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**Pedagogical Benefits, Ideological and Practical Challenges and  
Implementational Spaces of a Translanguaging Education Policy:  
The Case of Bangladeshi Higher Education**

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M.A. (Sociolinguistics), M.A. (English Literature), B.A. with Honours (English)

Dissertation submitted as part of the requirement for the degree of

Doctor of Philosophy in Linguistics

College of Arts, Society and Education

James Cook University

June 2022

**Declaration**

I, the undersigned, declare that this thesis (by publication) is my original work and has not been submitted to any other tertiary education institution for higher degree research. Information derived from others' previously published or unpublished work has been acknowledged in the manuscript, and a list of references is provided.

As the copyright owner of this thesis, I grant James Cook University a permanent nonexclusive licence to store, display or copy any or all of the thesis, in all forms of media, for use within the University, and to make the thesis freely available online to other persons or organisations. I do not wish to place any restriction on access to this work.

The research presented and reported in this thesis has gained Ethics approval (Ref: HE18-228) from the University of New England, Australia.

Several of the following 13 articles/book chapter (also presented chronologically in the thesis) addressing the research questions of the PhD project were published/accepted/submitted for publication:

**Table 1**

*A Cohesive Collection of Articles Answering the Research Questions*

No	Article reference	Status
1	Rafi, A.S.M., & Morgan, A.M. (in press-a). Translanguaging as a transformative act in a reading classroom: Perspectives from a Bangladeshi private university. <i>Journal of Language, Identity &amp; Education</i> . <a href="https://doi.org/10.1080/15348458.2021.2004894">https://doi.org/10.1080/15348458.2021.2004894</a>	In press
2	Rafi, A.S.M., & Morgan, A.M. (in press-b). Translanguaging and power in academic writing discourse: The case of a Bangladeshi university. <i>Classroom Discourse</i> . <a href="https://doi.org/10.1080/19463014.2022.2046621">https://doi.org/10.1080/19463014.2022.2046621</a>	In press

- |   |  |                                |
|---|--|--------------------------------|
| 3 | Rafi, A.S.M., & Morgan, A.M (2021a). <i>Translanguaging, English literature and distinctive realities of English departments: An international perspective</i> [Manuscript submitted for publication]. College of Arts, Society & Education, James Cook University.  | Second revision in preparation |
| 4 | Rafi, A.S.M., & Morgan, A.M. (in press-c). A pedagogical perspective on the connection between translanguaging practices and transcultural dispositions in an Anthropology classroom in Bangladesh. <i>International Journal of Multilingualism</i> .<br><a href="https://doi.org/10.1080/14790718.2022.2026360">https://doi.org/10.1080/14790718.2022.2026360</a> | In press                       |
| 5 | Rafi, A.S.M. & Morgan, A.M. (2022a). <i>Translanguaging in instruction and pedagogic design: promoting learner-centredness in a teacher-centred reading classroom of a Bangladeshi University</i> [Manuscript submitted for publication]. College of Arts, Society & Education, James Cook University.   | Under review                   |
| 6 | Rafi, A.S.M. & Morgan, A.M. (2021). Translanguaging and academic writing in English-only classrooms: Possibilities and Challenges in English-Only Classrooms. In W. Ordeman (Ed.), <i>Creating a Transnational Space in First Year Writing Classroom</i> (pp. 17–40). Vernon Press.  | Published                      |
| 7 | Rafi, A.S.M. & Morgan, A.M. (2022b). <i>An Exploration of the "Trans" Prefix in Translanguaging through Grassroots Revolution: A Sonata Form Case Study from a Bangladeshi Public University</i> [Manuscript in preparation]. College of Arts, Society & Education, James Cook University.   | In preparation                 |
| 8 | Rafi, A.S.M., & Morgan, A.M (in press-d). Blending translanguaging and CLIL: Pedagogical benefits and ideological challenges in a Bangladeshi classroom. <i>Critical Inquiry in Language Studies</i> .   | In press                       |
| 9 | Rafi, A.S.M. & Morgan, A.M. (in press-e). Linguistic ecology of Bangladeshi higher education: a translanguaging perspective. <i>Teaching in Higher Education</i> . 27(4), 512–529.<br><a href="https://doi.org/10.1080/13562517.2022.2045579">https://doi.org/10.1080/13562517.2022.2045579</a>  | In press                       |
-

- 
- |    |   |                              |
|----|---|------------------------------|
| 10 | Rafi, A.S.M. & Morgan, A.M. (2022c). <i>A translanguaging pedagogical design for reading comprehension development and implications for bilingual classrooms</i> [Manuscript in preparation]. College of Arts, Society & Education, James Cook University.  | In preparation               |
| 11 | Rafi, A.S.M. & Morgan, A.M. (2022d). <i>Translanguaging in writing instruction: What works and what doesn't?</i> [Manuscript submitted for publication]. College of Arts, Society & Education, James Cook University.   | Second review in preparation |
| 12 | Rafi, A.S.M. & Morgan, A.M. (2022e). <i>Translanguaging pedagogies and content learning classrooms: Perspectives from Bangladeshi higher education</i> [Manuscript in preparation]. College of Arts, Society & Education, James Cook University.  | In preparation               |
| 13 | Rafi, A.S.M. & Morgan, A.M. (2022f). <i>Translanguaging Education Policy for Bangladeshi Higher Education: Implementational Spaces, Ideological and Practical Challenges and Future Directions for Research</i> [Manuscript in preparation]. College of Arts, Society & Education, James Cook University. | In preparation               |
- 

It should be noted that the published articles have been included in this dissertation in an unchanged format. In addition to these 13 articles, the following three articles/book chapters have been published/accepted for publication independently utilising the PhD project datasets and added as follow-up articles to the thesis in an additional section.

**Table 2***Additional Articles Arising From the Research Project*

No	Article Reference	Status
14	Rafi, A.S.M. (2020, December). Shortcomings of validating translanguaging without pedagogic focus in bilingual classroom. <i>TESOL Bilingual-Multilingual Education Interest Section (B-MEIS)</i> . <a href="http://dx.doi.org/10.5281/zenodo.4539753">http://dx.doi.org/10.5281/zenodo.4539753</a>	Published
15	Rafi, A.S.M. (in press). Students' Uptake of Translanguaging Pedagogies and Translanguaging-oriented Assessment in an ELT Classroom at a Bangladeshi University. In R. Khan, A. Bashir, L. Basu, & E. Uddin (Eds.), <i>Local Research and Glocal Perspectives in English Language Teaching-Teaching in Changing Times</i> . Springer Nature.	In press
16	Rafi, A.S.M. (2021) <i>Creativity, criticality and translanguaging in assessment design: Perspectives from Bangladeshi higher education</i> . [Manuscript submitted for publication]. College of Arts, Society & Education, James Cook University.	Abstract accepted, article under review

To summarise the article publication status, five articles have already been published online in top-tier Q-1 journals, one abstract was accepted for a special issue of another Q-1 journal, and the article is currently under review, Vernon Press published one book chapter, and Springer Nature will publish another, and a newsletter article was published in TESOL International's interest section. The remaining articles have been submitted to or prepared for submission in other Q-1 journals.

The listings of tables and figures in the front matter include only those tables and figures that appeared in the research project outline and surrounding texts for their contribution to the development of the thesis as a whole. The front matter does not include the tables and figures that appeared in individual articles because their value is primarily limited to the argument of the host articles, not necessarily to the entirety of the thesis.

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Signature: \_\_\_\_\_

Name: Abu Saleh Mohammad Rafi

Date: 7 June 2022

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Lastly, I am grateful to my mom, dad, sisters, nephew and nieces. Thank you for your patience, support and endless love. This thesis is for you!

**Statement of the Contribution of Others**

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Adjunct Associate Professor Susan Feez

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## **Abstract**

Translanguaging pedagogies have been extensively researched for the potential to improve multilingual students' educational outcomes by systematically incorporating their full range of multilingual practices into pedagogical discourses and classroom practices. While most existing research has focused on primary and secondary education in Global North contexts, post-secondary education and the Global South remain underexplored in translanguaging scholarship. Furthermore, there is little to no research on using translanguaging as an education policy in higher education. Against this backdrop, the project explored the possibility of designing translanguaging-based education pedagogies and policies for Bangladeshi higher education (BHE).

An explicit medium of instruction policy is not available for BHE. With an unclear policy landscape, public universities use translanguaging as a bilingual practice to enhance the communicative potential, but they fail to reap the full benefits of these practices due to a lack of pedagogic focus, design, and materials. On the other hand, private universities have emerged as English medium instruction (EMI) institutions, exposing Bangladeshi students to a classroom environment where they struggle to master the English language while mastering the content knowledge in EMI classrooms.

Using a two-pronged ethnographic research design consisting of linguistic ethnography (Copland & Creese, 2015) and autoethnography (Ellis, Adams, & Bochner, 2011), the PhD project collected data through classroom observations, pedagogical interventions, focus group discussions with students, and semi-structured interviews with teachers. It involved approximately 400 participants from first-year arts, humanities, and social science classrooms at two public and two private universities in Bangladesh. The analysis of datasets revealed a disconnect between macro-level language policy discourses and actual practices at meso and micro levels. The disconnect indicated potential affordances

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for accommodating translanguaging pedagogies to inform the medium of instruction landscapes of the universities and provide equitable benefits for students from a range of learning and language backgrounds. The intervention findings demonstrated that translanguaging pedagogies challenged monolingual approaches to education, related curricular content to local language(s) and experiences of students, balanced developing proficiencies in both academic Bangla and academic English, and facilitated quality content acquisition. While participants acknowledged and appreciated the multidimensional benefits of translanguaging pedagogies, several ideological and practical challenges also surfaced in their responses. In light of the findings, the project conceptualised three policy designs: an interim policy, a differentiated policy, and an aggregated policy based on translanguaging pedagogical approaches for BHE and related contexts. These designs are not necessarily sequential but highly situated in nature according to the needs and preferences of the policy arbiters. The project also identified four critical areas for further research: translanguaging-oriented assessment, teacher education and development programs, public engagement and policy consultation among stakeholders in the education community, and prestige planning of translanguaging practices for successful implementation of a translanguaging-based education policy.

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## Outline of the Research Project

Translanguaging education policy is the subject of this thesis by publication PhD project. The publications which form the substance of the thesis report specifically on a study that investigated the medium of instruction (MOI) policy landscape of Bangladeshi higher education (BHE) from a translanguaging perspective. Translanguaging theories differed significantly from traditional theories of bilingualism such as Lambert's "additive" and "subtractive" bilingualism (Lambert, 1974), Cummins' interdependence hypothesis (Cummins, 1979), and code-switching studies (Heller, 2010; Milroy, 1995). These traditional theories support the notion that bilinguals have two distinct linguistic systems for their first language (L1) and second language (L2). Translanguaging theories, on the other hand, argue that bilingual speakers only have one complex and dynamic linguistic system, which they learn to divide into two languages due to external social variables and in response to pervasive social influences, rather than for linguistic reasons (García & Kleyn, 2016; also read Article-8 of the thesis for a detailed exploration). In this sense, translanguaging refers to the ability of bilingual speakers to shuttle between languages, treating the diverse languages that comprise their repertoire as an integrated system with no regard for socially and politically defined language names, labels or boundaries (Canagarajah, 2011; Otheguy, García, & Reid, 2019).

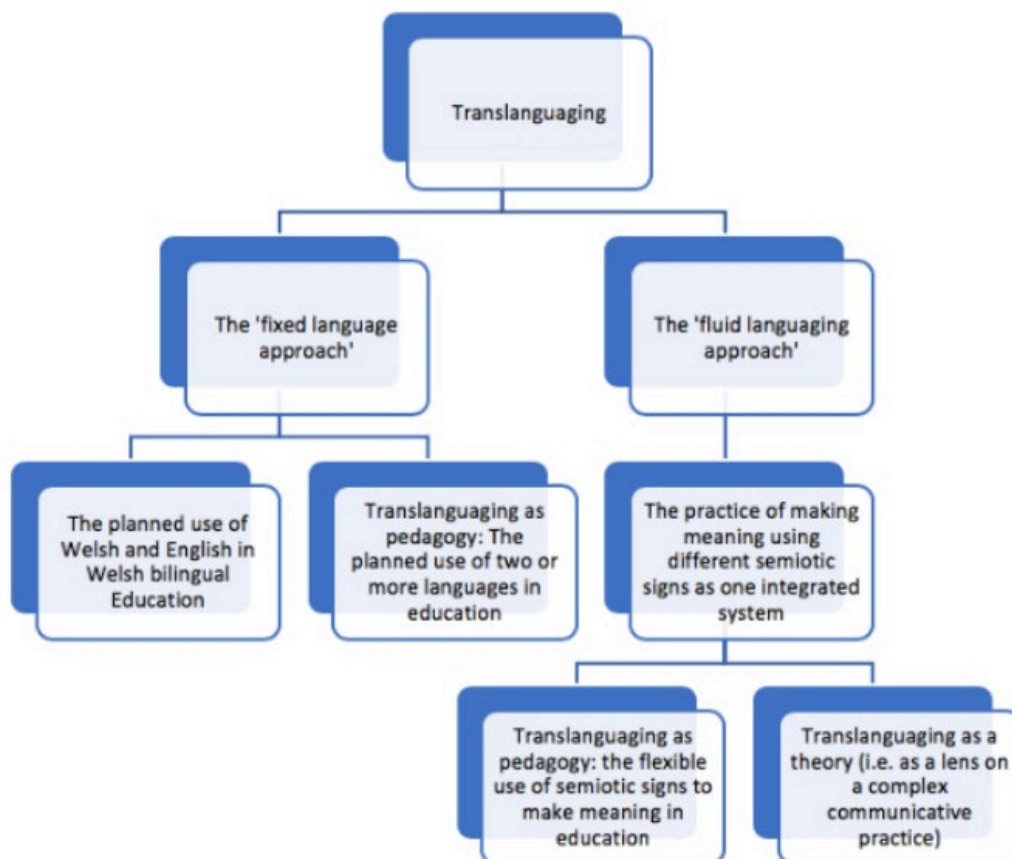
A number of scholars recognised the importance of translanguaging in the fields of literacy and second language acquisition, and they expanded the concept of translanguaging in various ways. For example, a weak version of translanguaging proposed by Williams (1996) argues in favour of softening the boundaries between languages while still acknowledging and employing named languages separately. In contrast, García and Wei (2014) proposed a strong version of translanguaging, as discussed previously, arguing that

