Translanguaging in Higher Education:
An Overview of Current Status in Nepal

Rabu Ranjit

Faculty of English
United College, Tribhuvan University
raburanjit@united.edu.np

Abstract

This study explores the usage of translanguaging in English as a Foreign Language (EFL) classrooms, drawing insights from ELT instructors with over a decade of teaching experience and college students aged 17-20. The research investigates the advantages and disadvantages of translanguaging, its impact on student engagement, comprehension, and retention. Findings reveal that while translanguaging enhances cultural understanding, motivation, and competitiveness, challenges include L_1 interference and potential confusion in communicative structures. Students' perspectives highlight the positive impact of translanguaging on learning, emphasizing its role in facilitating deeper comprehension and memory retention. The study delves into the reliance on the first language (L_1) and discussions among instructors advocate for supportive institutional policies to encourage translanguaging. The analysis underscores the need for a balanced approach, recognizing translanguaging as a valuable tool when strategically implemented.

Introduction

When I was working on this journal draft, one of the former Faculty asked me, "Are there any differences between 'code-switching', 'code mixing' and 'translanguaging'?". The Faculty further stressed that both are the same. As an English Faculty, it is pivotal to understand that translanguaging, codeswitching, and code mixing are linguistic

Correspondence

Lal Rapacha, Post-PhD
principal@united.edu.np

phenomena that involve the dynamic use of multiple languages or multilingualism within a single communicative event. Generally, these terms are often used interchangeably. These concepts highlight the fluidity and complexity of language use, particularly in multilingual or bilingual settings.

On the one hand, translanguaging refers to the ability of multilingual individuals to use their entire linguistic repertoire, blending and crossing linguistic boundaries. It challenges the traditional view that languages should be kept separate and highlights the integrated nature of linguistic competence in multilingual speakers. In my EFL classrooms, where students are bilingual and multilingual, I encourage translanguaging by allowing students to use both languages freely to express themselves. For instance, a student might start a sentence in English and switch to Nepali or Newari if they feel more comfortable or find a particular phrase more accurate in that language.

On the other hand, 'code switching' involves the alternation between two or more languages or language varieties within a single discourse, sentence, or even phrase. It occurs at different linguistic levels, such as lexical, syntactic, or phonological, and often reflects the speaker's sociolinguistic awareness and communicative intent. A bilingual speaker[1] might say, "I need to buy lugē from the store" (combining English and Nepali), where lugá 'clothes' is expressed in Nepali while the rest of the sentence is in English.

In contrast, code mixing, similar to code switching, involves the blending of elements from two or more languages within a single utterance. However, code mixing is often used to describe a more pervasive and intertwined mixing of languages, where elements from different languages coexist in the same grammatical structure. In a conversation between friends who speak both Nepali and English, a sentence like आज मसंग pen छैन 'I don't have a pen today' demonstrates 'code mixing'. Here, the object is only in English while the rest of the sentence is in Nepali.

These phenomena challenge decolonial notions of linguistic indigeneity and emphasize the dynamic nature of language use in multilingual contexts. They are crucial for understanding the rich and varied ways in which individuals navigate and express themselves in multilingual environments, contributing to the evolving landscape of language research and education.

Within the realm of language education, the term 'Translanguaging' has become a focal point, encapsulating the dynamic practice of employing multiple languages coherently in communication. This concept not only acknowledges but also appreciates the rich linguistic repertoire that multilingual individuals contribute to the learning environment. In the specific context of English Language Teaching (ELT) in Nepali classrooms, translanguaging emerges as a potentially advantageous approach, fostering language acquisition and overall linguistic development.

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[1] A person who communicates in two different languages at the same time.

Originating from Welsh bilingual education, translanguaging involves intentionally using two languages within the same lesson. This flexible approach aligns with the evolving discussions in ELT about using students' own languages in the learning process. Translanguaging offers a range of benefits, from improved content understanding to fostering collaboration between home and school. Educators strategically address challenges by planning lessons that intentionally incorporate the use of two languages. Globally, positive perspectives on the selective use of the first language (L_1) in English classes challenge traditional policies enforcing exclusive English instruction. Research indicates that translanguaging is valued for enhancing content comprehension and strengthening weaker languages across diverse educational settings.

Nepal, characterized by its multilingual populace, sees a significant number of individuals being bilingual or trilingual. This is attributed to the use of Nepali as a link language 'lingua franca' among the general population, alongside the preservation of distinct local languages in specific regions. Additionally, English is taught in schools, contributing to the multilingual environment. This situation has implications for the informal and non-formal education sectors, impacting English language learning. The impact extends to cultural and psychological aspects within the classroom setting. Proficiency in a foreign language, particularly English, is perceived as a key avenue for Nepalese individuals to actively participate as global citizens, fostering a sense of global unity.

