



RESEARCH PAPER

Students' Attitude towards Translanguaging Strategy in a Classroom Setting at Private Universities of Lahore, Pakistan

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ABSTRACT

The purpose of this study was to analyse the students' attitudes towards their teachers' use of their mother tongue or local languages as a medium of instruction. To explore the attitudes of the students towards translanguaging, a quantitative survey was conducted. All the BS Hons. (English) level students of private universities in Lahore were the population of this study. By employing simple random sampling technique, 200 students from private universities of Lahore were recruited as a sample of the study. The data was collected through an adapted questionnaire from the work of Nambisan (2014). The frequency of each questionnaire item was analysed on SPSS, and the overall result from students' attitudes revealed that students want their first language to be used by their English teachers in English language classroom. This research recommends increasing linguistic resources in an educational setting and to do experimental or case study to measure the true effect of this strategy on students' learning by future researchers.

Keywords Translanguaging, Bi/Multilingual, Medium of Instruction, Students' Attitude

Introduction

Over the past two decades, with the expansion in bilingual population around the globe, it is evident that there is a need to develop new ways of dealing with language and language of instruction. As a multilingual country, Pakistan faces problems in language as a medium of instruction in educational institutions. After independence, English is taught as the main language and is used as a medium of instruction in classrooms. Many teachers are trying new teaching techniques in the classroom to make the learning process more effective and hence, in Pakistan, pedagogic strategies are becoming very innovative (Shamim & Rashid, 2019).

As a multilingual society, code-mixing and code-switching is frequently used in classrooms, especially when it comes to English language learning. In any institution, the most effective and helpful teaching strategies are employed for teaching the students, as these methods enhance academic performance and the development of students' positive attitudes towards learning (Sayer, 2013). Therefore, this study accentuates the attitudes of the students who were taught using different mediums of instruction.

Among the pedagogic strategies, translanguaging plays a significant role because it allows the students and teachers to use their local languages in the English classroom for learning and understanding (Karlsson et al., 2019). For the educational strategy, Garcia and Leiva (2014) also mentioned that translanguaging results in enhancement of students' academic writing skills and can help them in their linguistic repertoire, which is good for improving their speaking performance.

Moreover, translanguaging is considered as a social phenomenon about the subject's identity, group affiliation, and culture which is displayed with linguistic features, such as code-switching (Grenner & Jonsson, 2020, p. 22). Furthermore, Sayer (2013) described that it provides freedom in the learning procedure of multilingual and monolingual contexts. This concept is also explained by Cummins that it also includes linguistic factors which are used for mediation in communication to create meaning and understanding in the learning procedure (Cummins, 2017, p. 105).

In Pakistan, at the school level where instructors are from students' language community, the teachers frequently use some of the local mutually shared languages when explanation is required. And students consequently get a better comprehensive introduction to the formal medium of instructions like Urdu and English. Debatable arguments have been raised on International Mother Tongue Days, and government-level encouragements have been carried out for the rights of their mother tongues (Liljegren & Akhunzada, 2017, p. 75). Hence, Cook (2001) described that students' native language should be used in classrooms claiming that the process of using native language is natural.

According to Rahman (2004), the role of English in Pakistan is very important it is used as an official language, and of the military and higher education. Therefore, the status of English has been considered as a preference by Quaid-e-Azam Muhammad Ali Jinnah, when he delivered his inaugural speech in English in the primary constituent assembly of Pakistan on Independence Day. The use of English by Muhammad Ali Jinnah was symbolic because it was used as a tool that performed in British India for communication (Liljegren & Akhunzada, 2017) As Rahman (2004) said that power is associated with English, and it has been the language of elite class that has influenced the country since its birth (p. 320).

In the classrooms where the instructor uses Urdu as a medium of instruction from the very start and all the books are also in Urdu, it is extremely difficult for the students to take lectures in the English language. Language restriction is a big problem in the pedagogic system. Meanwhile, many children growing up in the rural communities of Pakistan face many different challenges but language is one of the biggest obstacles to overcome when they start their schooling. Also, their languages are not recognized by the government to be used in schools as a medium of instruction (Torwali, 2016).