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bilingual speakers do not adhere to the socially constructed barriers of different named languages, but instead draw selectively on the features of their expanded linguistic repertoires to make meaning and learn. Recently, Bonacina-Pugh et al (2021, p. 16) presented the following conceptual map of translinguaging to contextualise translinguaging performances in education:

**Figure 1**

*Conceptual Map of Translinguaging*



While the framing of translinguaging in this thesis aligns with a fluid languaging approach to pedagogical translinguaging, the entire design of the PhD project was informed by Lewis, Jones, and Baker's (2012) framing of "Universal" and "Classroom" modes of Translinguaging. Universal Translinguaging refers to typical bilingual behaviour: “irrespective of context and particularly for gaining understandings, everyday

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communication, and achievement in interactions irrespective of site” (p. 650). Classroom Translanguaging, on the other hand, implies “planned” or “serendipitous” translanguaging, but always “with a pedagogical emphasis” and allows for a conversation regarding learning and teaching style and curriculum planning. In other words, the first, a more broadly defined communication goal, is “simply” behaving like a bilingual, but the second is motivated by teaching/learning intent. As will be discussed in the following sections of the thesis, Universal Translanguaging was present in the observed classrooms, whereas Classroom Translanguaging informed the research project's pedagogical intervention designs. Each of these designs demonstrated explicit steps in which students were allowed to translanguage in both spoken and written discourses and were required to perform in certain named languages such as English and Bangla. The analysis of these interventions provided evidence that converged with extant translanguaging literature that credited Classroom Translanguaging for the potential of systematically teaching bi- or multilingual students by providing them with linguistic security in a safe classroom environment and encouraging them to use the entirety of their language knowledge for engaging in educational learning (García & Kleyn, 2016; Rafi & Morgan, 2021, in press-a); addressing issues with low proficiency learners while not hindering the high achievers in the same classroom (Muguruza, Cenoz, & Gorter, 2020; Rafi, in press); and maximising learning literacy skills in both home and target languages (Hornberger & Link, 2012; Rafi & Morgan, 2021, in press-c) and facilitating higher cognitive engagement in content-matter learning broadening their translingual-transcultural dispositions (Duarte, 2016, Rafi & Morgan, in press-b).

In this project, I employed an ethnographic research design to investigate existing linguistic practices from the framing of “Universal” and “Classroom” modes of Translanguaging, focusing on the potential of Classroom translanguaging in eight first-year undergraduate classrooms at two public and two private universities in Bangladesh. Bangla is

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the national language and lingua franca of Bangladesh, as well as the mother tongue of 98% of Bangladeshis. Bangladesh is also home to at least 36 Indigenous languages that are spoken by at least 54 Indigenous communities. All Bangladeshi students learn to read and write Bangla and English over the course of 12 years of schooling before being admitted to Bangladeshi universities. The few Indigenous peoples who have received a formal education through the school system can speak and write Bangla, unlike the majority of Indigenous peoples who have not had the opportunity to become literate (Rahman, 2010). The project did not include any Indigenous student and teacher participants, hence, translanguaging was conceptualised here in terms of Bangla and English only. Due to the successions of several Hindu and Buddhist kingdoms, Muslim dynasties and European colonisers including British rulers in the prehistoric land of Bangladesh, a few linguistic features of other named languages such as Hindi, Urdu, Arabic and so on were featured in the documented translanguaging practices and pedagogic designs. However, these linguistic features have already been incorporated into the Bangla language as its own words and accepted by grammarians and people using the language in their everyday lives.

There is no explicit MOI policy in Bangladeshi universities. In that unclear policy landscape, the public universities use Universal Translanguaging practices (Rafi & Morgan, in press-a), which have traditionally been described as a random mix of languages, while private universities have emerged as, or at least describe themselves as English (only) medium institutions (Rafi, 2020; Rafi & Morgan, in press-b, in press-c). Comparative studies on the outcomes of such disparate MOI policies in the Bangladeshi context and elsewhere are relatively sparse. A few studies, including the PhD research project, examined participant responses to those policies and found different learning priorities from the range of actors involved and also different results (Hamid, Jahan, & Islam, 2013; Rafi & Morgan, 2021, 2022d, in press-a, in press-b, in press-c). While the public universities support and provide

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greater focus on developing sound content knowledge and less on attaining English language proficiency, the private universities emphasise the acquisition of English language proficiency extensively without considering and with less emphasis on the factors that might affect learning content knowledge effectively (Rafi & Morgan, in press-b). Interestingly, neither public nor private universities have explicitly designated language allocation or use policies around academic Bangla proficiency (Rafi & Morgan, in press-b). Some minor changes began to emerge after the University Grants Commission (UGC) mandated a compulsory subject on Bangla Language and Literature in Bangladeshi universities.

Against this backdrop, the research project investigated how a translanguaging education policy could serve as a bridge between public and private universities in the medium of instruction (MOI) policy landscape and balance the language and content learning demands of Bangladeshi students. While working with the datasets obtained from the participating English medium universities, the project had documented tangential issues related to the unintended but detrimental effect of English medium instruction (EMI), such as discriminations based on English language proficiency or the lack of the threshold proficiency to access EMI lectures and subject materials. However, this project does not address whether the problem with EMI is the teacher education or the lack of teacher education that comes with the transition to EMI. These peripheral concerns are outside the purview of this project.

The ethics approval number for this project is HE18-228, which was obtained from my former institution, the University of New England, Australia. I utilised pseudonyms for all participating institutions and individuals to comply with the ethics guidelines. A purposive sampling technique was used to collect data from two private and two public universities to ensure equal participation of the private and public sectors of BHE. I pseudonymised the two private universities as Yeehan University of Bangladesh (YUB) and Fariha University of

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Bangladesh (FUB), and the two public universities as Medha University of Bangladesh (MUB) and Ariya University of Excellence (AUE) throughout the thesis, except for Article-9, where the journal editor required the universities to be referenced as private university-1, private university-2, public university-1, and public university-2. In selecting the universities, these institutions' size and growth, vision and mission, revenue streams, and strategic priorities were considered to capture a more representative picture of BHE (Rafi & Morgan, in press-a). Article 9 contains a complete overview of the university selection process. Nevertheless, I discussed the background of the research project, the distinctive circumstances of each classroom and university, and the participant profiles throughout the first 13 articles.

As part of this thesis by publication PhD project, I wrote 16 scholarly articles and divided them into four categories. I wrote the first 13 articles to provide comprehensive answers to the research questions of the PhD project. The three additional articles were written using the project's datasets but responding to the interest of the scholarly community that I encountered along my PhD journey. These three articles complemented the PhD project, showcasing my commitment to the ongoing research agenda that I developed in response to the critical areas identified in the PhD project for further research. In all articles, I used the terms “natural translanguaging” and “Universal Translanguaging,” as well as “Classroom Translanguaging” and “translanguaging pedagogies” interchangeably. The following discussion outlines the research questions, data collection, data analysis, and thesis structure.

The project posed the following four research questions:

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1. How does the linguistic ecology of Bangladesh, along with cultural diversities, provide opportunities for incorporating translanguaging pedagogies in higher education?
2. What is the role of translanguaging pedagogy in improving reading comprehension and academic writing skills?
3. What is the role of translanguaging pedagogy in facilitating effective content learning across disciplines?
4. What translanguaging-based education policy can be developed to inform a uniformed medium of instruction policy for Bangladeshi higher education?

I collected four types of data using a two-step ethnographic research design. The first step is informed by linguistic ethnography, an interpretive approach that studies actors' local and immediate actions from their point of view. This approach considers how these interactions are embedded in broader social contexts and structures (Copland & Creese, 2015). I employed this approach to observe the linguistic practices in two reading, two writing, two English poetry and two Anthropology classrooms in the English and Anthropology departments of the four universities. Linguistic ethnography enabled me to study how linguistic practices and social processes influence each other in everyday classroom communication and how such communication interacts with language policies.

The second step was informed by autoethnography, an approach that "seeks to describe and systematically analyse (graphy) personal experience (auto) in order to understand cultural experience (ethno) (Ellis, Adams, & Bochner, 2011, p. 273). Challenging canonical ways of doing research and representing others, autoethnography treats research as a political, socially-just and socially-conscious act (Adams & Jones, 2008). In this autoethnographic step, I employed translanguaging pedagogies to teach four language- and four content-related lessons as pedagogical interventions and provide personal insights and

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reflections from the experience of being in the classrooms and with the participants. Each of the eight pedagogical interventions lasted for 90 minutes. The interventions dealt with the following topics in the respective research sites:

**Table 3**

*Topics Distribution in the Respective Research Sites*

Interventions	Topics	Private university	Public university
Two reading interventions	One Bangla and two English texts on the concept of beauty	FUB	MUB
Two writing interventions	Paragraph writing	YUB	AUE
Two English poetry interventions	Metaphysical elements in John Donne's <i>The Sunne Rising</i>	FUB	AUE
Two Anthropology interventions	Kinship (Family orientation)	YUB	MUB

Each subset of the interventions, such as reading, writing, English poetry and Anthropology, had an identical design for each location. In other words, the same intervention of the focal area/s was replicated in private and public universities to draw a comparative perspective on the efficacy of translanguaging pedagogy in enhancing language and content learning goals, as well as providing an opportunity to notice differences that may be due to policy, practice or aspirational goals of each university. I conducted each intervention in teachers' regular classrooms, except for the two interventions at AUE, which were conducted in separate classroom settings. Following the interventions, eight focus group discussions with students and eight semi-structured interviews with teachers were organised to elicit participant responses on translanguaging pedagogical approaches, and their responses



to the interventions and the possibilities they posed for future practice. The combined approach of linguistic ethnography and autoethnography connected my personal experience with the wider social structure and produced four large data sets: classroom observations, pedagogical interventions, focus group discussions and semi-structured interviews.

Altogether eight teachers and approximately 400 students participated in different steps of this study. This ethnographic data collection process was completed in six months. A detailed description of the datasets has been provided in articles 9 (in press-a) and 13.

I employed a unit of analysis design to address the datasets. Each unit involved two classroom observations (or one in two cases), one pedagogical intervention, one focus group discussion with students and one semi-structured interview with a teacher. These units have been discussed in articles 1 to 8. I analysed each unit in two steps to provide a balanced understanding of the findings. In the first step, a data-driven approach was used so that the data could speak for themselves. A variety of inductive coding techniques, such as Versus Coding, In Vivo Coding and Open Coding, were utilised to generate the initial themes in the language/languageing mode the participants used (Saldaña, 2021). An English gloss of these themes was provided for the supervisors. The second step of analysis involved identifying appropriate frameworks based on each classroom's contextual nuances, needs and my autoethnographic experience of the study contexts. These frameworks helped me analyse and interpret the initial themes beyond translanguaging theories to demonstrate their interconnectedness with socio-cultural processes. I adopted the umbrella term "educational interest" in the accompanying discussion to encompass the contextual nuances, needs, and autoethnographic experience discussed previously.

The following table illustrates how a specific educational interest shaped each unit of analysis in conjunction with the shared goals of language learning and content acquisition:

**Table 4**

*Educational Interest in Each Unit of Analysis*

Larger goals in four units of analysis: Enhancing language learning	
Reading comprehension (two units) Private VS Public	Writing skill (Two units) Private VS Public
<p><b>Educational interest at FUB:</b> The transformative potential of translanguaging through "translanguaging space" (Wei, 2011) and "critical instances" (Ascenzi-Moreno &amp; Espinosa, 2018)</p> <p><b>Educational interest at MUB:</b> Learner-centeredness through "moment analysis" (Wei, 2011)</p>	<p><b>Educational interest at YUB:</b> Translanguaging and Academic Writing through Fairclough's power and discourse (2001)</p> <p><b>Educational interest at AUE:</b> Translanguaging and Academic writing through Bakhtin's framework of heteroglossia (1975)</p>
Larger goals in four units of analysis: Enhancing quality content acquisition	
Humanities Content (two units) Private VS Public	Social Science Content (two units) Private VS Public
<p><b>Educational interest at FUB:</b> Translanguaging, cultural literacy and English medium instruction (EMI) (Zhaoxiang, 2002).</p> <p><b>Educational interest at AUE:</b> An exploration of the "trans" prefix in translanguaging in a sonata form case study (Wei, 2011; Evans and Morgan, 2016).</p>	<p><b>Educational interest at YUB:</b> A pedagogical perspective on the connection between transcultural dispositions and translingual practices in Anthropology lesson.</p> <p><b>Educational interest at MUB:</b> A blended approach of Content and Language Integrated Learning (CLIL) and translanguaging pedagogies in Anthropology lesson.</p>

The initial examination of the eight units produced eight full-length articles. Three levels of analysis -micro, meso and macro- were employed to answer the four research questions of the project. On a micro level, each of the eight articles contributed to the resolution of the research questions via the lens of its particular classroom, university, and participant sample. I adopted a consistent structure for these articles, despite internal variations and rephrasing of subheadings. The structure comprised the following sequence of stages: an abstract, an introduction, a review of the literature, the study (methodologies), a four-part "findings and discussion" section, and a conclusion. The four-part "findings and discussion" portion addressed the research site's linguistic ecology, the function of translanguaging pedagogies in the focused intervention, participant responses toward translanguaging pedagogies, and implications for policy and practices.