Nepal's ethnolinguistic diversity is not only marked by the Nepali language but also by a multitude of languages spoken among various communities. Translanguaging, as a pedagogical philosophy, offers a promising avenue to bridge the linguistic gaps that may exist in classrooms where students speak languages like Newa(ri), Mega Kiranti, Tharu, and others. By embracing the rich linguistic repertoires of students, educators can create inclusive and effective learning environments that resonate with the cultural and linguistic intricacies of each ethnolinguistic group.

While translanguaging brings numerous advantages, challenges persist, including socially constructed linguistic hierarchies and the spontaneous use of translanguaging as a coping strategy. Caution is advised to ensure that students' mother tongues are not excluded from translingual practices. Looking ahead, critical perspectives highlight the transformative potential of translanguaging, turning classrooms into critical social spaces that recognize students as multilingual and multi-epistemic beings. As educators globally embrace this approach, they contribute to reshaping language education, creating inclusive and effective learning environments in our linguistically diverse world.

In the mosaic of ELT at the tertiary level in Nepal, the diverse ethnolinguistic tapestry of the country presents a rich and complex linguistic

landscape. Beyond the predominantly spoken Nepali language, the inclusion of various ethnolinguistic groups such as Newari, Mega Kiranti, and Tharu adds layers of linguistic diversity to the educational milieu. This research embarks on an exploration of the translanguaging approach in tertiary-level EFL classrooms in Nepal, recognizing the importance of catering to learners from different ethnolinguistic backgrounds. The focus is on assessing roles and how translanguaging can be harnessed to foster collaboration and communication between students and teachers across this intricate linguistic mosaic and its limitations.

Translanguaging is a widespread phenomenon in societies characterized by multiple languages, such as Nepal, especially in areas where regional languages (local languages) are spoken. As a result, children in these regions commonly employ the regional language as their primary means of communication in daily life. This linguistic practice also has implications for the integration of local languages in educational settings.

Afriadi and Hamzah's research (2021) reveals the use of translanguaging in schools where local languages are incorporated into conversations during the learning of English as a Foreign Language (EFL), albeit to a limited extent. Building upon the observed translanguaging phenomenon in language classrooms, the present study seeks to explore issues related to (1) Advantages of Translanguaging in EFL classrooms; (2) Drawbacks of Translanguaging in EFL classrooms; (3) The Impact of Translanguaging on Students' Performance.

Review of literature

Language users speak Nepali, regional (local), and foreign languages in Nepal. The mother tongue is usually the first language to which those children are exposed. They learn their mother tongue first. The mother tongue might be an indigenous language in Nepal. The preliminary report of the National Census 2078 VS (2021 AD) regarding the mother tongue, second language (language of communication) and ancestor's language have been published.

According to this census, 124 mother tongues have been identified. In the National Census 2068 BS (2011 AD), there were 123 languages apart from the mother tongues, 111 languages were continued (National Census Office, 2080 BS; Ethnicity and Mother Tongue Information). In the National Census 2068 BS, among the 12 foreign languages identified, 'Other' has been included for the Botē, Yānā, Thārū, Kabhaṇṭārī, among others. The National Census 2068 VS included an 'Others' category for the speakers of 12 foreign languages. However, in the National Census 2078 BS, new languages such as Uṅjhḍa, Asābhā, and others have been included. These languages include Jolbā, Gadhavārī, French, Russian, Nagābhā, and others2.

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[2] Source: Yaṅgalpatan Census Office, 2080 VS; Ethnicity and Mother Tongue Information.

The mother tongue can also be Nepali. Children who grew up in big cities may speak Nepali as their first language. A local language is the mother tongue of a child born in a hamlet, and it varies based on the birth location or whether one of the parents speaks the language. As a result, a child's first language is the one with which they are most conversant.

García and Wei (2013) introduced translanguaging as an instructional approach wherein students are encouraged to switch languages for both receptive and productive purposes. Canagarajah (2014) contended that there is no specific set of teaching strategies universally applicable across different classroom settings to render translanguaging more meaningful.

Nevertheless, the adoption of translanguaging practices may enable multilingual learners to become cognizant of and proficient in a broader spectrum of language practices, making it an enticing undertaking for educators and researchers. Karabassova and San Isidro (2020) observed that the emergence of the multilingual turn, characterized by flexible and fluid linguistic practices, has introduced a language-dynamic perspective into classroom environments.

The acquisition of language is intricately tied to the interplay and impact of various languages within a learner's linguistic repertoire, particularly in multilingual contexts. Factors related to the learners' proficiency in their first, second, or other languages significantly influence the dynamics of language acquisition in an educational setting.