The conflict in education system (English medium and Urdu medium) is creating problems in the learning system in Pakistan. As Mahboob (2009) argued that in Pakistan English is considered as an effective medium of instruction because English Medium school system is very popular and therefore, English medium school is an unspoken prerequisite order to be admitted to better universities. Although, language policies are popular and supported by the majority, the proper medium of instruction is not provided by the government as to which language

should be used in pedagogy. Hence, this study aims to discover some facts regarding the teachers' perception and students' attitudes towards translanguaging strategy in private universities of Pakistan.

Literature Review

According to Pickens (2005), attitudes help us to explain how an individual perceives an event and behave towards an object. Moreover, attitude consists of three elements as feeling, belief, and action. According to the students' attitudes regarding translanguaging suggested that students can use their languages for creativity, along with mobility, context, informal, lifelong reading and tool ownership (Jaradat, 2014). The study is conducted by Masood (2019) who has analysed the teachers' and students' perceptions towards the term 'translanguaging' at the university level in Bangladesh. It moved the current researcher's interest to analyse the attitudes of university students in the context of Pakistan.

In 2014, Jaradat research focused on the undergraduate program of French language learning. The perceptions of the students received from this survey study are that translanguaging is an effective gaining knowledge of tool in enhancing the learning process. It is viewed as an effective exercise for the students in the learning system (Asfour et al., 2020, pp. 59-60). Furthermore, Grenne and Jönsson (2020) discussed about translanguaging as, it is a dynamic use of multiple Linguistic resources when thinking, and native language comes together which make the communication meaningful. In this study, Galante (2020) mentioned that the pedagogical translanguaging tasks engaged students to develop their understanding related to the concepts.

Translanguaging may be understood as a response to the weakness that is often ascribed to speakers' home languages (Asfour et al., 2020, p. 66). Therefore, Galante (2020) described the students are reported that knowing whether their interlocutors speak a shared language was an important highlighted factor (p. 6). Translanguaging is to be believed that this imbalance frequently leads to the silencing of man or woman mind because of one's incapacity to specific crucial views in the language deemed acceptable in such areas (Asfour et al., 2020, p. 67). Similarly, Rivera and Mazak (2017) mentioned in their research that the instructor's use of translingual pedagogy within the classroom was largely deemed.

Holdway and Hitchcock (2018) had studied about instructors' pedagogy and engaging in written reflections as part of a professional development course. In the study, the majority of teachers showed an understanding of the significance of first language use within the class room, collaboration, and the pedagogical method of translanguaging. Scrabis-Fletcher & Silverman (2017) had discussed their research, it is stated as students may develop a low perception of competence, which is negatively related to persistence and behaviour and attitude (p. 87s.)

Similarly, in the study Caldas (2019) the participants had been examined the way they engaged inside the contradiction of existent language orientations as they juxtaposed their beliefs. All the students accepted this practice. After the research, students' response regarding this practice was positive and useful in learning system. According to Rivera & Mazak (2017) if students are not receptive to such a pedagogical choice, then it may be unprovoked from the learning classes (p. 136). A

Swedish linguist, Tabatabaei (2020) suggested that language beginners develop flexibility when they are recommended to use their entire repertoire while getting to know new phrases inside the specific problem.

Similarly, Sahr (2020) study suggested that translanguaging is a successful approach to sell language acquisition and as an approach to combine and encompass students. It is viewed that language is used as a dynamic and functionally. It is considered as to organize and mediate intellectual learning and knowledge (Lewis et al., 2012). 1 (2018) observed that speakers use their language (native) in their routine live but, in the classroom, they use different language. Researcher observed the students' attitudes about English learning as a second language in Arabic medium of instruction.