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Section 1 featured four articles from private universities, whereas Section 2 contained four articles from public universities. While I did not use a case study approach in these articles, the groupings of the articles enabled me to build two robust case studies on private and public universities. As a result, Sections 1 and 2 are titled "the case of Bangladeshi private universities" and "the case of Bangladeshi public universities," respectively. Each of these sections contributed to answering the research questions in their own way, owing to their various ties to the private and public sectors of BHE. The cross-case analysis of these two sections at the meso and macro levels produced five more articles. Section 3 comprised these five publications, which thoroughly answered the PhD research project's four research questions, providing a holistic picture of how translanguaging education policies could inform the unclear medium of instruction landscape of BHE.

I interacted with a wide range of stakeholders from the education and research communities while collecting data, presenting research findings at top applied linguistics conferences in the Global North, delivering invited keynote addresses in Bangladesh, India and the Philippines, publishing and reviewing articles in Q-1 journals, and editing a special journal issue on translanguaging in the Global South for the *Critical Inquiry in Language Studies* journal. These interactions with Global North and Global South communities broadened my understanding of translanguaging scholarship. Whereas translanguaging has been much celebrated for creating spaces in monolingual English-only classrooms of the Global North, it may struggle to gain traction in multilingual classrooms in the Global South unless we distinguish natural translanguaging practices from translanguaging pedagogies in order to emphasise the latter's benefits in the Global South context. Despite any stated or unstipulated medium of instruction policies, translanguaging is a prevalent practice in the Global South classrooms, at least in Bangladeshi universities.

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Furthermore, several reviewers and a journal editor questioned the justification of adding culturally relevant elements in the pedagogic designs of the interventions while reviewing my articles in Q-1 journals. These intellectual exchanges prompted me to broaden the definition of translanguaging pedagogies in the thesis summary section while pinpointing specific research trajectories such as translanguaging-oriented assessment, teacher education and development programs in Global South contexts, policy consultation and policy planning, and prestige planning of translanguaging practices among the wider community.

In light of these experiences, I wrote three additional pieces, which I included in the fourth section of the thesis. These pieces are not part of the cohesive collections of articles that answered the research questions. Instead, they were generated from tangential issues of the PhD project. Among them, Article 14, titled “Shortcomings of validating translanguaging without pedagogic focus in bilingual classroom”, was published in TESOL International Association’s *Bilingual-Multilingual Education Interest Section (B-MEIS)*. In this article, I utilised data from a post-intervention English literature class to demonstrate how naturally occurring translanguaging practices or loosely adapted translanguaging strategies did not provide the cohort with the same level of satisfaction as coherently designed translanguaging pedagogical inventions of the PhD project. I examined the shortcomings of accommodating natural translanguaging in classroom settings through three themes: "inadequate scaffolding with Bangla word definitions," "culturally inappropriate content," and "group work assessment" in this article (Rafi, 2020).

English language teaching (ELT) predominates in Linguistics studies in Bangladeshi academia. A group of academics from the country's oldest university, the University of Dhaka, invited me to contribute a chapter to their edited volume, "Local Research and Global Perspectives in English Language Teaching-Teaching in Changing Times," which will be published by Springer Nature. I accepted this invitation and looked at the dataset of a regular

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ELT classroom through the lens of translanguaging and authored article 15. The student participants of this study were vehement in their criticisms of traditional ELT pedagogies and assessment practices. Such critical perspectives prompted me to take a broader look at assessment from a translanguaging standpoint. I produced article 16, titled "Creativity, criticality, and translanguaging in assessment design: Perspectives from Bangladeshi higher education", using data from three EMI universities. This article is the project's final additional article, accepted for publication in a Q-1 journal Special.

In total, the thesis by publication PhD project included 16 articles in four main sections. Based on the chronological order of article production, their influence on the overall analysis, and presentation in the project, the four main sections are summarised below:

- Section 1: Four articles on two language learning and two content acquisition units from the case study on private universities
- Section 2: Four articles on two language learning and two content acquisition units from the case study on the public universities
- Section 3: Five articles focused on the four research questions, foregrounding the larger lessons learned from the project and answering the research questions
- Section 4: Three additional articles arising from the thesis by publication PhD project

The following figure demonstrates the organisation of the thesis by publication PhD project. As a navigation key, this figure has been used throughout the project.

**Figure 2**

*Navigation Key*



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After presenting the four sections, I concluded the thesis by recapitulating the findings, contributions and implications through a lens of my autoethnographic account. In the project summary and conclusion part, I reflected on all tangential issues, provided concrete examples from my teaching experience at James Cook University and disseminating research findings discussed with crucial scholars and editors of the top journals in the field, bringing the project back full circle to starting points which were the interest in exploring the promises of translanguaging pedagogies in BHE and evidencing developments in thinking and identifying potential further research areas.

Along with the thesis, I have included three appendices. The first two contain a set of questions that guided focus group discussions with students and semi-structured interviews with the teachers. The third includes a comprehensive list of references cited in the entire thesis. I prepared this list according to APA 7 in contrast to several reference styles used in the articles retained in the thesis, following the style guidelines of the particular journals. Each article or section of the thesis also contains the reference list as published/submitted with the article or pertaining to that section because of the nature of the presentation of the thesis by publication.

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## **Section 1: The Case of Bangladeshi Private Universities**

### **Introduction**

Section 1 consists of four articles reporting the findings from the studies carried out in two private universities in Bangladesh. Both universities administered English medium instruction (EMI) for classroom and assessment practices aligning with the macro-level policy description of the private sector of Bangladeshi higher education (BHE). These universities were pseudonymised as Fariha University of Bangladesh (FUB) and Yeehan University of Bangladesh (YUB).

### **Data Collection**

Data were collected from four language learning and content acquisition classrooms of first-year undergraduate programs offered in these universities. The language learning classrooms included one reading and one writing classroom, while the content acquisition classrooms included one English literature (poetry) classroom and one Anthropology classroom. Each classroom produced four datasets: classroom observations, pedagogical interventions, focus group discussions with students, and semi-structured interviews with the teachers. A unit of analysis approach was employed to analyse the datasets. Each unit comprised two classroom observations (except in the writing and anthropology classrooms at YUB, where only one class could be observed in each), one pedagogical intervention utilising translanguaging pedagogical approaches, one focus group discussion with students and one semi-structured interview with the focal teacher.

### **Analytic Frameworks and Articles Development**

In language learning studies, data obtained from the reading classroom at FUB was analysed using Wei's (2011) notion of "translanguaging space" and Ascenzi-Moreno &

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Espinosa's (2018) notion of "critical instances". Findings from the study were presented in Article-1, which was published in the *Journal of Language, Identity and Education*.

Fairclough's (2001) ideas of "power behind discourse" and "power in discourse" were, on the other hand, employed as an analytical framework to analyse the data collected from the writing classroom at YUB. This study's findings were presented in article 2, which was published in *Classroom Discourse*.

In content learning studies, an English medium instruction (EMI) framework was employed in Article-3 to analyse the data collected from the English literature classroom at FUB. The second review of Article-3 will be submitted to a Q-1 journal. On the other hand, a connected framework comprising translingual practices and transcultural disposition (Lee & Canagarajah; 2019; Rafi & Morgan, in press-a) was used to analyse the data collected from the Anthropology classroom at YUB. This investigation resulted in Article-4, which was published in the *International Journal of Multilingualism*.

### **Contributions of the Articles and Section 1 to the Thesis**

While each article addressed the research questions on a micro-level, focusing on the linguistic ecology, pedagogical benefits, practical and ideological challenges, and implementational spaces of a translanguaging education policy in its context, Section 1 provided an opportunity to examine the same issues from the perspective of the private sector of higher education in Bangladesh, contributing to the final analysis (at both the meso and macro levels) in Section 3 of the thesis.

**Figure 3**

*Article 1 Navigation Key*



**Article 1**

***Unit of Analysis on Reading Comprehension Development at FUB***

Educational interest: The transformative potential of translanguaging through "translanguaging space" (Wei, 2011) and "critical instances" (Ascenzi-Moreno & Espinosa, 2018).

Article 1 was originally published in the *Journal of Language, Identity & Education*.

**Article 1 Reference**

Rafi, A.S.M., & Morgan, A.M. (in press-a). Translanguaging as a transformative act in a reading classroom: Perspectives from a Bangladeshi private university. *Journal of Language, Identity & Education*. <https://doi.org/10.1080/15348458.2021.2004894>

**Translanguaging as a Transformative Act in a Reading Classroom:  
Perspectives From a Bangladeshi Private University**

**Abstract**

This study investigated the role of translanguaging pedagogy in reading comprehension of first-year students studying in an English medium classroom of a Bangladeshi private university. Data were collected through classroom observations, pedagogical intervention, focus group discussion with students and a semi-structured interview with the class teacher. The notions of “translanguaging space” and ”critical instances” were used to analyse the data. The results show that the translanguaging space provided scope in each step of the intervention to maximise the use of the linguistic and semiotic resources of students, putting them at ease, and enhancing epistemic access to and comprehension of complicated English texts. The purposeful design of the lecture, including scaffolding with multilingual words and expressions, and guided reading with Bangla text and topics pertaining to students’ lives, engaged them deeply with the content, while also transforming knowledge and subjectivities about the given topic.

**Keywords:** Bangladeshi university; identity construction; language ideologies; language learning; translanguaging pedagogies



## **Introduction**

Reading comprehension in English has been addressed as a significant problem for many students, although it is a required skill for academic success in tertiary education (Hagaman et al., 2012; Hungwe, 2019; Underwood & Pearson, 2004). This problem stems from several factors, including placing minimal emphasis on reading and writing in English in pre-tertiary education and providing students with access to universities without fulfilling foundational skills required for academic reading activities at the tertiary level (Hungwe, 2019; Probyn, 2006). The study examines a case of a reading classroom at Fariha University of Bangladesh (FUB). FUB is one of 103 private universities in Bangladesh that have adopted English medium instruction but enrolled students from all pre-tertiary education streams, including Bangla medium, English medium and Madrassa education (Islamic school), along with the newly introduced “English version” (Rahman & Singh, 2020). English version is a parallel stream to the Bangla medium, catering to the same national curriculum and school-leaving examination but through the medium of English, unlike the mainstream English medium schools that follow the University of London’s General Certificate of Education (GCE) or the Senior Cambridge curriculum and O/A level examinations (Rahman, 2015). The private universities in Bangladesh offer “remedial English courses” for low achieving students; however, these students still struggle to adjust to the English-only environment and fail to perform well in the courses that require reading and writing in English (Sultana, 2014). Several studies suggest that students in such cases barely obtain a deep understanding of the text they read and settle for shallow knowledge such as listing facts, definitions of single words and memorised material, rather than pursuing in-depth explanations, causes and implications of language use (Hungwe, 2019; King, 2007; Rafi & Morgan, 2021).

## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

Since translanguaging pedagogies have gained momentum with positive outcomes in multilingual education (García, 2020; Kiramba, 2017), we incorporated translanguaging approaches as solutions to challenges faced by students with different levels of English proficiency in a reading skill development class at FUB. García and Leiva (2014) described translanguaging as both an act of bilingual performance and a pedagogical approach for systematically teaching multilingual students by encouraging them to use their complete linguistic repertoires to engage in educational learning.

The theories of translanguaging consider “languaging” a dynamic process comprised of communicative resources that bi/multilingual speakers fluidly leverage across changing spaces to complete myriad communicative tasks (Barros et al., 2021). In other words, bi/multilingual speakers live and communicate themselves in a translanguaging space that lacks clear boundaries, culturally or linguistically (García, 2020). According to Wei (2011, p. 1222), a “translanguaging space is a space for the act of translanguaging as well as a space created through translanguaging,” and this space embraces “the concepts of creativity and criticality, which are fundamental but hitherto under-explored dimensions of multilingual practices.” This space has transformative power and potential to combine different identities, values and practices, and produce new identities, values and practices. García (2020, p. 558) argued that the translanguaging space does not fall “squarely within the linguistic boundaries established in English monolingual,” nor is it a unique characterisation for English-Bangla bilingualism classrooms. The pedagogical intervention of this study was used to observe what happens when the teacher and students enter into a translanguaging space in a higher education reading classroom.

As reviewed in the following section, several studies on reading comprehension development across grade levels explored the benefits of different translanguaging pedagogical approaches, such as opening up a translanguaging space for enhancing epistemic

access to reading materials (García, 2020; Makalela, 2015); using paraphrase for interpreting meaning more effectively (Hungwe, 2019); employing cross-lingual reading to enhance comprehension (Sefotho & Makalela, 2017) and using home language as a scaffold for reading English text (Vaish & Subhan, 2015).