According to Isidro-Smith (2019), these factors encompass the linguistic distance between the languages, the learners' proficiency in their first language(s) and familiarity with the additional language, the dialect(s) utilized in the student's language, the status of the language in the community, and societal attitudes toward the learners' first language.

Within the realm of language education, the term "Translanguaging" has become a focal point, encapsulating the dynamic practice of employing multiple languages seamlessly in communication. This concept not only acknowledges but also appreciates the rich linguistic repertoire that multilingual individuals contribute to the learning environment. In the specific context of ELT classrooms, translanguaging emerges as a potentially advantageous approach, fostering language acquisition and overall linguistic development.

The origins of translanguaging can be traced back to the bilingual education initiatives implemented in Wales during the 1980s, as detailed by Lewis et al. (2012). Coined by Cen Williams as 'Trawsieithu' in Welsh and later translated into English as 'translanguaging', this term was meticulously crafted to represent a purposeful cross-curricular strategy. At its core, translanguaging involves "the planned and systematic use of two languages for teaching and learning inside the same lesson" (Williams, as cited in Lewis et al., 2012, p. 3).

In tandem with the dynamic discourse surrounding translanguaging, contemporary discussions on this linguistic phenomenon align seamlessly with the ongoing reassessment within ELT of what Hall and Cook (2012) have aptly termed 'own-language use' in language classrooms. The evolving exploration of translanguaging by practitioners underscores its increasing relevance and applicability, adding valuable dimensions to the broader discourse on effective language teaching methodologies.

As I navigate through the literature, these interconnected discussions on translanguaging and 'own-language use' serve as integral components, shaping our understanding of the intricate landscape within ELT classrooms. Building upon the intricate relationship between language, identity, and effective language teaching methodologies, scholars such as Blackledge and Creese (2010: 210–215) have underscored the interconnectedness of language and identity.

Their work posits that the construction of identity plays a pivotal role in the learning process (Blackledge and Creese, 2010). From their perspective, translanguaging emerges as a valuable tool within this intricate interplay, offering learners unique opportunities to establish connections that often extend beyond the traditional boundaries of the classroom.

This viewpoint suggests that learners actively participate in shaping their identities through the way they use language, thereby impacting their educational experiences. Consequently, translanguaging emerges as an instructional approach that not just acknowledges but also capitalizes on the varied linguistic backgrounds of learners, affording them opportunities to incorporate their individual experiences into the educational setting.

Despite the rapid global surge in migration and mobility, leading to the proliferation of multilingualism in the global north, many language classrooms still exhibit a persistence of Cummins's concept of 'two solitudes' (Cummins, 2008). This paradigm involves maintaining a separation of languages, disregarding learners' home languages. Additionally, existing language policies, curricula, and assessment practices remain steadfast in their focus on national and standard languages.

In the face of these challenges, language educators find themselves navigating a landscape where the inherent diversity resulting from global migration contrasts with the persistent monolingual practices within ELT. Cummins's 'two solitudes' paradigm continues to influence language education, with home languages often overlooked in formal educational settings.

However, amid these challenges, there are promising indications of a transformative approach. Educators who recognize the significance of translanguaging in building meaningful connections with learners that foster mutual empowerment are emerging as key contributors to pedagogical innovation. Translanguaging, defined as the intentional and strategic use of

multiple languages within educational contexts (Hall, 2005), has the potential to bridge the gap between formal language instruction and learners' diverse linguistic experiences.

Researchers committed to acknowledging the power of translanguaging in classroom-based investigations further contribute to the potential evolution of ELT pedagogies (Hall and Cook, 2012). By recognizing and valuing the linguistic diversity present among learners, educators and researchers collectively hold the key to shaping the future of translanguaging pedagogies. Within the Vietnamese educational setting, Kim and Petraki (2009) discovered a shared understanding between educators and students regarding the beneficial role of the first language (L_1) in EFL instruction, particularly during the initial phases of language acquisition.

Canagarajah (2011) critically examines the foundational principles of translanguaging, asserting that languages form an integrated system for bilinguals and multilinguals, negotiated for effective communication. This system requires the application of multicompetence, where individuals work with different languages in their linguistic repertoire. Consequently, proficiency for bilinguals and multilinguals should be rooted in constructing this language repertoire rather than pursuing total mastery in each individual language.

Baker (2011) categorizes four advantages of translanguaging, contending that it holds the potential to:

- Enhance a more profound and comprehensive understanding of content.
- Foster skill development in learners' weaker languages.
- Facilitate collaboration between home and school.
- Simultaneously develop learners' second language abilities alongside content learning (p. 281-282).

