utilize various languages. Likewise, Childs (2016), and Heugh et al. (2019) argue that it entails language-related tasks like 'code-switching,' 'translation,' 'interpreting,' and 'use of indigenous languages'. In this regard, Poza (2017) states that translanguaging is essentially a repackaging of code-switching. However, 'code-switching' is predicated on the idea that 'bilinguals have two separate bounded language systems' (Garcia & Klefigen, 2018). On the contrary, translanguaging offers a more holistic view of one's distinct linguistic system (Ittner & Marquez, 2019). Thus, translanguaging is not merely about alternating between distinct languages but rather about leveraging a speaker's entire linguistic repertoire as a cohesive communicative tool. It not only acknowledges the natural fluidity with which multilingual individuals navigate their languages but also emphasizes the importance of linguistic equality and the validation of vernacular languages alongside standard ones.

Translanguaging is not just an academic concept but a powerful tool for fostering linguistic diversity and inclusion. It has been highly adopted in the field of education in general, and language education in particular as a pedagogy of justice and diversity. Canagrajah (2013) states that the concept of translanguaging is gaining popularity among academics as a means to analyze the language practices of individuals identified as bilingual or multilingual. This framework also explores the diverse ways in which these practices are utilized, particularly within the realm of education. It highlights the importance of utilizing an individual's 'idiolectal linguistic system' Otheguy et al. (2015), as an individual's 'mental grammar.' According to their perspective, the idiolect functions as a mental grammar primarily acquired through social and personal interactions. They further explained translanguaging as the utilization of one's idiolect or linguistic repertoire, disregarding socially and politically defined language labels or boundaries. Consequently, translanguaging can be seen as the full implementation of one's 'mental grammar' in social and personal exchanges, aiding in the creation of meaning and the understanding of intricate cognitive tasks. This corresponds with Vygotsky's theory that language acts as a mediating tool that facilitates higher-order thinking (Escobar & Paltrineri, 2015). Therefore, translanguaging is a technique that makes use of individuals' idiolectal repertoire as a medium in social interaction and can connect students emotionally in learning by developing a sense of belongingness.

Scholars viewed translanguaging as a valuable tool that can be used in educational settings for both linguistic and pedagogical reasons. It involves incorporating various languages seamlessly to

improve learning and communication among students. Notable researchers, including (Baker, 2011; Cook, 2001; Creese & Blackledge, 2010; Cummins, 2009; Fallas, 2015; Garcia & Lin, 2016; Li Wei, 2011), consider multilingualism as a valuable asset within the foreign or second language classroom which implies that the languages can be used as a resource in the classroom. As the world progresses from a stage of nationalization to a global village, the conventional notion of national monolingualism is becoming less prevalent (Ke, 2010, as cited in Chung Ke & Lin, 2017). It is observed that no speakers, even those identified as monolingual, consistently engage in translanguage universally, freely using their complete idiolects without constraints (Otheguy et al., 2015). Furthermore, all speakers, including self-described monolinguals, exercise a degree of speech monitoring to adapt to the interlocutor and the social context they find themselves.

The utilization of translanguaging as a pedagogical approach in language education acknowledges the significance of bilingualism as a valuable asset rather than perceiving it as a drawback (Yuvayapan, 2019). This approach emphasizes the belief that individuals' proficiency in their native language contributes to their competence in acquiring a foreign language. Moreover, it highlights the use of the first language (L1) as a tool for mediation in the second language (L2) classroom, aiding in the comprehension of complex cognitive tasks (Escobar & Paltrineri, 2015). Hence, it is derived that translanguaging emphasizes the use of one's mother tongue in the teaching of the foreign language with the assumption that the first language proficiency has a positive impact on the development of target language proficiency.

Recent studies conducted in classrooms show that translanguaging is a common practice among multilingual students, with both teachers and students actively participating in it (Canagrajah, 2013). It aligns with the perspective supported by Escobar and Paltrineri (2015), and Otheguy et al. (2015) asserting that multilingualism is the default mode of human communication, and every speaker, even those who identified as monolingual, incorporates translanguaging in their speech. Furthermore, the literature indicates that multilingualism is a common reality in language teaching classrooms where translanguaging serves as a remedial teaching approach that values the learners' first language.