Throughout the interviews and other activities, participants expressed or referred to conflicting attitudes towards Arabic and English; and this, in turn, impacted their attitudes towards translanguaging and how it is beneficial for students (Palfreyman & Al-Bataineh, 201s). Participants revealed generally positive attitudes to learning and using English. Thus, translanguaging process is considered as one of the helpful tools in learning strategy (Lui, 2017).

Similarly, in the study of Caldas (2019), it is observed that students were agreed to the use of native languages as a medium of instruction. They accepted the use of all their linguistic repertoires in the classroom setting. In a research Rivera and Mazak (2017) had research on students' language attitudes influence their perception of an instructors' translingual pedagogy, which means how languages influence the students' attitudes and perception (p. 122). Furthermore, Al-Bataineh and Gallagher (2018) examined students' language attitude towards translanguaging.

Researchers observed the learners' attitudes that how the maintaining the linguistic boundaries in between two languages (Arabic and English). The above-mentioned researchers investigated linguistics diversities and students attitudes towards language use. These researches and studies' results had shown that translanguaging strategies and translanguaging techniques are very beneficial in pedagogy. Translanguaging approach is referred to the use of native languages; this argument is supported by Baker and Hope (2019). Therefore, it has been recognised as a practical theory of language which has attempted to pedagogy, it is also used for social purposes (Wei, 2018, p. 11).

Similarly, Masood (2019) study investigated that how translanguaging should be applied in pedagogy. While in the previous study Masood researched the teachers' and students' attitudes towards translanguaging in the context of Bangal (2019). Moreover, Carstens (2016) explained that translanguaging is a beneficial tool to carry out a couple of pedagogical functions in multilingual contexts. It makes contributions toward the intellectualization of the languages the creation of new terms if institutions allow this strategy in the classrooms (Carstens, 2016, p. 219). The use of translanguaging has become a social phenomenon.

In the case study, Caruso (2018) analysed the use of translanguaging in higher education in the context of the University of Algarve. The study showed that translanguaging practice enhances their creativity and clears their concepts (p. 74). According to the research, translanguaging is useful for students they can take notes

in various languages, it can enhance their written and oral production and can develop their meaningful understanding related to their subjects (Caruso, 2018).

Moreover, Garcia has recommended that pedagogies strategies should be related to the social practices of the learners (García & Lin, 2017). All the concepts supported this translanguaging idea that if pedagogy allows a medium of instruction in local languages students would become critical analysts and more intellectual in the society (García & Lin, 2017, p. 4). In Pakistan, the education policymakers can also go through an English-only policy for education level (Rahman, 2004). It can be further extended the arguments that what are the reasons for not using local languages as a medium of instruction at the educational level (Mahboob, 2009).

In the context of Pakistan, the use of English language as a medium of instruction in education levels is an issues because Urdu language is an official language. It has been difficult to define its exact position in Pakistan. While Urdu is considered as the national language of Pakistan, the higher education commission also inclines towards English being the language of education This study gave an idea to educational learning strategy for students to use their local languages in English classrooms for the sake of understanding and learning. This study is indicated that if the students got chance to use their linguistic resources in translanguaging strategy, it would ensure their academic achievement as well as help the teachers during lecture.

Material and Methods

The section discusses the method of collecting data and procedure of conducting this research work.

Nature of Research

This study is quantitative in nature. This type of research method gathers numerical data and generalizes it across the group of people (Antwi & Hamza, 2015).

Population and Sampling

The population of this research is all the private universities of Lahore, Pakistan. A sample of 200 students from the English Department of selected private universities was recruited using simple random sampling technique to collect data. The main purpose of choosing random sampling is to generalize results to a wider students' population (Watson & English, 2016, p. 28).

Research Tool

The tool used for the data collection comprises a questionnaire of students' attitudes and is adapted from the work of Nambisan (2014) for investigating the students' attitude towards translanguaging in English classroom. The advantage of using this questionnaire is that it allows the great flexibility in data collection (Brown, 2001, p. 7) and hence it is adapted, it proves its validity measure.