He argues that potential challenges associated with this pedagogical approach can be effectively addressed if educators recognize the importance of systematically planning lessons, intentionally incorporating the use of two languages in the classroom. Furthermore, teachers should engage in reflective practices, routinely reviewing classroom situations and stimulating their students' cognitive abilities through purposeful language divergence.

In a separate investigation, McMillan and Rivers (2011) have explored the perspectives of Native-English speakers on translanguaging at a Japanese university. Contrary to institutional policy, their findings indicated that these educators held favorable views on the selective use of the first language (L_1) in English classes. Reflecting on the instructional practices of English language learners in the United States, Hornberger and

Link (2012) utilized ethnographic data to argue that rigid school policies enforcing English as the exclusive medium of instruction hindered students' bilingual development. In contrast, they contended that translanguaging practices contributed to a more balanced approach, fostering learning by bridging two distinct cultures.

The advantages of translanguaging for bilingual individuals are multifaceted. Garcia and Wei (2014) emphasize its role in ensuring a profound comprehension of content and strengthening the weaker language by providing support from the dominant one. Focusing specifically on translanguaging pedagogy in the writing process of young bilingual learners, Velasco and Garcia (2014) conducted an analysis based on five writing texts.

They discovered that translanguaging operated as a self-regulated mechanism, with bilingual learners actively participating rather than viewing it solely as a pedagogical tool for teaching writing to bilinguals. Instead, it emerged as a strategic approach for bilinguals to scaffold and address challenges in constructing their own text in a foreign language.

Numerous research endeavors have sought to elucidate the perspectives of educators and learners on translanguaging across diverse contexts. In his master's thesis, Nambisan (2014) scrutinized the attitudes and behaviors of English language instructors in Iowa concerning translanguaging. Despite a collective belief in its significance, the majority of participants did not incorporate translanguaging practices in their classrooms.

The utility of flexible language use has been substantiated, particularly in the realm of language acquisition for young learners. Mwinda and Van der Walt's (2015) investigation underscored the necessity of contextual analysis when deciding on translanguaging strategies. Within their specific context, translation and preview-review-review strategies emerged as effective tools for enhancing English vocabulary.

Creese and Blackledge's (2015) study delved into the impact of translanguaging practices on the identity development of individuals in multilingual settings, employing a sociolinguistic framework. Drawing examples from an educational setting in the UK, they highlighted the pedagogical potential of translanguaging in deepening understanding, fostering socio political engagement, developing critical thinking, and expanding metalinguistic awareness and cross-linguistic flexibility (p. 33).

The perspectives of higher education students have also garnered attention in scholarly investigations. Carstens (2016) assessed the influence of translanguaging on the development of academic literacy in English for African bilinguals. Participants in the study reported cognitive benefits, stating that translanguaging facilitated the construction of an overarching understanding, simplification of complex concepts, and distribution of ideas.

Additionally, affective gains, such as collaboration and the establishment of a safe learning environment, were underscored by the participants. Investigating this issue within a Puerto Rican university classroom, Rivera and Mazak (2017) conducted a case study and found that participants exhibited indifference towards translanguaging pedagogy, indicating its infrequent application in their learning context.

Lubliner and Grisham (2017) define translanguaging as the intentional integration of students' linguistic and cultural resources as a medium of instruction, allowing seamless shifts between their native language (L_1) and the foreign language. Portoles and Marti (2017) further explored translanguaging practices in early language learning, revealing strategic use of L_1, L2, and L3 to serve various functions, challenging the efficacy of a monolingual approach in teaching English.

It is evident that translanguaging pedagogy offers students diverse avenues to develop proficiency in their weaker language by leveraging their knowledge of the dominant one. Addressing the principles of creating this pedagogy, Rowe (2018, p. 34) outlines the following:

- Teachers must value students' languages and cultures, incorporating activities that focus on different cultural and linguistic aspects.

  Modeling in various languages and creating bilingual texts with students are crucial components of translanguaging pedagogy.

- Authentic opportunities for bilingual or multilingual communication should be facilitated.

- A two-way translation method aids in clarifying the meaning of challenging texts.

- Constructing dual-language or multimodal texts, wherein students write and record in both languages, is a favorable activity.

- Students should present to a bilingual audience in the classroom, including teachers from other classes or members of families and communities.

In a contemporary investigation, Holdway and Hitchcock (2018) scrutinized the viewpoints of K12 public school educators concerning students' utilization of their primary language (L_1) as a pedagogical resource within the framework of a 15-week online professional development course. The research divulged that these instructors cultivated a discernment for the momentousness of incorporating L_1 in the classroom as a potent pedagogical strategy.