The use of the first language in language-teaching classrooms has gained significant importance among researchers and language teachers. For instance, Baker (2011) argues that "teaching a new language without incorporating students' first language communicative and academic skills is detrimental to the learning of a second language and academic content" (as cited in Phyak, 2018). Pedagogical translanguaging is emphasized for purposeful use in English Language Teaching (ELT) classrooms. Nepal is a linguistically diverse country where 129 languages are spoken by its citizens (Language Commission, 2019). English language teaching classrooms are linguistically diverse in Nepal. By embracing linguistic diversity, teachers can leverage translingual approaches to promote inclusive learning environments and empower students from various linguistic backgrounds. Thus, the purpose of this study is to investigate how and why English language teachers use translanguaging in the classroom. As a result, the investigation tackles the subsequent research inquiries:

a. How do educators incorporate translanguaging techniques within their classrooms?
b. Why is translanguaging used in English Language Teaching (ELT) classrooms?

Review of Literature

In recent years, translanguaging has been embedded in pedagogy believing in its remarkable

significance in teaching and learning. In the subsections that follow, I discuss the suppositions, concepts, and significance of translanguaging.

Presumptions of Translanguaging

The concept of translanguaging, which was first developed in Welsh studies, has now gained considerable traction in the field of education, surpassing its Welsh origin (Vogel & Garcia, 2017). Unlike Cummins's 'two solitudes' model, which promotes a strict division between the first language and the target language in the learning environment (Creese & Blackledge, 2010), translanguaging offers a more adaptable approach. While Cummins's model enforces distinct language boundaries, translanguaging promotes dynamic language use, allowing speakers to seamlessly integrate multiple languages simultaneously (Poza, 2017). This involves the deliberate integration of multiple languages within the same learning task (Cenoz & Gorter, 2011), based on the belief that learning is enhanced when multiple languages are used in conjunction.

The fundamental principle of translanguaging is fluidity or hybridity in language practices where bi/multi-linguals can use their tacit knowledge of languages to comprehend complex ideas. Researchers have presented several tenets of translanguaging for example; Vogel and Garcia (2017) have outlined three fundamental principles that form the theoretical foundation of translanguaging. Firstly, translanguaging emphasizes the utilization of a unified linguistic repertoire by individuals during communication. Secondly, it adopts a perspective on bilingualism and multilingualism that places importance on the dynamic linguistic practices of speakers rather than the specific languages associated with nations. Lastly, it acknowledges the significant impact of socially constructed language categories, particularly for speakers of minoritized languages. Likewise, Creese and Blackledge (2010); Garcia (2009), have examined the Welsh concepts of translanguaging which encompass: (i) the development of unified identity and a complex language repertoire by bilingual children, and (ii) the ability of bilingual children to communicate using distinct features of their repertoire that correspond to socially recognized languages, and (iii) the improvement of a bilingual child's proficiency in socially recognized languages through acknowledging and utilizing their entire language repertoire.

Translanguaging challenges the conventional model of multilingualism rooted in structuralist ideology, presenting itself as a post-structural language ideology that values fluidity, dynamicity, and language hybridity. The application of translanguaging not only benefits bi- and multilingual students in understanding complex content and concepts but also facilitates effective communication with teachers and peers. Its significance extends to language teachers and educators equipping them to educate multilingual individuals more effectively.

Translanguaging Pedagogy

Translanguaging pedagogy is frequently employed as a comprehensive concept to describe "teaching methods utilized for language learning that draw upon the learners' complete linguistic abilities, and the deliberate use of multilingual practices in pedagogy" (Cenoz & Gorter, 2017). Additionally, it has garnered considerable attention in language education and presents a departure from conventional beliefs in the field of bi/multilingualism (Yilo & Lin, 2020). So, translanguaging can be taken as a post-method pedagogical practice that assures inclusiveness, empowerment, and justice across diversity.

Translanguaging primarily known as a simultaneous use of two languages together intentionally.