In light of such benefits of translanguaging pedagogies in the reading classroom, we formed the study in our context around three following research questions:

- Research question 1: How does translanguaging fit into the ethnolinguistic ecology of the focal classroom for reading literacy development?
- Research question 2: What is the impact of the translanguaging pedagogical approach in a reading class of the English department?
- Research question 3: What are the possibilities and constraints for translanguaging to emerge as an acceptable practice (and adopted as policy) in reading instruction?

To this end, we first present an overview of the intersection of translanguaging pedagogy with reading comprehension development. Next, we describe how the data were collected and the methods used for analytical purposes. By examining the collected data, we address the research questions and outline the implications this study has for teachers, policymakers, and researchers.

### **Literature Review**

Many of the scholars in the fields of language scholarship and second language education have recognised the benefits of translanguaging pedagogies for opening up spaces where students can co-construct identity, negotiate meaning, enhance content and linguistic proficiency, and experience academic success (García & Kleyn, 2016; García & Wei, 2014; Makalela, 2015; Otheguy et al., 2019; Poza, 2017). This section provides a brief overview of literature where translanguaging approaches have been applied in reading comprehension classrooms.

## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

García (2020, p. 526) drew on the examples of three bilingual readers with pseudonyms as Paco, Arturo and Yamaira to demonstrate how a “translanguaging space” (Wei, 2011) can bring “their entire selves—their language, with its multilingualism and multimodalities; their emotions; their bodies; and their lives—into the text.” As a pre-reader, the 3-year-old child Paco used his bilingual and multimodal resources to read out a Spanish text aloud to his mother and bilingual *abuela* (grandmother) without being discouraged for mixing language features. Using the example of Paco, García (2020) argued that the bilingual home provided this pre-reader with a safe translanguaging space so that he learns to feel proud of his accomplishments. In the school space, by way of contrast, the teachers would often dismiss his translanguaging practices and judge his language skills as incomplete, and full of errors. In a further two examples, García (2020) demonstrated the benefits of teachers opening up a translanguaging space for their bilingual students. In the case of the fourth-grade student Arturo, the teachers dislodged many of their traditional views about language and education policy, allowed mixed language, and facilitated Arturo to emerge as a competent reader. In the case of the 12-year-old girl Yamaira, the teacher taught her to utilise a few translanguaging strategies on how to read an English textbook. Eventually, she emerged as an expert reader. Drawing on the “linguaging” processes of these three Latinx readers, García (2020) established her claim that the act of reading for bilingual students does not depend on the text written in a specific named language but on all the meaning-making resources they assemble to act on them to read the text themselves. Likewise, the current study provided the first-year university students with a safe translanguaging space where they leveraged their whole selves along with their linguistic, cultural, ideological and identity factors into the act of reading comprehension.

Hungwe (2019) used translanguaging as an additional component to the teaching and use of paraphrasing for instructing a group of first-year multilingual medical students on how

to read and comprehend text. The findings of this study revealed that translanguaging, as a metacognitive strategy, helped students to interpret meaning more effectively and increase comprehension of the reading material. Students utilised all languages at their disposal to paraphrase in Sepedi and Tshivenda. Students were also able to retain meaning in both languages. Unlike Hungwe's (2019) study, the current study used translanguaging as the major driving pedagogical force for increased comprehension, with paraphrasing being accommodated in a particular section of the lesson as one comprehension strategy.

Sefotho and Makalela (2017) assessed cross-lingual reading comprehension among the learners of the cognate languages of the Sotho cluster in South Africa. This study found that translanguaging or a transvarietal approach created optimal conditions for the students to use their complete linguistic resources and enhanced both ontological and epistemic access for the students to texts within their scope of cultural competence. The current study did not focus on cluster languages but used cognates and cross-lingual reading comprehension to assess the pedagogic efficacy of translanguaging in a higher education reading classroom.

Vaish and Subhan (2015) explored pedagogy and interaction in a Grade 2 reading class for low-achieving students at a Singaporean school. Although translanguaging was claimed to be used as a theoretical foundation, these scholars relied mostly on the theories of code-switching to recommend L1 as a scaffold for teaching reading in English. The findings of this study revealed that the use of Malay as a scaffold closed the gap in talk time between teacher and students. It also changed the instructional pattern to a more democratic one, including more students. While overlooking the epistemological orientational difference between translanguaging and code-switching, these scholars reported that the teacher translanguaged to aid comprehension (in 41% of switches) and to translate vocabulary (in 39% of switches).

## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

Makalela (2015) investigated the effectiveness of a translanguaging approach in two separate case studies on teaching reading comprehension, one at a university and another in primary school. Although translanguaging pedagogies proved cognitively and socially beneficial in both cases, the first case is of more interest concerning our study, for its location in a similar context of higher education to ours. In the Makalela study, translanguaging enhanced the English reading proficiency skills of students. “Fuzziness” and “blurring boundaries” of translanguaging were deemed to be prerequisites for enhancing epistemic access for multilingual students in this study. This study also revealed that the translanguaging approach changed students’ negative attitudes towards African languages, enabled identity performances in multiple languages, naturalised dynamic multilingualism as a norm, and provided students with positive experiences in learning the target language and cultural content.

Together these studies show a range of contexts in which translanguaging approaches in reading classrooms across diverse grade levels and cultural contexts have produced benefits for learners. However, a translanguaging approach is still underexplored in higher education reading classrooms and unexplored in the Bangladeshi context (Rafi, 2020; Rafi & Morgan, 2021, in press). The current study contributes to the limited reading literature from a translanguaging perspective, drawing evidence from a Bangladeshi private university. According to García and Wei (2014, p. 71), translanguaging pedagogy is transformative for its consideration of all linguistic resources of students as fundamental elements for “deep cognitive engagement and for development and expansion of new language practices.” Nevertheless, the “translanguaging turn” to define multilingual ways of making sense of the world and affirming multifarious identity positions is yet to fully conceptualise reading literacy development among multilingual speakers (Creese & Blackledge, 2010; Sefotho & Makalela, 2017; Wei, 2011). Therefore, this study contributes insights into how reading

through a translanguaging *pedagogical approach* in a translanguaging *space* can transform the knowledge and subjectivity of multilingual students while enhancing the comprehension of the texts.

### **The Study**

This study is part of a PhD project that engaged with eight Humanities and Social Sciences classrooms across four universities. In this study, we mainly address data collected from a reading comprehension development class at FUB. We used pseudonyms for all participants and institutions to adhere to the ethics approval protocols of the University of New England, Australia. Except for direct quotation, the native term “Bangla” has been used in the place of the English name “Bengali” for referring to the national language and lingua franca of Bangladesh. We also used English translations (and, in a few cases, transliterations) of direct quotations in presenting the findings. The pronouns “I” and “we” have been used in instances where the principal author collected or collaborated with the coauthor in data analysis.

### **Participants and Data Collection**

To examine the role of a translanguaging pedagogical approach, the first-named author collected data from a two-step ethnographic research design. In the first step, informed by linguistic ethnography (Copland & Creese, 2015), the entire cohort of a reading comprehension development course was observed in two different sessions. This course was offered in the first year of the undergraduate program of the English department. All student participants were Bangladeshi citizens, although they attended different medium of instruction schools in their pre-tertiary education. In each observation session, a minimum of 30 students was present. The course instructor, Ms Bithy, is an Assistant Professor in the English department. Alongside teaching full-time, she was pursuing her PhD at another

institution. In the second step, informed by autoethnography (Ellis et al., 2011) the principal author applied translanguaging pedagogies to carry out an intervention for almost an hour to teach reading comprehension where all students, along with Ms Bithy participated. After the lessons, a focus group discussion involving five students, Mim, Rupali, Jenny, Mahdi, and Sathi; and a semi-structured interview with Ms Bithy were conducted to elicit participant responses on the translanguaging intervention.

### **Data Analysis**

The iterative analysis of observation, intervention, interview and focus group data was driven by the notions of “translanguaging space” (Wei, 2011) and “critical instances” (Ascenzi-Moreno & Espinosa, 2018). We analysed the entire data set through descriptive coding, a method of analysis that is particularly helpful for studies like the current one that has gathered different types of data (Saldaña, 2015). According to Saldaña (2015), descriptive codes are nouns that summarise the topic of a datum. The descriptive codes were clustered under several categories: monolingual ideologies, multilingual practices, creativity, criticality, and identity constructs. The entire data set was reread in light of these categories to search for “critical instances” that illuminated the interpretive themes of this study. Ascenzi-Moreno and Espinosa (2018, p. 14) described “critical instances” as particular cases within which emergent bilinguals are “heavily affected by testing, a scripted curriculum and a de facto English-only policy.” These scholars built their idea of “critical instances” on “what some phenomenon means as it is socially enacted within a particular case,” as described in Dyson and Genishi (2005, p. 10). We expanded this notion of “critical instances” in the intervention data where the de facto English-only policy was lifted for creating a translanguaging space to benefit the emergent bilinguals accommodating their entire linguistic and semiotic resources, authentic materials and innovative assessments of translanguaging pedagogy. Finally, we compared all four sets of data to maintain consistency



and metaperspective insights into the data set. The findings of this study have been discussed under the following sections related to linguistic ecology, the role of translanguaging, participants' responses, and implications for policy and practices.

### **Results and Discussion**

#### *Ethnolinguistic Ecology of the Focal Classroom*

The linguistic ecology of the focal classroom presented an interesting mixture of monolingual ideologies, flexible bilingualism, and translanguaging practices, along with deliberate attempts to mitigate the challenges of the English medium instruction (EMI) policy. Ms Bithy was fully aware of her emergent bilingual students' needs while also adhering to the English-only policy in inducting the class, delivering a lecture, explaining the activities, providing clarification and concluding her lecture. Although English dominated the beginning stage of the class, gradually translanguaging took over English in students' languaging practices. Ms Bithy never demanded her students speak in English. Thus, the students were at ease throughout the class and comfortably translanguaged or used named languages (English and Bangla) if not explicitly instructed. The following extract (Figure 1) represents how translanguaging is featured in teacher and students' pedagogical discourses:

### **Figure 3**

#### *Student and Teacher Pedagogical Discourse*

Ms Bithy: So, have you completed reading the text on Australian Aborigines?

Three to five students: yes, ma'am.

Ms Bithy: Okay, answer question number 1: "The Aboriginal demand that bones be returned to Australia is based on which two ideas?"

Student-1: Number B: "Britain had no right to take the remains".

Ms Bithy: Is it so?

Student-1: হ্যাঁ, paragraph 2 তে বলা আছে, Britain এর colonial time এ তারা অনেক কিছুই চুরি করেছে (Yes, it is mentioned in the second paragraph that a massive number of objects were stolen during Britain's long colonial history)

Ms Bithy: Are you sure? Is it the best answer?

Student-2: No, ma'am. The first best answer is option A: "The rightful place for the remains is Australia".

Ms Bithy: Can you explain?

Student-2: Yes, it's discussed in the third paragraph.

Student-3: The Aboriginal Council of New South Wales spokesman said that the bones do not belong abroad. They belong in Australia.

Ms Bithy: Excellent. So what is the second-best answer?

The rest of the discussion on question number 1 remained limited to English-only practices among student- 2, student-3 and Ms Bithy. This teacher-student interaction can be argued as a representative moment from Ms Bithy's classroom, where she consciously separated languages in her pedagogical discourse without requiring English or resisting translanguaging in students' pedagogical discourses. As a teaching tool, Ms Bithy used educational website materials to engage students in practising reading comprehension. As exemplified before, the selection of contents demonstrated cultural diversity, such as articles on Australian Aboriginal culture, popular performers of M&Ms and Mardi Gras Indians festival. However, those materials were divorced from the students' realities and their own culture(s). The language of each text was English. These texts often contained too much information for the students to process in the allotted time. Ms Bithy observed her students often losing concentration and gaps in attention. In the interview, she also reflected on her struggle to engage students in what she saw as culturally irrelevant materials:

They eroded (their concentration) every now and then. Especially the first hindrance, I would say is the cultural context. I am making them read about something like a bridge made in the USA or Fall Creek Bridge—an IELTS topic. They have never heard about this before. We don't have this kind of technology in our country. When I make them read it, I can't give them a similar situation in Bangladesh; they were not totally focused. They were not getting it; they weren't loving it.

To resolve these problems, Ms Bithy adopted a few strategies that unintentionally had the effect of providing students with a translanguaging space. For example, when a student did not understand something, Ms Bithy directed the student to their fellow students who understood it without providing an instant explanation. This kind of student-helping-student activity allows students to translanguage and gain a deeper understanding of the lesson. A recent study reported how learners employing translanguaging in groupwork scored higher than those from the monolingual English-only group (Turnbull, 2019). Nevertheless, Ms Bithy's commitment (as per University policy) towards English-only instruction disempowered students' translanguaging practices. Ms Bithy expressed her guilt about using too much Bangla, which her colleagues would not do in their classes. This lack of authentic acknowledgment and recognition of translanguaging practices has repercussions for students' participation and access to class content. In the focus group discussion, Rupali said:

Those who had studied in English medium in English version institutions understand the English lecture better than the Bangla medium students. Teachers also enforce English-only directives, which inadvertently supports the English version students only. So they keep interacting in the class, and we (Bangla medium) remain silent in fear since we do not have the required English proficiency to conform to such English-only directives.

## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

The class observation findings coincided with Rupali's reflection. For example, while reading the text on the Mardi Gras festival, Ms Bithy inquired if the students did not understand the text for its advanced English. The entire class remained silent, except for two students. Furthermore, while teaching the text on M&M, Ms Bithy used English to encourage students to ask questions if they have any about the topic. One student asked a question in English and another translanguaging, but Ms Bithy, in a characteristic manner, responded to both questions in English. These instances represent the classroom environment where students with higher English proficiency could actively and more readily participate in teacher-student interactions. The rest of the students remained silent or translanguaged to initiate participation but failed to continue because of Ms Bithy's English-only practices. Rafi (forthcoming) explored a similar classroom context where the linguistic requirement of English-only practices created an environment of privilege for EMI background students and discrimination for the rest where the former group thrived in classroom performance, and the latter faced the simultaneous challenges of acquiring the language while also mastering the concepts and skills entailed in educational standards. These differentiated outcomes also reduced student motivation and interest, affecting the self-esteem of the non-EMI background students.

To sum up the findings of this section on how translanguaging pedagogies fit into the ethnolinguistic ecology of the focal classroom, the analysis of observation data demonstrated ample evidence of translanguaging practices that already disrupted the EMI policy. Lewis et al. (2012) described this mode of translanguaging practices as typical bilingual behaviour for "gaining understanding, communication, and achievement in interactions irrespective of the site" (p. 650). These translanguaging practices are not prompted by teaching/learning intent, as Ms Bithy conformed to EMI most of the time in her pedagogic discourses. Consequently, students' translanguaging practices did not achieve pedagogic, interpersonal and

emancipatory ends, for being embedded in a system of disempowering instructional supports (Allard, 2017).

Nevertheless, these naturally occurring translanguaging practices revealed many opportunities to design coherent pedagogical approaches and initiate a discussion about teaching and learning styles in relation to a translanguaging pedagogical paradigm. It also offered scope to investigate how a translanguaging pedagogical approach could inform the gap between observed practices in the focal classroom and existing EMI policy at FUB. The following section on the pedagogical intervention presented a coherent design using several translanguaging approaches. The other section on the participant responses provided evidence relating to the fitness of translanguaging pedagogies in the linguistic ecology of the focal classroom for reading literacy development.

### ***Pedagogical Intervention: The Impact of Translanguaging in Reading Comprehension***

As prototypes for teaching comprehension, the intervention comprised three reading passages (texts) of comparable difficulty on the concept of beauty constructed across cultures. Since the crux of the study was to explore the transformative potential of translanguaging pedagogies, we purposefully selected texts to investigate, as one example, if a translanguaging pedagogical intervention could transform the idea of a colonial construction of beauty into an inclusive concept. With that in mind, the three selected texts taught through several translanguaging approaches enabled students to explore colonial beauty constructions from general to local to international contexts, gaining a complex understanding of the topic.

The first text was in English, providing general ideas about beauty, borrowing from popular culture. It also has an additional focus on the role of celebrity images in the construction of beauty for young boys. The second text was in Bangla. It enabled students to

look more critically at the construction of beauty in their local context. It explored the colonial effect on beauty construction and associated repercussions in Bangladeshi society. The third text, in English, focused on skin colour and “body shaming” in American youth culture. It allowed students to compare their cultural experiences on the construction of beauty with American youth culture.

Each reading task was carried out through several translanguaging pedagogic activities such as creating a translanguaging space, alternating languages in vocabulary induction as scaffolding strategy, read-aloud protocols, guided reading with authentic Bangla texts and reading comprehension (silent reading). The critical instances of the translanguaging intervention revealed three major themes: enhancing greater engagement, metacognitive and metalinguistic development, and translanguaging as a transformative act.

### **Greater Engagement**

Drawing on the “Do Now” activity of Ann E. Ebe in García and Kleyn (2016), I designed a short activity, “Tell Me Now,” to get the students to interact with content immediately from the beginning of the intervention. I showed them a picture of five young people from different ethnic origins with varying colours of skin and asked the following three questions:

*Question 1: Who is the most beautiful person here?* The question intrigued the students, and they immediately translanguaged to respond altogether. I pointed to each person in the picture to obtain clear responses. The following extract demonstrates the researcher-student participant interaction:

Researcher: Do you think the Asian girl is most beautiful?

Students: No!

Researcher: The white girl?

A student: She's like a star!

## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

Researcher: How about the only black boy?

All students laughed.

Researcher: The white boy?

Students: He's handsome! Cute!

Researcher: Why do you think them beautiful?

Two students: Because they are white

One student: No way (yelling)

The following questions were designed to guide the students to go deeper into the construction of beauty.

*Question 2: What is the concept of beauty in your culture?* This question drove the students to define beauty from their local contexts. Students provided several responses, including the following:

Student 1: Everyone thinks that fair skin makes girls beautiful.

Student 2: fair skin

Student 3: fairness means beautiful.

These responses revealed how the British colonisation of the Indian subcontinent shaped the standard of beauty based on fair skin among Bangladeshi people. This racial feature does not align with the brown skin colour of most Bangladeshis. The sub-question, "So if you are dark-skinned, are you ugly?" was asked to disrupt the colonial effect on the beauty standard. The phraseology of this question ostensibly attacked what is taken for granted as beauty. All students responded in unison:

Everyone: No, sir, no!

Student 1: eyes would have to be beautiful

Student 2: facial structure

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These critical instances exposed how all students immediately started questioning the colonial standard of beauty and defined it from their fresh perspectives. I asked the last question to briefly draw a gender perspective on the beautification process of men and women.

*Question 3: How much money and time do you spend on beauty and appearance?* I asked the students one by one, which elicited responses like the following ones:

Male student 1: 30 minutes

Female student 1: 10 minutes

Male student 1: (immediately) no, sir, no!

The entire class burst out laughing when they found their male classmate spent more time than the female one did on beauty preparation, and how he tried to disapprove what his female classmate said about her own beatification process. This is how the translanguaging space in this short “Tell Me Now” activity enhanced epistemic access for the students. They learned to take a more in-depth look into reality and questioned their preexisting knowledge of beauty. Framed in the light of heteroglossia, translanguaging brought multiple voices, languages, and modes of contribution to maximise students’ participation in the classroom (García & Wei, 2014; Makalela, 2015).

### **Metalinguistic and Metacognitive Development**

This section presents findings on metalinguistic and metacognitive development from the first English reading activity, and these findings were found to be constant in second and third reading activities, as well. The translanguaging strategies involved vocabulary induction in two languages with semantic attributes of the words, cognate expressions across languages, context clues and using artefact as a “learner-centred object” (Budach, 2013).



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For vocabulary induction in Bangla and English, we chose the critical instances in which I asked the students if they knew the meaning of the word “inflated” and waited for them to reflect on the word. In this instance, students started looking up the word in bilingual dictionaries, and a student translanguaged to ask if it was related to “influence,” perhaps for the similar sound of these two words. I provided the Bangla meaning of “inflated” in the lecture slide, and a student immediately responded, “oh, to exaggerate something.” This metalinguistic transfer helped the students to build a bridge between the familiar word “exaggerate” and the new word “inflated.” The translanguaging space helped the students take the cognitive and acquisition advantages, which are not associated with the English-only classroom.

Further benefits of accommodating a translanguaging space have been discussed in terms of context clues and cognate expressions across languages. The students were asked what they understood from the following extract:

There are a thousand definitions of beauty. And there are many degrees of each.

"Beauty is in the eye of the beholder". There is sadness in beauty. Beauty can be ugly.

It is a concept that has haunted poets, artists and academics for centuries.

A student translanguaged to explain: “In the beholder’s eyes, beauty is something that they like and feel better about.” Students were asked the meaning of the word “haunted” to explore context clues. A student responded in Bangla, “In most cases, we understood haunted as something terrifying but, in this case, it is used as confusion.” In the same way, students provided cognate expressions for “Beauty is in the eye of the beholder” in Bangla and Hindi, demonstrating how the intervention went against the monolingual bias of English as the only language as a point of reference and included languages that were not even taught in school. Students used their preexisting linguistic and cultural knowledge, drawing familiar Bangla

and Hindi sayings to break the language barrier created by the English only policy. The word “inflated” in the first reading passage came as a means of demonstrating how the posters of female celebrities create an inflated idea of beauty among young men. The saying “Beauty is in the eye of the beholder” was also used to indicate that the picture-perfect bodily image does not necessarily match the beauty in reality. The reading passage argued that men spend time and feel most comfortable with someone who is often the opposite of the poster and could be a friend, sister, aunt or cousin. As an illustrative poster, I used the picture of Jaya Ahsan, a Bangladeshi actress. This poster as a “learner- centred object” disturbed the structured environment of western ideologies and provided students with agentic power. The picture of a Bangladeshi actress helped them understand the concept of inflated beauty from their cultural background (Budach, 2013). Baker (2011) pointed out the drawbacks of monolingual teaching where students might get away answering questions drawn from the Internet, adapted from a textbook or the dictation of teacher without really understanding the meaning. In line with this argument, this translanguaging intervention prevented students from developing these tendencies. The students used their metalinguistic and metacognitive resources to deeply process and “digest” the inflated idea of beauty written in the English language (Baker, 2011, p. 289).

### **Translanguaging as a Transformative Act**

This section presents the findings that resulted from the last two reading activities, one in Bangla and the other in English. As part of the larger design, the pedagogical approach of translanguaging in this section completed the transformation process of the colonial standard of beauty that students conveyed in the previous section.

The underlying message of the Bangla article was persuasive in the sense that it addressed racism, drawing instances from everyday practices of Bangladeshi people to the literary works of the first Bengali Nobel laureate Rabindranath Tagore. While Tagore

appreciated dark skin in his works, the article argued that none of the female protagonists was dark-skinned in Tagore's novels. In alluding to Tagore's heroines, this article sheds light on Bangladeshi parents' struggles to get their dark-skinned daughters married off. These parents often force their daughters to use different natural ingredients and cosmetics such as fairness cream to decrease melanin, a pigment that is responsible for the dark colour in human skin. The concluding line of this text expressed frustration at how the colonial standard of beauty dehumanises these dark-skinned girls, reducing them only to their skin colour, and shatters their hopes and dreams. The initial feeling of the students after reading the Bangla text was "very good," "terrible," "bitter truth," and so on. I asked the students to summarise their understanding. A student translanguaged to provide a comprehensive answer. Then, I asked the class if they think similar experiences prevail worldwide or in the United States of America. Thinking of America as a developed country, most students said it should be much better than Bangladesh.

At this point, students read the last English article that dealt with how skin colour and body shaming are big deals for the young generation in the American dating culture. The students were instructed to read the text and share their understanding. It was an advanced reading text, and the students went blank. When I decided to paraphrase, I found the students immediately participated in paraphrasing the text in translanguaging, expressing their understanding of each line. Two examples follow.

Example 1: I read this long and more challenging English sentence: "Most of the people that found me attractive were my skin colour (dark) while those that didn't were lighter-skinned, it really bothered me".

A student immediately responded: সে black ছিলো. যাদের skin colour black ওরা ওকে like করছিলো কিন্তু যাদের white ওরা ওকে like করেনি, এটা ওকে অনেক bother

করছে! (She was black. Those who were black-skinned, they liked her but those who were white, did not like her. It bothered her a lot)

Example 2: A representative moment where a student drew on her background knowledge to access the following extract was:

I knew this one boy that liked a big girl but wouldn't date her because he was too concerned what his friends thought. I also know a light-skinned boy that liked me but wouldn't date me because he too was too concerned what his friends thought about him dating a dark-skinned girl.

The student drew on a famous line “পাছে লোকে কিছু বলে (backbiters would always have judgements)” quoted from Kamini Roy’s Bangla poem. When asked, she built her explanation on this line to say “ একটা কালো মেয়ের সাথে date করলে তার বন্ধুরা কি ভাবে, এটা ভেবেই সে কালো মেয়ের সাথে date করে নি” (He was too concerned about what his friends would think if he dated a dark-skinned girl. Hence, he decided not to date her).

At this point, I asked the class to paraphrase their understanding of English. Interestingly, it immediately silenced the entire class, exemplifying how English-only instruction silences the rich flow of interaction in multilingual classrooms. Together these critical instances showcased how translanguaging combined with paraphrasing techniques enabled students to identify the main ideas of the author using their own words (Hirvela & Du, 2013). The instance in which the students failed to perform immediately in oral English does not necessarily discredit the benefits of translanguaging. The translanguaging space was a new classroom environment for these students; hence, probably a bit unsettling for them. These students were used to monolingual classroom environments where only one language is allowed. Once they became comfortable, they performed better monolingually at the end of

the intervention. Upon completing three reading activities, I investigated whether the students moved from their previous perceptions of beauty. I asked, “So, what is beauty?” The students instantly provided rich definitions in English. Here are two examples of their oral definitions:

Student 1: I think beauty is not only your physical appearance but also your inner beauty.

Student 2: Beauty is a concept that changes in people's perception.

The instructional design of the intervention, along with abundant opportunities to translanguage while reading English and Bangla texts on the same topic, allowed the students to go back and forth between languages and cultures, harnessed their high order thinking and reasoning skills about the historical and cultural constructs of beauty and provided them with “a sense of ownership and confidence as co-producers of knowledge” (Makalela, 2015). After the successful uptake of the transformative potential of translanguage pedagogy, the participants were given two comprehension questions followed by three possible answers from which they needed to choose the correct one. The entire class chose the right options for both of the questions. As can be gleaned from the intervention data, the translanguage space created in the intervention gave the student a deepened comprehension of all three texts. Since the texts were not a mere reproduction of each other, the students had to process and digest the concept of beauty and their cultural constructions to produce their definitions. Furthermore, the intervention attempted to balance reading development in more than one language extending their multilingual lexicon.