Diverse scholarly inquiries, employing an array of methodologies, have propounded the advantageous repercussions of translanguaging in scholastic milieus. Embracing a socio-cultural paradigm, Duarte (2019) delved into how adolescents of 15 years applied their linguistic repertoires

to navigate assignments in content-centric mainstream classrooms. The scrutiny illuminated instances of translanguaging during cognitively demanding task-related discussions. In colloquies among peers, students adeptly employed translanguaging to articulate their ideas perspicuously and engender novel knowledge.

Fundamentally, the deliberate incorporation of L_1 by instructors in the realm of English as a Foreign Language (EFL) surfaces as an invaluable pedagogical reservoir in an ambiance where bilingual entities effortlessly oscillate between their L_1 and the target language to enrich communicative efficacy. The foundational ethos underpinning this approach posits that two languages can synergistically complement each other, nurturing a profound grasp of content, fostering a bilingual identity, and conferring significance upon the bilingual realm of learners. Recognizing the pivotal role of affirmative outlooks on translanguaging held by EFL educators, as asserted by Holdway and Hitchcock (2018), becomes quintessential for the efficacious execution of this pedagogy in educational domains. Instructors should acknowledge the paramount importance of harnessing students' L_1 for both didactic and cognitive enrichment, furnishing translanguaging paradigms within the mainstream fabric of their instructional milieu.

In the diverse linguistic landscape of Nepal, the presence of English as a mandatory subject and adherence to English language education policy encounter challenges due to the unplanned nature of their implementation. Nevertheless, Phyak (2018) contends that by contesting the monolingual approach in classroom pedagogy, translanguaging pedagogy emerges as a feasible substitute.

This strategy acknowledges students' existing linguistic knowledge and literacy skills, aiming to engage them in a more profound comprehension of subject matter, facilitate the progression of classroom tasks and activities, and enable the negotiation of meanings in classroom interactions.

Conversely, Sah and Li (2020) argue that while translanguaging in the dominant languages (Nepali and English) could potentially create a flexible space for teaching and learning content knowledge, interviews with teachers and administrators, along with a focus-group discussion with students, reveal that socially constructed linguistic hierarchies among stakeholders have excluded the legitimate place of students' mother tongues in seemingly 'ordinary' translingual practices.

Kadel's (2021) research findings indicate that learners' primary language (L_1) serves as a valuable linguistic resource for knowledge construction, despite the strong dominance of the English ideology. Translanguaging engages learners in interactive classes, fostering the development of critical and creative thinking skills and enhancing motivation, especially at the basic level.

The study concludes that the diverse learners' mother tongues can effectively be used to understand content knowledge in non-language subjects in the classroom. However, Sah and Kubota (2022) caution that although translanguaging practices are inherent in South Asian English-Medium Instruction (EMI) classrooms, they may not necessarily be a planned pedagogic approach. Instead, they often function as a spontaneous "coping strategy" in response to English language domination.

Expanding on this, Phyak (2023) emphasizes that translanguaging reconfigures the classroom into a critical social space, recognizing students as multilingual and multi-epistemic beings who represent their identities from home, community, and school spaces.

Methods

Utilizing a comprehensive research methodology that includes qualitative observations, interviews, and survey analysis, this study aims to unravel the intricate interplay of translanguaging within the context of ethnolinguistic diversity in Nepalese tertiary EEL classrooms. By acknowledging and embracing the linguistic wealth present in these classrooms, the findings from this research endeavor to offer an overview of the contemporary situation of translanguaging in EFL classrooms; its pros and cons and role it plays to improve students' performance.

The quantitative facet of the analysis entails a meticulous scrutiny of the numerical data gleaned from the questionnaire responses. Statistical techniques will be applied to discern patterns, correlations, and trends, affording a quantitative lens through which to interpret the participants' perspectives. This approach aims to provide a quantifiable understanding of the prevalence and significance of translanguaging in the sampled EFL classrooms.

Conversely, the qualitative dimension of the analysis involves a nuanced exploration of the rich narratives emerging from classroom observations and the extensive literature review. Thematic analysis will be employed to identify recurrent themes, allowing for a deeper comprehension of the contextual nuances and intricate dynamics surrounding translanguaging practices in the educational milieu. This qualitative scrutiny seeks to unearth the subtleties and complexities that may elude a purely quantitative examination.

The triangulation of these methodologies serves to enhance the robustness and credibility of the findings. By juxtaposing quantitative data with qualitative insights, a more holistic and nuanced portrayal of the translanguaging phenomenon within the tertiary education context will be achieved. This integrative approach ensures that the study not only captures the statistical landscape but also delves into the lived experiences and

contextual intricacies that shape the landscape of translanguaging in EFL classrooms.