The first part consists of demographics (department and university name) of the respondents and their use of language in exclusive settings such as university and classroom. In the second part, Likert scale is used to get the responses of the

participants about using native languages in English classrooms. The participants responded a series of questions. They have answered the questions according to their understanding. This type of data helps in collecting the same kind of information from the different point of views (Mann, 2011).

Questionnaire was designed by Nambisan in the form of Bipolar and Unipolar Likert scale. In a Likert scale, Bipolar is associated with verbalized scale in which the bipolar labels of midpoint and the negative part of the scale differ from the unipolar labels (Hohne et al, 2020). Whereas the unipolar midpoint always shows a moderate level of agreement. Moreover, the bipolar midpoint can have different meanings depending on the respective wordings (Hohne et al, 2020).

Data Collection and Analysis

A consent letter was sent to respective private university authorities for taking the permission of data collection. The researcher collected data from 200 students of 2nd and 3rd semester of BS English (Hons). These students were being taught in their L1 and L2 as a medium of instruction in English classroom. The responses from students were taken online via google form.

This study investigated the use of translanguaging with theoretical framework of Ofelia Garcia. It helped in analysing the attitudes and behaviors of the students. After the data collection, the researcher coded the responses for analysis. Then, the data was analysed on SPSS version 2020. The tool clearly showed the statistic results of the data. It showed the numbers of frequencies, percentages, and means.

Results and Discussion

The results from the analysis of questionnaire is presented in this section so as to answer the Research Question. For the perception of teachers towards translanguaging practices, means (averages) scores are presented in tables and the frequencies are also reported. Results are discussed for each main question as below.

The first item was 'translanguaging in class is a natural practice for bilinguals'. Frequencies along with the response options are given in the form of tables below.

Table 1
Translanguaging (switching between languages Urdu and English or local languages) in class is a natural practice for bilinguals

Response options	Frequencies
Strongly Agree	33
Agree	118
Neutral	11
Disagree	38
Strongly Disagree	0

This table 1 shows the responses of participants to the question (translanguaging in class is a natural practice for bilinguals) on five points Likert scale. It shows that the participants only responded to four response categories except

strongly disagree. Most of the participants (n=118) agree with this statement. this statement, (n=33) has displayed their strong agreement with it and eleven participants remain neutral about it.

Table 2
Translanguaging (switching between languages Urdu and English or local languages) indicates a lack of linguistic proficiency in your second language

Response options	Frequencies
Strongly Agree	36
Agree	89
Neutral	16
Disagree	58
Strongly Disagree	1

According to Table 2, 89 students agreed to this statement that translanguaging indicates a lack of linguistic proficiency in your second language. Some 58 participants disagreed with this statement, 36 have shown their strong agreement with it and sixteen participants remain neutral to it. Only 1 participant strongly disagreed with this statement.

Table 3
Translanguaging (switching between languages Urdu and English or local languages) in class is an appropriate practice

Response options	Frequencies
Strongly Agree	36
Agree	106
Neutral	12
Disagree	43
Strongly Disagree	3

Table 3 shows the responses of participants to the statement of questionnaire (Translanguaging in class is an appropriate practice). It can be seen that most of the participants (n=106) agree with this question. 43 participants disagreed with this statement, 36 have shown their strong agreement with it and 12 participants remained neutral to it. Three participants strongly disagreed with this statement.

Table 4
Translanguaging is essential for learning a new language

Response options	Frequencies
Strongly Agree	53
Agree	92
Neutral	9
Disagree	40
Strongly Disagree	6

Table 4 shows that 92 students responded as agreed to the item statement (Translanguaging is essential for learning a new language). It can be seen that most of the participants (n=105) agreed with this. 40 participants disagree with this statement, 53 students have shown their strong agreement with it. 6 students have strongly disagreed with this statement.

Table 5
Translanguaging (switching between languages Urdu and English or local languages) develops my confidence in English

Response options	Frequencies
Strongly Agree	47
Agree	85
Neutral	19
Disagree	41
Strongly Disagree	8

This table shows the responses of participants to the statement (Translanguaging develops my confidence in English). 85 participants have shown their agreement and 41 students have shown disagreement with this statement. 47 have shown their strong agreement with it while 8 participants strongly disagreed with this statement, and the rest of the students remained neutral towards it.