It refers to the planned and systematic use of two languages inside the same lesson (Lewis et al. 2012). Moreover, Canagarajah (2011) describes translanguaging as "a social accomplishment which not only involves a person drawing from all the languages in his/her repertoire to communicate, but also involves shuttling between the languages brought by the other to co construct meaning" (pp.4-5). Consequently, Creese and Blackledge (2010) discuss the notion of a 'linguistic border', where they assert that borders tend to blur and the movement of individuals across these socially constructed lines is becoming commonplace in the modern world. This suggests that people around the world naturally engage in translanguaging in their speech. Furthermore, translanguaging has become an inherent phenomenon in the multilingual global community. This holds not only within communities but also within classrooms where students come from diverse linguistic backgrounds and employ translanguaging as a means of communication. In this context, translanguaging has been implemented as a pedagogical approach in language classrooms, aiding in the development of learners' creativity and critical thinking skills (Li Wei, 2011). Thus, translanguaging goes beyond the linguistic border and utilizes the languages as asset. Moreover, it functions as a remedial pedagogical approach in language teaching particularly in multilingual contexts.

Significance of Translanguaging

In recent years, there has been a growing recognition of the significance of the learners' first language in acquiring an additional language. Nevertheless, the conventional approach of focusing solely on the target language or teaching one language at a time persists in language classrooms (Vogel & Garcia, 2017). Translanguaging, on the other hand, leverages the knowledge of multiple languages as a valuable resource in language education, providing numerous advantages for learners, teachers, and educators.

Concerning the significance of translanguaging, Cummins (2008) states that "translanguaging allows students to use their native language as a positive linguistic resource that will be an asset to them and aid them in developing ways that can help them negotiate to mean and communicate in English" (as cited in Nambisan, 2014). The concept of translanguaging emphasizes its role as a process that facilitates learners' understanding of the content. It is widely recognized that language learning is closely connected to the learners' identity. Factors such as motivation, confidence, and self-esteem are considered influential in language acquisition. Therefore, by incorporating the language of the minority in classroom settings, translanguaging helps to boost learners' confidence and maintain their self-esteem. According to Martin (2005), translanguaging creates a safe environment where students' identities and cultures are valued (as cited in Nambisan, 2014). Additionally, translanguaging challenges the monolingual approach to language learning and allows students to utilize their unique linguistic repertoire in language classrooms.

Translanguaging views language boundaries as permeable and argues that language instruction should not be isolated from the languages that learners already know (Cenoz & Gorter, 2017; Garcia & Lin, 2016). The main objective of learning a second or foreign language, according to them, is not only to attain native-like proficiency but also to appreciate the learners' entire linguistic repertoire. Therefore, translanguaging acknowledges and respects the linguistic repertoire of learners, which in turn boosts their motivation, confidence, and engagement. On one hand, translanguaging breaks down artificial and ideological distinctions between indigenous versus immigrant, majority versus minority,

and target language versus mother tongues (Nambisan, 2014), and empowers learners. On the other hand, it prompts a reevaluation of the traditional question regarding the role of the first language in learning a second or target language (Garcia, 2009; Creese & Blackledge, 2015). Discussing the importance of translanguaging in multilingual classrooms, Cummins (2008) suggests that there is a shared academic and cognitive language proficiency in both the first and second languages. Therefore, utilizing translanguaging is crucial for achieving language proficiency. Additionally, translanguaging is a flexible language practice that allows students to choose the language they use (Lin, 2012; Nambisan, 2014). This means that translanguaging grants learners and teachers the freedom to use their languages both inside and outside the classroom. Similarly, Otheguy et al. (2015) argue that translanguaging offers a more effective approach than previous methods in safeguarding minoritized communities, their languages, and their learners in educational settings. They also suggest that translanguaging practices support all bi/multilingual students in developing language skills and content understanding. This indicates that translanguaging can serve as a tool to empower learners from minority backgrounds.

The utilization of translanguaging brings forth a wide array of advantages, not only for learners but also for instructors, educators, or teachers. According to Li Wei (2014), the theory of translanguaging has the potential to be a catalyst for transformative change in the field of education. The researcher further emphasizes, "Once educators start looking at language from the point of view of bilingual learners, and not simply at the named languages with their prescribed features, everything changes". Translanguaging theory plays a crucial role in assisting educators and teachers in recognizing and appreciating the complete linguistic repertoire of their students. By acknowledging and utilizing the diverse knowledge that students possess in their native language, instructors can effectively cultivate their understanding, as highlighted by Nambisan (2014). This approach empowers both learners and teachers, making translanguaging a valuable teaching strategy in multilingual classrooms. Moreover, Cenoz and Gorter (2017) have put forward three primary contributions of translanguaging pedagogy. Firstly, they discuss translanguaging in input and output, which involves employing various languages for both receiving and producing language, as well as translating. Secondly, they explore the utilization of the first language as a valuable asset in language learning, as well as in 'Content and Language Integrated Learning' (CLIL) and 'Content Based Instruction' (CBI). Lastly, they delve into translanguaging in writing, which encompasses a comprehensive approach to analyzing the writing strategies and translanguaging practices of multilingual learners.