Participants

Embarking upon an inquiry into the nuanced realm of translanguaging within tertiary education, this research unfolds against the vibrant backdrop of an urban college situated in the heart of Lalitpur. Methodologically refined for both profundity and pertinence, the researcher judiciously employed a purposive sampling technique to discerningly designate the research site. This study adopts a holistic approach, integrating both qualitative and quantitative methodologies to elucidate the different facets of translanguaging.

The curation of participants involved the scrupulous implementation of a random purposive sampling technique, ensuring a kaleidoscopic array of perspectives. To streamline the process of data acquisition, a meticulously crafted questionnaire was disseminated to both Faculty and students within the researcher's academic enclave via Google Forms and Email conduits. The assiduous collection of 30 responses, comprising 5 from Faculty members and 25 from students, served as the foundational bedrock for a comprehensive exploration of the translanguaging paradigm within EFL classrooms.

Delving into the quintessence of authentic classroom scenarios, the researcher adeptly curated examples that illuminate the pragmatic ramifications of translanguaging. However, it is imperative to acknowledge the inherent limitations of this research. The specificity of the inclusion criteria for selecting teachers and students imparts a certain degree of particularity to the sample, thereby tempering the generalizability of findings.

Furthermore, the exigencies of time constraints and budgetary limitations necessitated the conduction of this research within the familiar precincts of the researcher's workplace. Notwithstanding these challenges, this study offers invaluable insights into the contemporary status of translanguaging in tertiary education, unveiling a rich tapestry of experiences within the distinctive milieu of the researcher's academic enclave.

Data Collection

To gather response the researcher first developed the questionnaire and went to her workplace in Lalitpur and invited both English faculties and students in higher education (see Appendix 1 and 2) to take part in the survey. All the English faculties with prior teaching experience were contacted. Before the data was collected the respondents were given all of the information they needed regarding the study, and their written agreement was obtained via email. Responses were undertaken in English based on choices of the participants and created questionnaires utilizing Google form.

The national and international journals were examined for collecting information on Translanguaging in EFL classrooms. I browsed Google Scholar to find relevant scholarly articles on the topic. I searched for articles on the search engine using keywords such as "translanguaging in ELT", "Nepalese tertiary education language diversity" or specific terms related to my research. Various research articles were retrieved from Taylor and Francis Online, Wiley Online Library, TESOL Quarterly as such. Filters including publication date were used to retrieve papers to offer more contemporary information.

The research was conducted in an urban college of Lalitpur. The researcher used a purposive sampling method to select the college. Both qualitative and quantitative approaches are applied for this study. The random purposive sampling method is used to collect responses. The questionnaire was shared with teachers and students in the researcher's college via Google form and E-mail. After collecting 30 responses, 5 from Faculties and 25 from students, the researcher focused on the translanguaging approach in EFL classrooms.

The qualitative data methodologies and analysis interpreted by Miller (2006) were used in both the document and interview data analysis. The articles were carefully reviewed to comprehend how translanguaging impacts English language learning in EFL classrooms. Examining former articles, case studies, sample articles from the various national and international journals were all part of the analysis of the materials. Through the analysis of the materials, the research identifies the connection between the translanguaging approach, multilingual classrooms, and EFL classrooms teaching learning practices.

In the second phase, the responses were interpreted, and participants had access to their response. The data was reviewed numerous times in order to confirm the findings, and initial interpretation was done to find emerging themes and important avenues. Later these themes and avenues (derived inductively from the raw data as well as in light of pertinent literature on translanguaging more generally including Nepal), were carefully examined in order to allow original interpretation to be modified in light of what is now known about translanguaging, its practice and impact.

This study illuminates the usage of translanguaging in Nepalese EFL classrooms with examples drawn from EFL classrooms observation. For instance, understanding how students naturally integrate Newari or Kiranti languages into their English language learning experiences can provide valuable insights into the diverse ways in which translanguaging operates in the classroom. Moreover, exploring how Tharu-speaking students engage in collaborative activities using their first language alongside English can contribute to a nuanced understanding of translanguaging dynamics in tertiary ELT.

Considering the constraints of time and budget, including one and pulling some real classroom examples, the inclusion criteria that are considered for selecting the teacher and students for the response demonstrates the limitations of this research. Due to the short time, this research is organized in the researcher's workplace itself. EFL teachers and students from United College are indicated as T1-T5 while student groups are entitled S1-S10.