### *Participants' Responses to the Translanguage Classroom*

The translanguage pedagogy made a considerable difference for the participants in providing comfort, enhancing engagement and improving accessibility to complicated English texts. Although the natural translanguage practices prevailed in the focal

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classroom, Ms Bithy said that these practices are not strategically utilised nor consciously acknowledged as a pedagogical approach. Furthermore, access to these practices is not always guaranteed for students. The pedagogical use of translanguaging overcame the language restrictions of the regular classroom, expanded students' linguistic horizons and make them aware of how language functions in various modes. Jenny and Mahdi felt comfortable while participating in the discussion, which is, according to them, not a typical scenario in the regular classroom. The English-only policy often silences the majority of Bangla medium students and reduces the pedagogic and cognitive support needed to understand the lecture (Creese & Blackledge, 2010). In this regard, translanguaging pedagogy was a completely different experience as evidenced in Jenny's translanguaged comment which can be translated as "You taught the topic very well, and we really enjoyed the class so much. It's not like we did not understand and remained silent withdrawing ourselves from the discussion." Ms Bithy highly appreciated the design of the intervention:

They were in the study. And they loved it. . . they could relate, the guided reading part was very good, and when they read the Bangla, when they saw the cultural thing, like the "*krisno koli*" part, they could link themselves culturally, and they loved it, I think. Through their reaction, I can understand that they were totally engaged in the classroom. That was really participatory.

Alongside enhancing English reading comprehension skills, translanguaging pedagogy actively engaged students in practicing academic Bangla language, which is always overlooked in an English-only classroom. Shathi said that while struggling with difficult English vocabularies, they overlook the academic Bangla meaning. They learnt the Bangla meanings of all problematic English words in the intervention. Ms Bithy uttered similar positive views and shed light on how translanguaging enabled students to compare Bangla

literature with English literature while enlightening themselves with the richness of local culture and ideologies. According to her: “I think, it also in some other way, increased their self-esteem that my culture is also rich—that is another level of soft skill—I am thinking about it—it’s great!” In short, a translanguaging pedagogical approach helped students practice academic Bangla language while upholding and taking pride in their culture and learning.

Finally, translanguaging pedagogy successfully transformed students’ ideas of beauty from skin colour to a more inclusive concept. Incorporating authentic texts from Bangladeshi and American contexts overcame time and borders to enhance students’ higher-order thinking skills. I heard a student saying, “We learned something fantastic today!” when they were leaving the classroom after attending the intervention. Ms Bithy did not overlook the joy of learning something new that transformed an age-old belief. She reflected on her students’ experience of their ever first translanguaging class: “It was marvellous! They clapped you at the end!!” Overall, the intervention successfully enhanced reading comprehension in English, provided opportunities for practising both Bangla and English languages, and transformed stereotypes and prejudices for a better world.

### **Implications for Policy and Practices**

As well as educational benefits, this study has implications for transforming linguistic inequalities, changing false perceptions about English majors, and creating a healthy space for psycho-social development of students in and outside the classroom. The existing instruction policy does not level the playing field for students with different English proficiency levels. The English medium and English version students always outperform and silence the Bangla medium students. Adhering to the language policy of the department, the teachers often enforce “No Bangla, English only” directive only to sour these students. Only a few English medium and version students can perform well in this English only

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environment. The teachers also support them, and the Bangla medium students struggle to remain motivated. Jenny revealed that her classmates who cannot perform well in English suffer from low self-esteem and chronic depression. Shathi challenged the point of coming to the university when it excludes less proficient students like her from performing in the classroom. The linguistic inequality structured by English medium instruction subjugates Bangla medium students, severely affects their psychological development and potentially leads to a high dropout rate. Under these circumstances, the translanguaging class created an equitable environment for different streams and proficiency levels of students providing equal access to their learning experience. Ms Bithy's reflections resonate with the claim above:

Students who are admitted in my university are having mixed understanding level. Some of them come from Bengali medium, few of them are from English medium, even from Madrassa background students are here. If I use this kind of strategy, it will be very beneficial because of the mixed group of students. Then I can clearly understand that everyone is understanding. Because they have one thing similar is their mother tongue, right? So I think it will be very helpful for particularly my university. I know their category and what kind of understanding they have, in terms of those things, I think it will be very helpful for them. But only the authority needs to understand this first.

As is evident, it is necessary to involve the policymakers in this debate, along with the teachers and students for receiving the ultimate benefits of translanguaging as a policy. Translanguaging theory disrupts traditional understandings of languages and language education models (García & Kleyn, 2016). This disruptive potential of translanguaging goes against the linguistic nationalism that initiated the Bangla language movement of 1952,



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which successively led to the liberation war of 1971 and the subsequent independence of modern Bangladesh. From an ontological dimension, translanguaging might face a backlash as an anti-state agenda in Bangladesh. That said, Bangladeshi private universities survive on the tuition fees of the students, and as per the assessment of Ms Bithy, who said we treat them as “clients.” Since English medium education has become a “fashion statement” in the internationalisation and marketisation of higher education worldwide (Fenton-Smith et al., 2017), Bangladeshi private universities promulgate English medium policy to attract more clients (read it as students). The students from affluent backgrounds also prefer these private universities for less competitive admission processes, top-notch education, English medium instruction and timely completion of academic degrees. That being the case, Ms Bithy said: “The authority and the mind set up are against you. Not only about the policymakers, but also the clients—they think English would be the best thing for us.” The students also put forward views that their friends, family and peers hold, which would discourage prospective students from going to a university that uses a multilingual approach. In defiance of linguistic nationalism, English holds a more prestigious status for Bangladeshi people. They might also doubt the effectiveness of the new approach of translanguaging pedagogy. So translanguaging would have to overcome the challenges of two powerful forces—institutional policy and the client’s demands—to emerge as a policy. Therefore, it is essential to enlighten the teachers, administrators, families, students, policymakers, researchers and everyone involved about the benefits of translanguaging pedagogy. Irrespective of the challenges, Ms Bithy, saw the leeway for a translanguaging educational policy because the teachers are already flouting the institutional rules to meet the demands of their emergent bilingual students. For that reason, the gap between policy and practices needs to be addressed to ensure meaningful teaching and learning experiences at FUB. García and Kleyn (2016) argued for establishing and developing trust among the different education community

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stakeholders to make an effective change in the school. In this regard, FUB can take initiatives to enhance the prestige of translanguaging practices and engage the personnel and faculty members in such initiatives to become equal participants to see themselves as co-learners (Wei, 2014). This collaboration would result in twofold benefits, as García and Kleyn (2016, p. 206) discussed:

From teachers, university-based educators learn about the policies facing schools and how those are being enacted in practice on the ground. From the university-based teams, teachers learn about theories, research, and educational innovations that they might not be practising.

In terms of incorporating translanguaging pedagogies, students preferred epistemic access only in classroom practices. When I started interviewing Ms Bithy, she wanted evidence that these translanguaging pedagogical approaches would be more beneficial than the existing policy. In traditional education, teachers have always adopted a protective approach to guard against cross-contamination between languages, which, in reality, has been proven counterproductive (Makalela, 2015; Shohamy, 2006). In this case, alongside introducing translanguaging as a pedagogical approach, teacher education for translanguaging pedagogy would solve a few other problems teachers face with the existing policy. For example, translanguaging would save both teachers and students' time and effort. The students said that no "counselling hours"—the additional time—would be needed, which teachers struggle to manage outside the scheduled class to provide extra support to the less performing students. Translanguaging would provide a fuller understanding of the lecture to all categories of students within the given class time. Teachers often have to repeat the same lecture several times to make it comprehensible to less proficient students, which bores the proficient students and wastes their time. The teachers also struggle to make the lesson

interesting for the students in English. The students enjoyed the translanguaging intervention and recommended it as a solution for these problems.

### **Conclusion**

In answer to the first research question on linguistic ecology, the observational findings of this study concur with Durán and Palmer (2014), in that the teacher maintained language separation in the pedagogical discourse but did not enforce language separation in student interactions. Ms Bithy inadvertently provided students with scope for translanguaging to tackle culturally extraneous materials, but felt guilty about her own translanguaging practices. Subsequently, students' translanguaging practices did not achieve what Allard (2017) described as interpersonal and emancipatory ends. Students often wandered off, lost interest, and withdrew from active class participation for disempowering instructional supports from the teacher.

In answer to the second research question on the role of translanguaging in reading literacy development, we found that the translanguaging space created in the intervention went against the monolingual bias of the English-only policy. It enabled the students to take metacognitive and metalinguistic benefits of their complete linguistic repertoire, enhanced their agentive power and confidence as co-producers of knowledge. Translanguaging pedagogy deepened comprehension of reading materials, balanced reading development both in English and Bangla languages and enriched their stocks of multilingual vocabularies, cognates and expressions. The transformative potential of translanguaging pedagogy brought multiple voices, languages, and modes to increase class participation and harness the critical thinking of the students. The pedagogical benefits of translanguaging in this study support evidence from previous studies (Baker, 2011; García, 2020; Hirvela & Du, 2013; Makalela, 2015) while shedding new light on how translanguaging can be recognised as a

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transformative pedagogy to break racial stereotypes, tackle inequalities and fight for social justice, and in Bangladesh, where little such research has been conducted.

In answer to the third research question on the implications for policy and practices, we recommend translanguaging pedagogy as a viable solution for students with varying degrees of English language proficiency. The translanguaging space can eradicate any linguistic inhibition and enable students to perform freely, develop confidence, enhance learning in the classroom, and score higher in the examination. We also argue that a translanguaging education policy can be a way for the university to avoid increased rates of course dropouts. In terms of policy planning, the student participants preferred translanguaging pedagogies for epistemic access. Despite the preferences and perceived benefits, translanguaging will need to replace the existing English-only approach as an emerging education policy at FUB. This replacement will require a significant shift in postcolonial mindsets and biases towards the social prestige of English, which was seen to remain prevalent in the university in this study. Such biases project English medium instruction as a quality marker of education and disregard Bangladeshi students' educational needs and practical problems (Author, forthcoming). As evidenced in the study, the entire cohort had already disrupted the English-only policy to make sense of their study materials. It is necessary to initiate conversations about the gap between existing policy and practices at FUB. Further research and demonstration of the benefits of translanguaging pedagogies are also required on how to involve the broader community in planning language practices and how different approaches enjoy prestige, and how the English-only biases may shift in favour of translanguaging pedagogies for better educational outcomes. Through such actions, changes will be possible.

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**Figure 4**

*Article 2 Navigation Key*



**Article 2**

***Unit of Analysis on Writing Skill Development at YUB***

Educational interest: Translanguaging and Academic Writing through Fairclough's power and discourse (2001).

Article-2 was originally published in the *Classroom Discourse* journal.

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**Translanguaging and Power in Academic Writing Discourse:**

**The Case of a Bangladeshi University**

**Abstract**

This study explored the role of translanguaging pedagogies in navigating bilingual students' tensions and struggles in an academic writing class of an English medium private university in Bangladesh. Data were collected through classroom observation, a pedagogical intervention, a focus group discussion with six students and a semi-structured interview with the class teacher. The analysis of observation data revealed that the gate-keeping encounters precipitated by the English-only policy affected student engagement and class participation. In contrast, the intervention designed through several translanguaging strategies enhanced students' metalinguistic, metacognitive and sociolinguistic awareness, developed multicompetence, and facilitated full participation rate in an academic writing task. Irrespective of these benefits, participants expressed mixed reactions toward accepting translanguaging as a regular practice and a policy in writing instruction that might challenge language separation traditions in academic writing, English-only biases, and expressed views about the potential for cross-contamination of Bangla language and linguistic nationalism in Bangladesh.

**Keywords:** writing discourse; translanguaging; critical discourse analysis; English medium instruction, Bangladeshi university

## 1. Introduction

This study investigated the role of a translanguaging pedagogical approach to the academic writing task of a Bangladeshi class of English language students. Since the first language of these students is Bangla (also known as Bengali), their writing process is a ‘bilingual event’ that manifests tensions and struggles between institutional and disciplinary norms and bilingual writers’ desire for demonstrating uniqueness and agentive roles (Garska and O’Brien 2019; Wang and Wen 2002, 239). The study employed an ethnographic research design and gathered data from an English language learning classroom at a Bangladeshi university anonymised as Yeehan University of Bangladesh (YUB). YUB is a private university where English is used for all on-campus activities and is the sole medium of instruction. Taking the perspective that the ‘goals for language learning should ... be framed within an integrated view of the development of the holistic linguistic repertoire of learners’ (Leung and Scarino 2016, 92), this study trialled a translanguaging pedagogical approach to navigate the issues of tensions and struggles of bilingual students in academic writing. Work to date on translanguaging pedagogy emphasises a fluid, dynamic view of language, which sets itself in opposition to the regulation of normative academic writing in the English monolingual environment of YUB (Lillis 2001; Lin 2019). The translanguaging school of thought is yet to coincide with Norman Fairclough’s critical discourse analysis; nevertheless, his ideas of power/language relationship provides an interesting lens to see the oppositional challenges in bilingual students’ academic writing. The study employed Fairclough (2001) ideas of ‘power behind discourse’ and ‘power in discourse’ as an analytical framework to answer the following questions:

- Research question 1: How does translanguaging fit into the ethnolinguistic ecology of the focal classroom and the university in general?