Table 6
Language instructors should avoid translanguaging (switching between languages Urdu and English or local languages) because it will prevent second language learning

Response options	Frequencies
Strongly Agree	24
Agree	72
Neutral	16
Disagree	79
Strongly Disagree	9

According to table no 6, 79 students have selected the option 'disagree' for the statement (Language instructors should avoid translanguaging because it will prevent second language learning). 70 participants agreed with this statement and 24 participants have shown their strong agreement with it too.

Table 7
If an instructor used translanguaging (switching between languages Urdu and English or local languages) in class, it would be helpful for the bilingual students

Response options	Frequencies
Strongly Agree	48
Agree	106
Neutral	10
Disagree	30
Strongly Disagree	6

This table shows that more than half of number of the participants (n=106) showed their agreement to this statement (If an instructor used translanguaging in class, it would be helpful for the bilingual students). 30 participants disagreed with this notion, 48 participants have shown their strong agreement with it, and 6 students strongly disagreed with this.

After assessing the responses to the first seven questions, the remaining questions aimed at investigating the students' attitudes towards translanguaging practices in specific classroom situations. The second main question which is, 'it is important for teachers to use translanguaging in the following situations: addressed the students' acceptance of teachers' translanguaging practices in the classroom. This domain has further seven questions which has discussed one by one in the coming section.

Table 8
It is important for teacher to use translanguaging (native language) in the following situations

Situations	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
To explain concepts	108	50	18	19	5
To give directions	94	42	29	26	9
To give feedback to students	105	42	13	29	11
To praise students	81	55	21	34	9
To build bond with students	103	58	12	19	8
To clarify activity rules	100	50	18	21	11
To help low proficiency students	85	77	14	18	6

The first question is, 'is it important for teachers to use translanguaging in the following situations: the first situation is 'to explain concepts'. Table 8 shows that more than half of the participants (n=108) agreed with this statement that students get better comprehension of concepts when teacher explains the concept in their native language. Very few participants (n=5) strongly disagreed with this situation and 19 participants disagreed with this statement. The second question is teachers need to use translanguaging 'to give directions'. It can be seen in the table no. 8 that 94 participants have agreed to this notion that a teacher needs to use translanguaging to give directions to the students in the classrooms. 52 students showed strong agreement. Very few participants (n=9) strongly disagreed with this situation and 26 participants disagreed to this idea.

The third question that was analysed in table no. 8 is teachers' need to use translanguaging 'to give feedback' to the students. The frequency for this item of questionnaire is 105 students (n=105) agreed to this statement, 42 students showed strong agreement, 11 participants strongly disagreed with this situation and 29 participants disagreed to use translanguaging by teachers to give feedback to the students in the classroom. Furthermore, the fourth question is it important for teachers to use translanguaging 'to praise students'. It can be seen in the table no 8 which shows that 85 participants agreed to this statement which explains that students accept when teachers use translanguaging to praise students' progress in the classroom. 39 students disagreed with this situation to use translanguaging by teachers to give feedback to students in the classroom.

Similarly, the fifth and sixth questions of this domain are, it important for teachers to use translanguaging 'to build a bond with students' and 'to clarify activity rules'. In table no. 8 and 13, a number of participants (n=103 and n=100) agreed with these statements, 19 students disagreed to use translanguaging by teachers to build a bond with students in the classroom and 21 students disagreed with this situation to use translanguaging by teachers to clarify activity rules to students in the classroom while eleven students remained with strongly disagree option. The last statement of this section is, it important for teachers to use translanguaging 'to help low proficiency students'. In table no. 8, 85 participants (n=85) showed agreement to this statement, 18 students disagreed with this situation and 6 has shown strong disagreement to use translanguaging by the teachers to help low proficiency students in the classroom.