Thus, translanguaging refers to the practice of using a hybrid language that combines multiple languages for communication purposes. This practice is particularly useful in facilitating effective communication within a community. Moreover, it plays a crucial role in language learning within educational settings, enabling learners to overcome the challenges encountered in multilingual classrooms. The literature discussed above suggests that translanguaging pedagogy can be seen as a component of 'humanizing pedagogy' (Salazar, 2013), which places value on the sociocultural resources of students. Additionally, it recognizes and respects the students' subject position, empowering them linguistically and enhancing their language education. Furthermore, translanguaging aids in transforming input into 'comprehensible input' (Krashen, 1985), which has a great significance in learning language and internalizing what the learners got from the exposure. Thus, translanguaging holds significant importance in educational and sociolinguistic contexts as it fosters a more inclusive

and holistic understanding of language use.

Methodology

For this study, I employed classroom ethnography as a research design. Brewer (2000) states that "ethnography is the study of people in a natural setting or fields employing methods which capture their social meanings, and ordinary activities, involving the researcher participating directly in the setting". Ethnography, as defined by Reeves et al. (2008), is the examination of social interactions, behaviors, and perceptions that take place within various groups, teams, organizations, and communities. I selected this research design based on its ability to produce "organic findings" (Nunan, 2010). It is particularly applicable in social research as it is conducted in a natural setting, allowing for an accurate representation of perspectives and behaviors. Moreover, it incorporates a cultural lens, providing detailed data, thorough analysis, and contextual description. Additionally, it employs multiple methods of data collection (Gay et al., 2011; Pole & Morrison, 2003). In my study, I utilized both primary and secondary sources of data. The primary sources of data were the secondary level English teachers of Sotang Rural Municipality, Solukhumbu, teaching at government schools, and the secondary data were the books, journals, theories, and previous studies. Since the study is a classroom ethnography, participant observation and the in-depth interview (Brewer, 2000), were used as tools of data collection. Participant observation was used to explore and see the real translingual practices in a natural setting, and the in-depth interview was used to validate the practices with the perceptions the participants have. Nine classes of three participants were observed, and the same participants were recursively interviewed based on the interview guidelines. The information was recorded with the help of a cell phone. Later, it was transcribed, translated, coded, categorized, and thematically analyzed. I adopted the thematic analysis method proposed by Barkhuizen et al. (2014), which involves the researcher reading the data multiple times, coding, categorizing, extracting, and identifying thematic headings (as cited in Rauteda, 2023). Additionally, the findings were supported by connecting them to the previous literature reviewed for the study.

Results and Discussion

The collected information from participant observation and in-depth interviews was analyzed according to the norms of ethnography. The information has been interpreted, discussed, and presented thematically in the following sub-headings   as the results and the findings of the study.

Teachers' Translingual Practices in ELT Classrooms

The study focused on investigating the translingual practices of secondary-level English teachers in ELT classrooms for pedagogical purposes. The collected data was subjected to thematic analysis. Subsequently, the study identified several themes as the outcomes of the analysis.

Translanguaging as a Code Mixing

In the context of communication, 'code' is a term used to describe a specific language or dialect, whereas 'mixing' is the process of blending two or more components in one location. According to Hudson (1996, pp.102-103) "code-mixing is a kind of linguistic cocktail, a few words of one language, and a few words of others, then back to the first for two more words, and so on".