- Research question 2: What are the functions of translanguaging in writing instruction to enhance students' engagement and facilitate academic writing?
- Research question 3: What are the possibilities and constraints for translanguaging to emerge as an acceptable practice (and adopted as policy) in writing instruction?

To this end, this article starts with a review of research on translanguaging pedagogies in writing instruction and an exploration of Fairclough (2001) discourse and power. Then it presents the methodological approach, followed by the results and a discussion of the implications for policy and practices from a translanguaging writing perspective.

## **2. Literature Review**

### ***2.1. Translanguaging Pedagogical Approaches in Academic Writing***

The benefits of translanguaging have been recognised in the fields of literacy and second language acquisition. Nevertheless, further exploration is needed in writing instruction on how teachers can adopt and implement translanguaging and how these instructional shifts impact in varied contexts (Ascenzi-Moreno and Espinosa 2018). This section reviews the recent advances of translanguaging literature in terms of facilitating academic writing.

García and Kano (2014) explored the use of translanguaging to develop the academic writing skills of a bilingual English Japanese class in the United States. In this study, a translanguaging approach allowed both the emergent bilingual and more experienced bilingual Japanese students 'to become more aware of the differences in the construction of Japanese and English written texts to develop expertise in using their own translanguaging strategies to construct academic texts in English and to build their biliteracy practices' (García and Kano 2014, 274). The emergent bilingual participants used translanguaging to make sense of the lesson and complete the task, whereas the more experienced bilinguals translanguaged to enhance the task while demonstrating greater learner autonomy.

Turnbull (2019) delineated two modes of translanguaging, i.e. ‘strong’ translanguaging practices, removing the ‘barriers’ between named languages (García and Wei 2014) and ‘weak’ translanguaging practices, softening the boundaries between languages with their existence and separation acknowledged (Williams 1996). He explored the effects of these two modes of translanguaging on the production of Japanese EFL students’ academic and creative composition pieces against another group of students working under monolingual English-only practices. The study suggests that strong translanguaging practices enabled the learners to score higher marks than those who were forced to use English only. Similarly, learners employing weak translanguaging scored higher than those from the monolingual English-only group. However, weak translanguaging revealed several disadvantages, such as the strict use of Japanese as a distinct language distracting the learners from engaging in the unique English languaging experiences. Overall, both weak and strong forms of translanguaging were beneficial to student outcomes, but Turnbull (2019) preferred strong translanguaging practices as these allowed the learners to use their expanded linguistic repertoires.

Garska and O’Brien (2019) explored students’ own perceptions of language writing processes using translanguaging at a tertiary institution in Ireland. Drawing on a total of 108 responses garnered from a questionnaire distributed via social media, these authors analyzed how English as an additional language (EAL) students articulated their relationship with academic writing. This study suggested that one language often could not represent bilingual students’ thinking adequately within their academic writing since each language at their disposal had particular benefits in meaning-making and expression (Canagarajah 2015; Lillis 2001). This study highlighted the issues of struggle and resistance against English as the official language of discourse which never allows the multilingual students to develop or master the plurality of voice sufficiently in academic writing. Hence, this study argued for



supporting multilingual students to negotiate disciplinary and institutional norms, that they would be able to demonstrate power, identity, and culture in EAP pedagogy.

## ***2.2. Language/Power Relationship in the Discourse of Academic Writing***

The current study made use of the intersection between Fairclough's (2001) concepts of 'power in discourse' and 'power behind discourse' to contribute to the ongoing discussion of translanguaging and academic writing. According to Fairclough (2001, 74), 'power in discourse' views the discourse as the site of struggle and 'the power behind discourse' refers to 'the stake in power struggles- for control over orders of discourse is a powerful mechanism for sustaining in power' (p.74). Both these terminologies have been used along with two other relevant concepts, 'addressivity', i.e. how the students draw upon the cultures and ideologies they have been exposed to, and 'inventing the University', i.e. the body of power that those students imagine, who read and critique their work (Bakhtin 1986; Bartholomae 1986).

Fairclough (2001) explored how 'power in discourse' works with powerful participants in terms of controlling and constraining the contribution of non-powerful participants. He broadly presented three types of constraints: content, on what is said or done; relations, the social relations people enter into in discourse; and subjects, or the 'subject positions' people can occupy (p. 46). Powerful participants can indirectly choose among these constraints based on the discourse type to constrain the non-powerful participants. For example, the focal teacher of this study disapproved of translanguaging practices, not because she could not see its benefits, but for fear of being stigmatised for deviating from the dominant norms in academia (Canagarajah 2013b). In the discourse of academic writing, tensions and struggles of a multilingual writer are inherent in taking on institutional and disciplinary norms on the one hand and the writer's desire for uniqueness and agency on the other (Lillis 2001). As indicated in this study's intervention section, a student navigated the

tension between institutional norm and his uniqueness by using transliteration of English words in Bangla script when he was allowed to translanguage. Another student in the participants' response section argued for utilising translanguageing as a problem-solving strategy when he could not remember a particular Bangla or English word while writing monolingually.

The concept of 'power behind discourse' helps explore how authority and hierarchy influence and shape the 'policing' of conventions in academic writing. Fairclough (2001) argued that power belongs to those at various levels of the institution, who enforce people's compliance with conventions' both in the negative sense of what sanctions are taken against those who infringe them and in the positive sense of what there are for those who abide by them' (p. 61). In due course, these conventions become 'common sense' through a naturalisation process while losing their ideological components and are perceived monolithically as a set of skills that simply need to be learned and reproduced (Fairclough 2001; Garska and O'Brien 2019). For example, Bangladesh gratifies a monolingual identity in its nationalist discourses, which does not appreciate the complex linguistic scenario in post-independent Bangladesh (Rafi and Morgan in press-a, in press-b). As reflected in the constitution, the language policy protects only Bangla without mentioning indigenous languages (Rahman 2010). A more recent example of such monolingual ideologies of Bangla is reflected in the ban on using 'Banglish', i.e. extensive Bangla-English code-switching and mixing on radio stations and television. This trend was embraced by youngsters but criticised by experts and older generations which ultimately led the Bangladesh high court to outlaw such translanguageing practices in 2012.

Turning now to the power behind academic writing discourse, students shape their writing to satisfy those in power, depending variably on instructors, institutions, and disciplines (Garska and O'Brien 2019; Lillis and Tuck 2016). Eighteen students evidenced

this argument in this study. They refrained from translanguaging in the writing task, thinking about the teachers' monolingual bias, which might affect their grades. This finding illustrates the previously discussed concept 'Inventing the University' since the students continuously adapted their voices through academic writing, imagining the body of power that will read and critique their works (Lillis 2001).

This study contributes to the limited number of studies that explored the instructional shift in writing discourse through a translanguaging pedagogical approach. While most of these studies discussed above explored the benefits of translanguaging in the process and product (i.e. textual interpretation) alongside exploring power, identity and culture in academic writing, the intersection of Fairclough's (2001) language/power relationship in this study pushed the debate toward a new and potentially different productive direction.

Translanguaging pedagogical approaches are still underexplored in Bangladeshi higher education. Rafi (2020) and Rafi and Morgan (in press-a; 2022b) explored translanguaging pedagogies in English literature, Anthropology and English reading comprehension classrooms. Rafi and Morgan (2021) is the only existing study on translanguaging and academic writing in the Bangladeshi context that demonstrated how translanguaging challenged monolingual writing practices, opened up possibilities for translingual analysis and a more robust understanding of rhetorical language conventions across cultures. Situating the research in an interesting linguistic ecology of Bangladesh, the current study presented insights into the extent to which translanguaging can mitigate the gatekeeping tactics of academic bureaucracy and the power of the broader social structure on academic writing rules.

### **3. The Study**

This study is a part of a larger project that drew on an ethnographic research design (Copland and Creese 2015; Ellis and Bochner 2000) to explore the promises of

translanguaging pedagogies in the context of Bangladeshi higher education. However, the current study borrowed four ethnographically informed methods to collect data from YUB only. The methods are observation, pedagogical intervention, focus group discussion and interview, as discussed below:

### ***3.1. Observation Data***

The researcher visited YUB several times to talk to relevant academic staff, students, and administrative personnel about his research while observing and documenting linguistic practices across the university. This documentation process involved taking photos of relevant linguistics landscapes, collecting documents available within the university, and field notes. He also observed the classroom practices of multiple teachers, but for this study, he used data from two sessions of a language learning subject taught at YUB. All student participants in those sessions were Bangladeshi citizens with differing degrees of English language proficiency inferred from differences in the medium of instruction types they were exposed to in their pre-tertiary education. These pre-tertiary instruction types were mainly Bangla medium and English medium, with some studying at Madrassa or Islamic schools, with elements of Arabic and Urdu languages also. Approximately 30 students of mixed learning medium backgrounds were present in each session. The course instructor, Ms Eyvi (a pseudonym), is a Bangladeshi national with a Master's degree in English literature and cultural studies, who works as a lecturer in the university's English department.

### ***3.2. Intervention Data***

Based on the observation data and problems identified in the focal classroom, both researchers designed a translanguaging pedagogical intervention on paragraph writing. As pedagogic principals, the researchers set three objectives: scaffolding students' understanding of paragraph organisation through translanguaging pedagogical approaches, engaging students in higher-order thinking skills through the strategic use of all linguistic resources,

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and creating a classroom culture that celebrates students' home languages and cultures. While designing and carrying out the intervention, strategic opportunities for negotiating goals, tools, and power relationships were created alongside guiding students toward the final products that meet the school's language requirement, i.e. English. The first-named researcher carried out the intervention with the students while the teacher, Ms Eyvi, joined the intervention as a non-participant observer. The active participation of the students and non-participant observation of the teacher allowed them to experience a clearly articulated translanguaging pedagogical approach in their focal classroom. The intervention lasted for an hour, and it was audio recorded. The researcher collected the student works generated from the activities undertaken in the intervention. A detailed description and analysis of the intervention steps have been provided in the section dedicated to the functions of translanguaging in academic writing.

The following Table 1 demonstrates the major steps of the intervention design.

**Table 1**

*Intervention Steps*

Steps	Activities
Step 1: Translanguaging theory and pedagogies	<ol style="list-style-type: none"> <li>1. Introduced translanguaging theories and briefed on the pedagogical approaches of translanguaging</li> <li>2. Briefed on paragraph structure: Topic sentence, supporting details, concluding sentence</li> </ol>
Step-2: Topic sentence	<ol style="list-style-type: none"> <li>1. Provided definitions of a topic sentence in both Bangla and English.</li> <li>2. Allowed students to summarise their understanding of the topic sentence in translanguaging or any language of their choice.</li> <li>3. Provided translanguaged and English definitions of the "controlling idea" of a topic sentence and related examples.</li> <li>4. Exercise 1: Identify controlling ideas in given example sentences.</li> <li>5. Exercise 2: Choose the best topic sentence for a culturally relevant paragraph from three given options.</li> </ol>
Step-3: Supporting details and Transitional words	Activities similar to Step-2
Step-4: Concluding sentence	Activities similar to Step-2 and Step-3
Step-5:	Engaged students in reading a Bangla paragraph titled এ বছর ফিরবে সত্তরের স্টাইল (Return of 1970s style clothing in 2019)
Step-6:	Involved students in a writing task guided by the principle of general linguistic performances of translanguaging pedagogies. The instruction of the task reads as: Evaluate the paragraph এ বছর ফিরবে সত্তরের স্টাইল (Return of 1970s style clothing in 2019) based on the topic sentence, supporting details and concluding sentence. You can write in Bangla or English, or translanguaging.
Step-7:	Involved students in a writing task guided by the principle of the language-specific performance of translanguaging pedagogies. The instruction of the task reads as: What do you think about the return of 1970s clothing style in 2019? Write a paragraph in English explaining your reasons.

The intervention lasted for an hour, and it was audio recorded. The researcher collected the student works generated from the activities undertaken in the intervention. A detailed description and analysis of the intervention steps have been provided in the section dedicated to the functions of translanguaging in academic writing.

### ***3.3. Focus Group Discussion with Students***

Upon completing the intervention, the researcher advised that he would like to invite three English medium and three Bangla medium volunteer students to participate in a focus group discussion, to share their experiences of the translanguaging pedagogical intervention. Six students volunteered. The researcher asked ten questions on three major themes: students' overall feelings about the language use in the intervention class, language learning outcomes, and challenges and possibilities of taking up a translanguaging education policy in their specific context. He asked the questions in English, translated them into Bangla, and provided students with linguistic freedom to express their views. Students translanguaged throughout the discussion alongside speaking their preferred named language. The researcher did the same by posing further emerging questions from the discussion. The focus group discussion was audio-recorded, and it lasted for 33 minutes.

### ***3.4. Semi-Structured Interview With the Teacher***

The researcher used the same set of questions and protocols to interview Ms Eyvi. The purpose was to draw a comparative perspective of the teacher and students' responses toward translanguaging pedagogical approaches in writing instruction and as an education policy, to consider both pedagogical or learning approaches and the political positioning of the teacher and students in the Bangladesh university system. The researcher asked the questions using translanguaging, Bangla and English, but Ms Eyvi responded only in English throughout the interview. The interview lasted for 25 minutes and was audio-recorded.