Table 9

How important do you believe it is for student to use their native language in the classroom within the following context?

Contexts	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
To discuss content or activities in small groups	115	39	17	26	3
To provide assistance to peers' activities	103	40	23	26	8
To brainstorm during classroom activities	100	46	23	22	9
To enable participation by lower proficiency students	111	45	17	18	9
To respond to teachers' question	84	40	23	36	17

In the 3rd section of the questionnaire, the third main question is, how important do you believe it is for students to use their native language in the classroom within different given contexts. All the questions are at 5-point Likert scale. There are further 6 statements which are being discussed one by one on the coming paragraphs.

The first context statement of 3rd question is how important do you believe it is for students to use their native language in the classroom 'to discuss content in the small groups. Table no. 9 shows that most of the participants (n=115) agree with this statement which explains that students accept their use of translanguaging to make proper discussion in small groups. Only 3 participants showed strong disagreement and twenty-six participants disagreed to use translanguaging to discuss in small groups. Other than that, thirty-nine students were strongly agreed to use translanguaging in this situation.

Table no. 9 shows the results of the second statement which is, how important do you believe it is for students to use their native language in the classroom, 'to provide assistance to peers during classroom activities'. Table 9 represents that 103 students have agreed to this statement and 40 were strongly agreed with this statement whereas, 8 participants showed strong disagreement, and 26 participants

disagreed to use translanguaging to provide assistance to peers during classroom activities.

Then the third question is, how important do you believe it is for students to use their native language 'to brainstorm during classroom activities'. Table no. 9 shows that half of the participants (n=100) agreed with this statement while 46 strongly agreed with this statement. Nine participants showed strong disagreement with this situation and twenty-two participants disagree to use translanguaging to do brainstorming during lectures.

Table no. 9 represents that 111 students agreed with this statement comprising how important do you believe it is for students to use their native language 'to enable participation by lower proficient students' during classroom activities and 45 students were strongly agreed with this statement. 9 participants showed strong disagreement with this situation and only 18 participants disagreed to use translanguaging in this situation.

The frequencies of the responses of the fifth statement show that 84 participants agreed that it is important for students to use translanguaging 'to respond to teachers' question'. Table no. 9 also represents that 36 participants disagreed whereas 40 participants strongly agreed with this statement that translanguaging is very essential for students in the classroom to seek permission from the teachers and 17 participants strongly disagreed with this statement.

This research explored the factors like students' attitudes towards translanguaging strategy in English classrooms. Primarily, this study used quantitative methods to collect the data and respond to research questions which guided the research and analysis. It is stated that translanguaging plays a notable role in teaching and learning because it allows the students and teachers to use their local language in English classroom for better learning and understanding (Karlsson et al., 2019, p. 23). According to Garcia and Wei (2014), the use of local language enhances learning and provides support to learners in the learning classroom. Moreover, it has multi-linguistic elements which are used for mediation in communication to create meaning and understanding in the learning procedure (Cummins, 2017, p. 105).

Overall results related to students' attitudes show that the participants only responded to four options except that of the option of 'strongly disagree'. The general responses of the students represent that students want this translanguaging strategy as a tool in English classrooms. Asslinguistic proficiency determines eligibility for natives; a native speaker is more than fluent in L1, and he can understand and can use colloquialisms, idioms, and phrases (Albers et al., 2009). Also, translanguaging is seen as an emerging trend in the teaching of English among language classrooms comprising greater number of multilinguals in recent times (Ooi and Aziz, 2021).

Students do not only think that translanguaging helps in linguistic proficiency and that it is also an appropriate practice, but most of them need this strategy as a helping tool for understanding English in the classroom for better comprehension. The reason is that, their proficiency level in English is different from their local language. Therefore, they cannot understand lectures in the restricted (English) medium of instruction. According to Sayer (2013, p. 73), the use of translanguaging is very helpful in the pedagogic system, as it gives freedom in

learning in multilingual and monolingual contexts. Pedagogical practice in various educational contexts where multilingual programs of education had usually encouraged students to use additional languages in the language classroom (Vogel & García, 2017).