Translanguaging is described as the act of receiving information in one language and responding in another language (Williams, 2002). In the context of English language teaching, teachers often engage in translanguage by mixing languages in the classroom for various reasons, viewing it as a

deliberate utilization of multiple languages simultaneously (Garcia & Wei, 2015). Additionally, Code-mixing involves the blending of two or more languages or language variations in speech. Moreover, Wardhaugh (1986) states code-mixing happens because of the choice of topic; solidarity with listeners; and perceived sociocultural distance. Further, the researcher states, code-mixing occurs when the conversant uses both languages together to the extent that they change from one language to another in the course of a single utterance.

During the class observation, teachers employed 'situational' or 'metaphorical' (Wardhaugh, 1986, pp. 102-103) code-switching in their instruction of ELT classes. In addition, teachers were identified using diverse types of code-mixing approaches.

It was evident through the observation that the teachers integrated various code-mixing strategies based on terms and conditions. The strategies that the teachers applied have been presented below along with the translation:

Teachers' Use of Translanguaging as a Code Mixing:

Example: If sentences haru char prakarka chhan…… La ya herata yanira sentence ko structure observe garne ho bhane, ya kasto banchha bhane……Aba yo structure yadi if clause ma chha bhane main clause ma ke hunchha bhane s+ v1/v5 hunchha. Yasko artha ho ki simple present. Simple present nai hunchha. Zero conditional type bhanchha yaslai. Yo zero type ho. Yaslai universal truth pani bhaninchha. Bishwabayapi satya ho yo. Satya kuraharu express gardai garda hamile simple present tense use garchhau dubai clause haruma.

(There are four types of sentences... If we look at the structure of the sentence here, it can be said like this... Now, if this structure is in the 'if clause', then the main clause will have S + V1/V5. This means a simple present. It will be in simple present. This is called the zero conditional type. This is also called a universal truth. When expressing true statements, we use simple present tense in both clauses.)

Having observed the classes which were recorded, and transcribed, the above-mentioned types of language practices were found. Teachers used two different languages together without any watchful adherence as Otheguy et al. (2015) termed it as translanguaging. Within the English language teaching environment, teachers adopted code mixing as a translanguaging strategy, blending Nepali and English languages like a cocktail. This deliberate choice allowed teachers to effectively convey content and simplify intricate tasks, demonstrating their disregard for language boundaries.

Translanguaging as a Translation

Translation and translanguaging are inherent and harmonious phenomena occurring in multilingual societies. These methodologies are promoted as valuable teaching strategies that not only foster the skill to navigate between different languages but also foster creativity and a sense of self that embraces multiple languages. Additionally, it is important to recognize that translanguaging is a theoretical perspective, while translation is an applied practice (Bayhnam & Lee, 2019).

The teaching of English in a multilingual environment presents challenges that must be addressed. As a result, English language teachers utilize different teaching strategies. In a multilingual context, translation is necessary to help learners comprehend, interpret, and share knowledge, skills, and experiences, while also fostering critical thinking abilities. Essentially, translation involves the transfer of information from one language to another. Classroom observations indicated that teachers

employed translation as a form of translanguaging. The data collected from these observations has been presented below.

Teachers' classroom practices of translanguaging as translation:

Example 1: Welcome to you all in this class... Oh, my love is like a Red, Red rose study garne xau… I will ask you some questions... Lyricist bhaneko geetkar hunchhani… Gulab is really beautiful, but it also has thorns kandaharu hunchhan... In the same way look at our life hamro jivan herata hamro jiban pani tei gulab jastai chha… [Welcome to you all in this class. Oh, My Love is Like a Red, Red Rose that we are going to study today. I will ask you some questions… …A lyricist is a songwriter, right? The rose is really beautiful, but it also has thorns........ In the same way, look at our life; our life is also like that rose.]

Example 2: Different kinds of art one adopts to die... Manchhele k bhanchha bhandakheri people enjoy in music when they are happy... …….Now, he promises… till the seas gang dry yaha gang bhaneko chha jo old English ho ra yasko meaning chai goes hunchha… the poet will be loving her till the seas go dry... I will come to you in my next birth… The road not taken. Na hidiyako baato… Here sigh bhaneko chai laamo suskera ho hai… [Different kinds of art one adopts to die......When talking about what people say, people enjoy music when they are happy.....Now, he promises; till the seas gang dry; here 'gang' is old English and its meaning is 'go'... the poet will be loving her till the seas go dry... I will come to you in my next birth… The road not taken. The untrodden path... Here 'sigh' means a long sigh..]