Results

The data collected through surveys, interviews, and discussions provided a comprehensive view of translanguaging in EFL classrooms. Instructors and students expressed diverse perspectives on its advantages and challenges, contributing to a nuanced understanding of its impact on language learning. The reliance on the first language emerged as a natural inclination for effective communication, while discussions highlighted the potential benefits and challenges of translanguaging.

The data analysis revealed a complex interplay between translanguaging, student engagement, comprehension, and retention. While challenges were acknowledged, the overall sentiment leaned towards recognizing translanguaging as a valuable tool when strategically implemented. The discussion underscored the need for supportive institutional policies, indicating potential areas for improvement in language education practices.

In conclusion, the data collection and analysis shed light on the intricate dynamics of translanguaging in EFL classrooms, offering insights that can inform educators, institutions, and policymakers on the effective integration of translanguaging practices for enhanced language learning outcomes. Further research and collaborative efforts are recommended to refine these findings and contribute to the ongoing discourse on language education methodologies.

Discussion

The study involves college students aged 17-20, predominantly bilingual or multilingual. Half of the students find themselves proficient in their first language (L_1), often speaking two languages simultaneously. The majority occasionally uses languages other than the medium of instruction (English) during discussions or assignments. Notably, 75% of students acknowledge switching between languages during lessons and class activities.

In terms of impact, more than 50% of the participants assert that translanguaging is beneficial for learning. The approach facilitates a deeper understanding of academic material, contributing to enhanced memory retention and surpassing the limitations of direct translation. It allows students to access information from different language perspectives, enriching the understanding of academic topics. The study suggests that information is better retained when explained in the native language, supporting exam preparation.

Similarly, instructors with over a decade of teaching experience at the tertiary level find that incorporating translanguaging occasionally and rarely has a positive impact on language learning. Translanguaging aids in cultural and geo-linguistic understanding, benefiting learners in terms of their first language (L_1) comprehension. Learners feel more at ease with the learning environment when translanguaging is used, resulting in increased participation, motivation, and competitiveness among instructors.

Moreover, it facilitates easy comprehension of topics, especially when dealing with specific cultural contexts and spiritual ideas. Translanguaging is particularly useful when teaching concepts related to Nepalese cultural contexts, phonemic symbols, and geo-linguistic reality.

On the flip side, a notable disadvantage is the interference of the first language (L_1) at the phonological, suprasegmental, and cultural levels, posing challenges to language learning. If instructors are not proficient in the languages of the learners, managing multiple groups becomes difficult, potentially leading to groupism and discrimination. Additionally, some learners express resistance to the use of two languages, indicating a preference for a monolingual approach. Translanguaging can create confusion, particularly when teaching communicative structures, listening, and speaking.

Translanguaging has a dual impact on student engagement, sometimes positive and sometimes negative. Positively, it can make students feel more active, participative, and comfortable in the classroom, fostering a relaxing and enjoyable atmosphere. Students appreciate the freedom to use any language they feel comfortable with, especially when learning literature.

There is a perceived hindrance at the suprasegmental level, but overall, the consensus is that wisely used translanguaging contributes positively to learners' attitudes toward learning and teaching. While some feel that it hinders language acquisition as learners may prefer their own language, others believe it is a valuable tool when used judiciously.

Conversational levels increase, and students become more active, attentive, alert, and responsive when translanguaging is used. Despite improvements in topic understanding, some students may lack proficiency in the second language. Instructors have not received specific technical training on translanguaging, although some have studied the concept independently.

The overall perspective on translanguaging varies among instructors, with opinions ranging from seeing it as a necessary tool to occasional use or emphasizing the need for direct involvement in an English environment for better results.

Recommendations include the occasional incorporation of socio-cultural and geo-linguistic matters in the classroom, conducting a survey to explore possibilities, and running trial ELT classes. It also suggests the use of projectors and CDs but with proper training on their wise utilization.

Conclusion

The exploration of translanguaging in EFL classrooms, based on the findings and discussions from instructors with over 10 years of teaching experience, reveals a multifaceted landscape. The advantages of incorporating translanguaging, such as improved cultural understanding, enhanced motivation, and increased participation, underscore its potential as a valuable tool in language education. However, the identified disadvantages, including L_1 interference and challenges for instructors not proficient in students' languages, highlight the importance of careful implementation.

The impact on student engagement reflects a nuanced scenario, with translanguaging contributing both positively and negatively. While it fosters a more active and participative atmosphere, challenges arise in terms of language acquisition and potential confusion in communicative structures. The discussion on language acquisition further emphasizes the need for a balanced approach, recognizing translanguaging as a potential contributor while acknowledging hindrances at the suprasegmental level.