In Pakistani context, multilingual students need to use translanguaging strategy in the classroom. Evidently, throughout history, multilingual programs of education have been encouraging the students to use additional languages and add them to practical use in the classroom (Vogel & García, 2017). In this current study, most of the students appreciated the role of translanguaging for their learning performance. Indeed, only translanguaging recognized that using L1 as a medium of instruction in certain situations facilitates identity expression. As previous studies mentioned in the case study of Vallejo and Dooly (2019), translanguaging reflected inside the range of information and social practices in the English learning classroom. It was a very beneficial strategy to use translanguaging in the classroom. The findings of this study indicated that translanguaging strategy in English classrooms is mainly utilized as a teaching learning strategy for increasing knowledge and managing learners' performance (Wang, 2019).

According to this present research, teachers should not stop the use of translanguaging practices in the English classroom. And most of the students were agreed that if instructors allow translanguaging strategy in the classroom, they can easily understand difficult concept as well. The use of English language as a medium of instruction on educational level is a huge issue in Pakistan, because English was mostly used for official purposes only until it was replaced by Urdu. According to Rahman (2004), in compliance with the constitution, and considering the impact to globalization on all nations, Urdu was taken as an official language of Pakistan. In Pakistan, the education policy favours the use of English as a medium of instruction in the English classrooms of university.

There is an argument that translanguaging strategy only helps the bilingual students to understand the concepts. Some of the misconceptions lead to this argument that if teachers use translanguaging strategy in the English classroom, it will be beneficial for the bilingual or multilingual learners. The results of the study also support that the translanguaging can put a greater influence on the pedagogic strategy. The students' attitudes posit that students accept when teachers use translanguaging to give directions and instructions to students in the classrooms. This argument is expanded by many researchers that in multilingual classroom setting English as a medium of instruction is a big challenge. Therefore, in the learning strategy, student should be allowed to use different languages (their native languages) in the classroom (Baker and Fang, 2021; Baker and Hüttner, 2019; Fang, 2020).

Many students disagreed with the statement comprising, 'Language instructors should avoid translanguaging because it will prevent second language learning'. The students believe that the implementation of the translanguaging strategy is more suitable for aiming at both learning content and understanding lectures. In the multilingual classroom settings, it overcomes the difficulties in English. It also helps the student to convey their message clearly. As, Khairunnisa and Lukmana's (2020) study posits that translanguaging is an act performed by bilingual and multilingual who draw on their languages to access new languages or

to convey the message using more than one language in the classroom. The main reason of using this strategy is important for teachers to use translanguaging in the following situations, addressed the students' acceptance of teachers' translanguaging practices in the classroom. In a supportive way, Cogo and Siqueira (2017) discussed teaching believes and attitudes regarding translanguaging practices; it is crucial considering the possible development of a language aware approach.

Conclusion

To sum up, this study was conducted in Pakistani context to analyse the students' attitudes towards translanguaging strategy at the BS Hons. English level. This study highlighted that Pakistani educational institutions do not have uniform approach for the use of language as a medium of instruction. Monolingual and multilingual students seemed to be concerned about translanguaging strategy in the English language classroom. The responses of students represented that universities should also include this strategy in learning English. There were many a student who appreciated and encouraged the translanguaging strategy in teaching and learning. The results of the study showed that translanguaging strategy holds potential for making classrooms rich with language. Conclusively, this study highlighted some problems that are being faced by the students in English classroom and these problems can be seen through their responses.

Recommendations

Since the focus of this study was on analysing the attitudes of students at BS Hons. English level, following points needs to be analysed further in future:

- To analyse the perception of teachers towards this translanguaging strategy
- To do an experimental or case study to measure the true effect of this strategy on students' learning
- To analyse the students' attitude subject to different language backgrounds and medium of instructions
- After analysing the true impacts of this strategy, design an educational policy for the betterment of our country

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