Hence, the transcripts uncover that teachers employed translanguaging as a form of translation in their English Language Teaching (ELT) classrooms (Joshi, 2018). The analysis of the data revealed that teachers were translating the text from English to Nepali without adhering to the language boundaries that are defined by social and political factors (Otheguy et al., 2015). In the transcripts provided, it was observed that teachers were translating the target text into a language that was known to the students in the classroom. The data further indicates that even when translating text into language familiar to learners, teachers could not refrain from using more than one language, leveraging their unified linguistic system.

Translanguaging as a Meaning-making Strategy

In the context of language learning, it constitutes a form of semiotic practice wherein an individual interacts with specific objects or images, constructs schemas, and develops conceptual understanding. The meaning-making process in language learning involves strategic participation with teachers, interaction with classmates, and engagement with various materials and texts. Zittoun and Bribkmann (2012) define meaning-making as the process through which individuals interpret situations, events, objects, or discourses, drawing upon their prior knowledge and experiences. Translanguaging is a dynamic process where an individual proficient in multiple languages fluidly draws from their linguistic repertoire to communicate and construct meaning. It allows for the seamless integration of linguistic resources to convey complex ideas and facilitate understanding across language boundaries. It emphasizes the interconnectedness of language and promotes language fluidity. Moreover, translanguaging assists in making meaning using diverse linguistic and semiotic resources.

In the exploration of teachers' translingual practices within the classroom, this study observed

that educators employed translanguaging as a means of making meaning, utilizing different materials and texts. The classroom observation revealed that teachers used various linguistic resources with pictures and slides to make meaning of certain events. Through the observation of nine classes conducted by three teachers, such practices were identified in the instructional approach of one teacher.

Hence, the real classroom practice by one of the participants has been presented below where the teacher tried to make the meaning of 'condolence' using two different languages, and even using photos [magazine cutout] pasted on the slides. The practice shows that students can make meaning of the content by interacting with multiple linguistic and semiotic sources.

Real examples of translanguaging as a strategy for meaning-making are evident in the following excerpts from the classroom observation:

Figure 1

Teacher's Translingual Practice as a Meaning Making Strategy
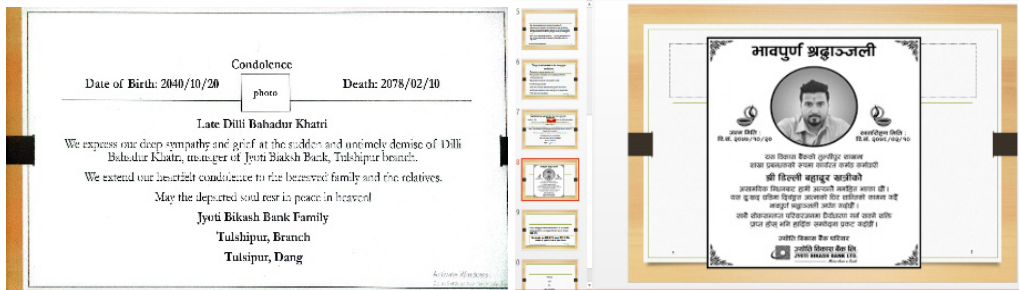
Thus, the presented material unveils how teachers employ translingual practices to derive meaning from specific subject matter as Garcia et al. (2015) said that learners interact and understand with the help of 'linguistic' and 'non-linguistic' repertoire. Throughout the analysis, it is noted that the teacher utilized two different languages concurrently to teach the concept of condolence, employing slides written in both Nepali and English to convey the same content. It further implies that teachers used the images, and magazine cutouts as a non-linguistic source to make the meaning of certain contents in the classroom. This strategic approach indicates the use of two languages to construct meaning. Furthermore, this material is viewed as a form of semiotics through which learners interact and learn. The study concludes that teachers utilize translanguaging as a strategy for meaning-making, aligning with the principles of 'Multimodal ways of classroom teaching' (Garcia, 2009). Additionally, the data reveals teachers' beliefs regarding the negotiation of meaning through diverse 'semiotic resources' (Canagarajah, 2013). Thus, the data shows that translanguaging is useful to make meaning using various linguistic and nonlinguistic resources in teaching learning activities.