The significance of translanguaging in comprehension and retention becomes evident through student perspectives. A majority of students express the benefits of translanguaging, citing its role in facilitating a deeper understanding, enhancing memory retention, and overcoming challenges in specific language contexts. The practicality and efficacy of translanguaging in self-teaching scenarios demonstrate its adaptability as a learning strategy.

In considering the reliance on the first language (L_1), this study illuminates situations where students naturally gravitate towards their native language, emphasizing comfort and ease in complex contexts. This preference extends to intimate conversations and interactions with those who share a common linguistic background, emphasizing the importance of the first language in effective communication.

The discussion on translanguaging presents a balanced exploration, recognizing its dichotomy between fostering comprehension and potential disruptions to language fluency. The positive impact on pronunciation, overall language proficiency, and the inclusive learning environment positions translanguaging as a valuable asset in language education.

The uncertainty regarding institutional support for translanguaging underscores the need for clearer language policies.

Participants advocate for a more supportive and inclusive approach, urging institutions to recognize and appreciate linguistic diversity. The call for

translanguaging classes and resources in multiple languages signals a desire for proactive measures to encourage multilingualism in educational settings.

In conclusion, while acknowledging the challenges and uncertainties, the overall findings and discussions shed light on the potential benefits of translanguaging in EFL classrooms. The key lies in strategic implementation, recognizing its positive impact on comprehension, retention, and language proficiency, while actively addressing challenges and fostering an inclusive language learning environment.

Further research, trials, and collaborative efforts between educators and institutions are recommended to refine the understanding and application of translanguaging in EFL classrooms. The implications of embracing translanguaging in EFL classrooms extend beyond language acquisition, promoting cultural inclusivity and fostering a more dynamic educational environment conducive to diverse linguistic backgrounds.

Appendix 1
Translanguaging in ELT classroom
(students)

Section 1: Demographic Information

1.1. Personal Information:

- Age:

1.2. Language Background:

- What is your first language (L_1)?
- How proficient are you in your first language?
- Very proficient
- Proficient
- Somewhat proficient
- Not proficient
- What other languages do you speak fluently?

Section 2: Translanguaging Practices

2.1. Classroom Translanguaging:

Do you use languages other than the medium of instruction in the classroom?

- Always
- often
- occasionally
- rarely
- never

2.2. Study Habits:

When studying, do you find yourself switching between languages?

- Frequently
- Sometimes
- rarely
- never
- How do you believe translanguaging affects your understanding of academic content?

Section 3: Attitudes and Perceptions

3.1. Attitudes towards Translanguaging:

Do you think translanguaging is beneficial for learning?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Why do you hold this view? Please explain.

3.2. Institutional Support:

Do you feel that your institution encourages or discourages translanguaging?

- Encourages
- Discourages
- Neutral
- Not sure
- How can institutions better support students who engage in translanguaging?

Section 4: Reflection on Language Identity

4.1. Language Identity:

How does your language identity influence your translanguaging practices?

4.2. Language Preference:

In what situations do you prefer to use your first language instead of the medium of instruction?

Section 5: Open-Ended Questions

5.1. Additional Comments:

Is there anything else you'd like to share about your experiences with translanguaging in a tertiary education setting?

Appendix 2
Translanguaging in EFL Classrooms Survey
(Faculties)

Demographic Information:

1. Name
2. Teaching Experience:
   - Less than 1 year
   - 1-5 years
   - 6-10 years
   - More than 10 years
3. Educational Background:
   - Bachelor's Degree
   - Master's Degree
   - Ph.D. or other advanced degrees
4. How often do you incorporate translanguaging in your EFL classroom?
5. Advantages:
   a. What immediate advantages do you observe when using translanguaging in the EFL classroom?
   b. Kindly provide specific examples where translanguaging has positively impacted language learning?
6. Disadvantages:
   a. What challenges or disadvantages have you encountered when implementing translanguaging in the EFL classroom?
   b. Are there specific instances where translanguaging posed difficulties for students or the teaching process? Kindly provide instances.
7. Student Engagement:
   a. How does translanguaging impact student engagement in your EFL classroom?
8. Language Acquisition:
   a. In your opinion, how does translanguaging contribute to or hinder language acquisition?
9. Classroom Dynamics:
   a. What changes have you observed in the classroom dynamics when translanguaging is used?
10. Training Received:
   a. Have you received any training on incorporating translanguaging in EFL classrooms?

    b. If yes, please briefly describe the training.

11. Support Needed:

    a. What kind of support or resources do you believe would enhance the effective use of translanguaging in EFL classrooms?

12. Overall Perspective:

    a. What is your overall perspective on the use of translanguaging in EFL classrooms?

13. Recommendations:

    a. Do you have any recommendations for educators who are considering integrating translanguaging into their EFL practices?

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