Translanguaging as a Content-Simplifying Strategy

Simplification involves the transformation of complex ideas into simpler forms. Content simplification, in the context of teaching and learning, refers to the process of modifying complex content to make it more accessible while retaining its core ideas. Teaching English, especially in a multilingual context, poses significant challenges. In such situations, simplifying content becomes essential to ensure clarity for learners. For foreign language learners, content simplification techniques, such as using simple language, incorporating the learners' mother tongue, employing multiple

languages, and adjusting the text's structure or vocabulary, are crucial.

To comprehend the methodologies employed by English language instructors in simplifying instructional content and the rationales behind such approaches, an observational study of their teaching sessions was conducted. The examination of gathered data unveiled that educators incorporated the Nepali language alongside English within their English language instructional settings. This observation delineated the intentional, systematic, and dynamic utilization of both Nepali and English by instructors, thereby exemplifying the practice of translanguaging. Instances of translingual pedagogical strategies aimed at content simplification are elucidated herein below:

Teachers' use of translanguaging for content simplification:

Example: …. Dui athawa dui bhanda badhi alternatives haru bhaya bhane options haru bhay bhane kun chhane kun chhane bhanne hunchha kya. Tyo abastha nai dilemma ho. dilemma bhaneko nai dubhidha. Manma dubidha aaunu kya…….Lyricist bhaneko geetkar hunchhani. geet ma tei lyric lekhne manxe……..usko poetry haru kasto hunxa bhanda short tara philosophical bhav bokeka or darsanik typeko……

[f there are two or more alternatives, if there are options to choose, it becomes a matter of deciding which one to choose. That situation itself is a dilemma. Dilemma means confusion. When confusion arises in the mind... A lyricist is a songwriter, right? The person who writes the lyrics in the song... His poetry is short but carries philosophical meaning or is of a philosophical type...]

The provided transcripts indicate that secondary-level English teachers strategically used Nepali and English to simplify content and enhance learner comprehension. The study identified translanguaging as a content simplification strategy employed by teachers to facilitate understanding. It further implies that secondary-level teachers purposefully and distinctively practiced translanguaging.

Intents of Integrating Translanguaging in ELT Classrooms

The study investigated the pedagogical purposes of translanguaging in English language classrooms. Respondents were questioned about their views on the use of translanguaging and the reasons behind its incorporation into their teaching practices. The responses from participants reflected a unanimous perspective on the positive role of translanguaging in diverse classrooms.

In an interview, one participant (T1) highlighted the multifaceted nature of translanguaging. The respondent stated;

To cut a long story short, I use English. To make my learners understand what I am teaching, I use Nepali and other languages. To simplify the content, and to create interaction in the class as well I use jokes and stories in Nepali...

This teacher emphasized the utility of translanguaging for enhancing comprehension, simplifying content, and establishing a connection with learners. The participant further elaborated on using Nepali for humor, correction, feedback, and encouraging questions. The teacher also reported using translanguaging as a strategy to simplify complex content. This involves the intentional blending of English with Nepali and other languages to aid students in understanding the material better. By switching between languages, teachers aim to make the content more accessible and comprehensible for learners.

Similarly, another respondent (T2) outlined various purposes for employing translanguaging, including enhancing understanding, providing feedback, giving directions, and entertaining students.

This teacher acknowledged the role of translanguaging in motivation and praise, illustrating its versatility in catering to different aspects of classroom dynamics. The participant responded;

There are so many purposes of using translanguaging to make them understand, and to give feedback. While giving directions or while making them clear on the new notice also I use translanguaging. Sometimes, for entertainment also I use other languages besides English. It is also helpful to praise them, to motivate them, and to encourage them……

The excerpts revealed that the teacher reported using translanguaging to motivate students and create an engaging classroom atmosphere. The use of humor, jokes, and entertaining elements in Nepali or Hindi is mentioned as a way to maintain student interest, making the learning experience more enjoyable and motivating. Moreover, the teacher underscored the versatility of translanguaging. It was used purposefully to motivate, praise, and correct the learners. Moreover, the teacher's use of translanguaging appears to be intentional and purposeful. It serves as a dynamic strategy to cater to the diverse needs of students, creating a more inclusive and engaging learning environment. The acknowledgment of translanguaging as a tool for entertainment and motivation aligns with current pedagogical trends that recognize the importance of leveraging linguistic diversity in the classroom.

A third participant (T3) underscored the significance of translanguaging for promoting good comprehension, extracting the main idea, and creating a relaxed environment for students to express doubts. This teacher also highlighted the use of translanguaging for translation purposes, aiding students in understanding and feeling at ease. T3 responded;

For good comprehension, to get the main idea or to get the main essence of the text, and to fill sometimes it's a kind of translation. First, I speak with them in English, I tell them all the things in English then I translate them into Nepali so that they feel if they have any kinds of doubts in their minds and they feel relaxed….

The teacher strategically used translanguaging as a pedagogical tool to facilitate comprehension, help students grasp the main ideas, and address doubts. The emphasis on translation into Nepali underscores the importance of leveraging students' native language as a resource for effective learning. Additionally, the teacher's consideration of students' comfort and the creation of a relaxed environment align with learner-centered approaches to teaching.

The information indicated that educators utilized translanguaging for various purposes, including simplification of content, commendation, and encouragement of students, paraphrasing and summarization, as well as for entertainment. Analysis of interview data consistently illustrated a favorable attitude among teachers regarding the integration of translanguaging within the educational environment. It was evident that educators regarded translanguaging as a beneficial pedagogical approach, especially within multilingual classroom settings. Participants viewed translanguaging as a natural and significant form of languaging, serving as a beneficial resource for understanding content, developing concepts, and enhancing overall learning experiences.

Conclusion and Implications

This classroom ethnography has undertaken an exploration and critical examination of secondary-level English language teachers' deliberate utilization of translanguaging within English Language Teaching (ELT) classrooms. The researcher has delved into the manner and extent to which

teachers engage in translanguaging practices during instructional delivery. Following a recursive and meticulous analysis of the data, the study has documented the real-time practices of the participants, scrutinizing the pedagogical deployment of translanguaging as a resource accentuating the utilization of one's linguistic repertoire in the learning process. Teachers employed translanguaging as a strategy to derive meaning from non-linguistic elements such as images and to facilitate content simplification for enhanced learning outcomes. Moreover, it was observed that teachers integrated translanguaging into the classroom environment through code-switching and translation activities. The study suggests that its findings hold relevance for classroom teaching and learning, facilitating improved and expedited learning experiences. The incorporation of 'translanguaging' in the classroom underscores the utilization of learners' native language, thereby enhancing students' learning efficacy.

Translanguaging is regarded as a viable strategy applicable in language teaching contexts, emphasizing the centrality of learners' linguistic repertoire. It is acknowledged that translanguaging can be purposefully utilized in diverse instructional scenarios for various educational objectives. Additionally, it advocates for the integration of multimodal communication in teaching, recognized as a contemporary and highly effective pedagogical approach in the 21st century. Given that classrooms encompass students from diverse social, linguistic, and cultural backgrounds, addressing the needs of all learners can be challenging, where translanguaging emerges as a remedial teaching strategy. Translanguaging is characterized by its dynamic, natural, and intentional utilization of multiple languages concurrently, embracing multilingualism as a standard practice. The study recommends the adoption of translanguaging pedagogy by educators as a methodological approach to enhance learners' competence, performance, and sense of belonging within a learning community. Moreover, this pedagogy serves as a resource facilitating cultural exchange through semiotic interaction and the co-construction of meaning. Consequently, pedagogical translanguaging emerges as a valuable approach to be embraced in multilingual English Language Teaching (ELT) classrooms, fostering language acquisition and cultural understanding. The research findings indicate that teachers incorporate students' native language in the classroom to enhance clarity, confidence, and emotional engagement. This underscores the pivotal role of translanguaging as a pedagogical resource in ELT classrooms.

The study is significant for teachers, teacher educators, policymakers, and planners. It will serve as a raw material for future researchers. It implies that teachers should use a translingual approach to promote an inclusive learning environment and empower students from various backgrounds. They should recognize and utilize students' multilingual repertoires to motivate and encourage learners, and to make them clear on complex tasks. The study further implies that students' linguistic repertoire should be emphasized, and used as a resource, but not as a problem to meet the varied needs of learners in ELT settings.

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