### ***3.5. Data Analysis***

The first-named researcher transcribed all recordings into the modes of translanguaged text/named languages that were spoken and imported all transcripts and field notes from observations data into the NVivo thematic analysis software programme for easy reference. Then he employed Saldaña (2015) ‘versus coding’ - a coding method appropriate for identifying conflicts within, among, and between research participants (p.95). Based on his knowledge and experience of the context, he used the following six binary terms to code each document:

- English vs Bangla
- Monolingualism vs Translanguaging
- Expectations vs realities
- English medium students vs Bangla medium students
- Teacher vs Students
- Teacher vs Policymakers (Academic bureaucracy)

The versus coding method allowed identification of the conflict, struggle, and power issues in and behind writing discourses. Then the researcher summarised the key issues that emerged from each dichotomous code and created an English gloss for the co-researcher. Finally, they analyzed the key issues to generate broader themes for meta-analysis. Students’ work generated from the intervention was not part of this analysis, but the researchers used representative works as examples to support the claims made in the study.

## **4. Results and Discussion**

### ***4.1. Ethnolinguistic Ecology of the Focal University***

#### **4.1.1. University context**



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YUB is one of the first private universities introduced into Bangladesh in the 1990s. It caters to the globalised phenomenon of internationalisation of higher education through English medium instruction, global partnerships with international universities, and recruitment of faculty members with higher degrees from universities of English-speaking countries. The website of YUB describes the university as a meritocratic elite private university with an explicit focus on research and global partnerships. As per the website, YUB has 38% North American PhDs among faculty pools and provides education following the American course structure and semester system.

YUB presents a compelling case for utilising Fairclough (2001) language/power relationship in and behind the discourse for the following reasons. First, it embraces the dominance of the English language and westernisation of higher education instead of creating its own unique identity through harmoniously embracing both westernisation and nationalistic value. The policy of taking up English as the only medium of instruction and western practices as the de facto academic activities does not reflect the linguistic realities and culture of its bilingual students. For example, a Bangla medium student said,

University তে আসার পর আমরা অন্য একটা জগতে আসছি যেখানে সবকিছুই English এ হয়। (After coming to the university, I realised that I came to a different world where everything functions in English.)

This student was surprised to see the stark linguistic difference inside and outside YUB premises when she first came to this university. Her reflection evidenced how YUB operates and exercises power to establish and uphold linguistic norms and conventions and enforces the students to abide by them. Bilingual students have their community of practice in which they use their bilingual resources to shape their social context (Cenoz 2019).

Second, since YUB disapproves of activating these bilingual resources, students cannot naturally experience benefits from their community of practice, including language repertoires. Instead, they feel compelled to experience and ‘imagine’ the university as per the expectations of the body of power so that they can succeed in their respective educational programs. These students do not enjoy linguistic autonomy (language choice) throughout their entire learning experience at YUB. The dominance of monolingual ideologies and influences of the English language manifest the phenomenon of English imperialism at YUB, which potentially disadvantages non-native speakers of English in university premises as well as in English-dominated global communication (Turnbull 2019).

### 4.1.2. Classroom Context

The focal course, along with its medium of instruction and all activities, manifested different strata of linguistic inequalities and imbalanced power structures for its beneficiaries. The English department offered this course to all students regardless of their disciplines. Thus, the focal classroom featured students from arts, science, business and technology. The varying degrees of English language proficiency among different streams of students was a challenge for the English department to ensure coherent course content for all students. Hence, the department designed separate courses based on students’ medium of instruction in pre-tertiary education. English medium students felt discriminated in this process as their counterparts from Bangla medium benefited from less challenging content, thanks to their lower proficiency in English. In due course, the department revised the subject to offer the same content to all students regardless of their backgrounds. In Fairclough (2001) terminologies, this simplification process of subject revision enabled the powerful participants, i.e. English medium students, to treat conventions in a more cavalier way while disallowing alternative supports to less powerful participants, i.e. Bangla medium students. Despite the revised content, Ms Eyvi often had students coming to her office who expressed

their frustration at failing to understand the lectures in other classes as the teachers always spoke English. Ms Eyvi's repetitive encouragement to come to her office if students do not understand her lecture reveals the similar problems students might have in her class as well. Ms Eyvi tended to speak in English in and outside the classroom. The language of her encouragement was also in English. This tendency to speak English might function as the gatekeeper and discourage the students from seeking additional help. They might find that Ms Eyvi's exclusive use of English was a deterrent to understanding. The interactions between teachers and students in the class were limited to only a few students who demonstrated excellent English proficiency. Ms Eyvi knew each of their names, and these same students kept responding to her questions in every class. It might also create certain feelings of disadvantage for less proficient students, subsequently marginalising them.

The medium of instruction in Fairclough (2001) concept of 'the content, on what is said or done' prevented the students from using multilingual resources. Students were obliged to comply with the instruction rules and answer all questions in English in this class. In one of the observed classes, Ms Eyvi taught antonyms and gave an example of how the word 'occasional' could be used as a context clue to understanding the antonym 'incessant' means 'nonstop'. The following interaction from her lecture is a representative moment in her class:

Ms Eyvi: More examples where you found one sentence like this: 'I prefer the occasional disturbance of ear-splitting thunder to the incessant dripping of our kitchen sink'.

Ms Eyvi: So how did we understand that it's [incessant] a different word than 'occasional'?

Students: (Silent)

Ms Eyvi: Because the way they explained it that I prefer this thing than that thing. I think you know some kind of compound sentence where people use some words like 'though'.

Ms Eyvi: When do you use 'though' or 'but'?

A student: contradict something?

Ms Eyvi: Yes, when we contradict something. Suppose we know we can use one part where we're saying something positive, and in the next part of the sentence, we are saying something quite the opposite or negative. So, this is how they (two clauses of a complex sentence) are working as a group (in a sentence) that how we can find the answer of these words.

In terms of grammar and vocabulary, the American English of the textual example stirred gate-keeping encounters for these non-English speaking students in the classroom discourse. For example, students could not answer when Ms Eyvi quoted directly from the text to ask the first question. Consequently, she had to remove the textual reference and tap into students' existing knowledge of complex sentence structure. This recontextualising strategy helped the cohort establish shared understandings of the topics; however, Ms Eyvi did not use her students' multilingual resources to align with the dominant language ideologies of EMI policy (Pacheco et al. 2019). In most activities, students managed to provide the correct answer in a group; however, the individual scenario remained unknown. The entire interaction is a type of frontal teaching discourse where Ms Eyvi as the powerful participant, controlled and constrained the contributions of non-powerful participants, i.e. students, using either standard English grammar or vocabulary or depriving the students of the opportunities where Bangla/translanguaging could scaffold to facilitate their understanding and enhance their participation.

The other important finding that emerged from the analysis is the lack of student engagement in the focal class. Ms Eyvi described the course as ‘boring’ for her, explaining the lack of student engagement and class participation. Her feelings might be valid since the class activities were repetitive, and there was no additional support, such as multimedia and scaffolding materials. Besides, Ms Eyvi did not access additional pedagogical tools to use alongside lecturing, to increase students’ engagement. She added that she could not accommodate different activities due to time constraints since she is expected to teach the entire coursebook in a set period. She also indicated that her colleagues would complain about her to the department’s chair should she do so, this being seen as a ‘deviation’ from requirements. Despite the institutional pressure, didactic teaching approach, and monolingual environment, the researcher observed students translanguaged in group work and demonstrated a reasonable degree of engagement when able to do so. However, this finding needs to be interpreted with caution as Ms Eyvi refuted this observation saying, ‘that’s true, but if you ask individually, you will find many students are not even attempting the class tasks’. While this may be true, Ms Eyvi was also not prepared to consider that even if the students were using Bangla, they were still working on the tasks. She might not be aware of the benefits of the linguistic resources that her bilingual students use to express the intended meaning adequately in group work. Turnbull (2019) found that student groups that translanguaged scored higher than those forced to use English only. In terms of individual performance, existing studies demonstrated that less proficient students feel reluctant to participate due to their restricted body of English vocabulary and grammatical structures (see Liebscher and Dailey-O’Cain 2005) and rarely can gain the confidence to perform as literate beings in English only classrooms (García and Kleifgen 2020). These previous studies explain the reasons behind the difference in students’ engagement in terms of individual and group performance in Ms Eyvi’s classroom.

### *4.2 Functions of Translanguaging in Writing Instruction*

The intervention foregrounded the emergence and resonance of meanings within literacy practice (Stornaiuolo, Smith, and Phillips, 2017). The following discussion demonstrates how the translanguaging pedagogical approach was enacted through each step of the intervention.

#### 4.2.1. Translanguaging, Metalinguistic Awareness and Multicompetence

The purpose of this section was to develop students' metalinguistic awareness and enhance their multicompetence through reading translation as a translanguaging approach. Metalinguistic awareness refers to 'developing awareness of both language structures and the structural inequalities around language use in society' (García-Mateus and Palmer 2017, 245). Multicompetence, on the other hand, is defined as 'the compound state of a mind with two grammars' (Cook 1992, p. 112). Similarly, translation is defined as a communication act in which an interaction in one code is reproduced in another code' (Creese, Blackledge, and Hu 2018, 842). According to Wolf (2011), 'translation not only reflects and transfers existing knowledge, but continuously creates new knowledge, thus revealing its often neglected political and ideological dimension' (p. 20, this study's our emphasis). Translanguaging pedagogies, in a broad sense, can include code-switching and translation but are not confined to these two aspects of bilingual performances (García and Wei, 2014). The process of pluralising the individual or monolithic view of languages through translanguaging pedagogies develops the metalinguistic competence of students (Canagarajah 2013b, 125). In this study, these goals were achieved in the following steps:

- The researcher provided a Bangla definition of a topic sentence containing transliterated Bangla words such as 'paragraph' instead of its equivalent Bangla word. This Bangla word is often not used because of its Sanskrit root; hence might be less familiar to students. This example of strong translanguaging, i.e., removing all

possible linguistic barriers, is pervasive in all cases throughout the intervention, where understanding the content was the key.

- The researcher asked the students to read the definition and explain what they understood. Following are the examples of student responses:

Student 1 (Bangla medium): Paragraph এর মাঝখানেও থাকতে পারে। Topic sentence paragraph এর মূলভাবটা প্রকাশ করে। (Topic sentence can also be placed in the middle of a paragraph. It expresses the main idea of the paragraph).

Student 1 (English medium): It gives a proper explanation of what's going to happen.

Student 3 (English medium): It gives the basic idea of the paragraph.

- The researcher translanguaged to discuss a few specifications of paragraph writing for elementary learners, such as ideally, the topic sentence is the first sentence of the paragraph and has two components, i.e., topic and controlling idea.
- Following the discussion, students were given examples of topic sentences in an activity sheet to identify the topic and controlling idea.
- Finally, the researcher reviewed the entire discussion in English and asked the students to explain in English what a topic sentence does. Students, regardless of their previous medium, provided answers in English. This activity allowed similar development of metalinguistic awareness and multicompetence for Bangla medium students.
- The researcher used a similar translanguaging pattern to discuss the other two elements, i.e., supporting details and concluding sentence.

- He provided a translanguaged definition of transition words and a few examples since transition words help readers make logical connections across different parts of written texts, and their presence or absence can directly affect the flow of reading (Motlhaka and Makalela 2016). Furthermore, he drew a translingual perspective asking students to provide examples of Bangla transition words and discussing how they function in Bangla paragraph.

The entire class was engaged and responded altogether enthusiastically to each question asked. The intervention data analysis revealed that Bangla medium students did not struggle to access the content in the English-only classroom. On the other hand, English medium students enhanced their metalinguistic awareness and multicompetence through reading the Bangla definition and translating their understanding to express orally in English. The findings of this section converge with existing studies where working with vocabulary across languages with a focus on cognates, derivatives and compounds enabled the students to activate the linguistic resources in their multilingual repertoire of which they are not always aware (Cenoz 2019; Simpson Baird, Palacios, and Kibler 2016; Turnbull 2019).

### 4.2.2. Activities Pertaining to Students' Lives

Several activities followed the discussion on each component of paragraph organisation to assess whether the students adequately understood those components and could recall these instantly. The activities in regular classes often do not resonate with their context or connect with their linguistic proficiency to assist in tackling them. For example, the following excerpt indicated in Figure 1 from Ms Eyvi's class task was directly copied from a website (<https://amdghash.wixsite.com/vocabulary>), demonstrating instances from the American context. Bangladeshi students, or at least the Bangla medium students of a first-year undergraduate program, would struggle to understand these activities:



**Figure 1**

*An Example of Copied Internet Material*

**Each item below includes a word that is a synonym of the italicized word. Write the synonym of the italicized word in the space provided.**

\_\_\_\_\_ 1. Speaking in front of a group *disconcerts* Alan. Even answering a question in class embarrasses him.

\_\_\_\_\_ 2. Because my friends had advised me to *scrutinize* the lease, I took time to examine all the fine print.

\_\_\_\_\_ 3. The presidential candidate vowed to discuss *pragmatic* solutions. He said the American people want practical answers, not empty theory.

As Jonassen and Grabowski (1993) explained, ‘the more prior knowledge an individual possesses, the less instructional support is needed; the less prior knowledge an individual possesses, the more instructional support will be needed’ (p. 426). Following this principle, the researcher designed the activities drawing on a wide range of content topics and familiar themes. For example, the following activity indicated in Figure 2 was prepared based on the challenges a regular Bangladeshi student would face while learning the English language in a Bangladeshi university.

**Figure 2**

*Example of Teaching Material from the Translanguaging Intervention*

**Activity 2: Choose four supporting details**

• Learning English is very difficult. Firstly, \_\_\_\_\_ . In addition, \_\_\_\_\_ . Also, \_\_\_\_\_ . Finally, \_\_\_\_\_ . I think it will take a long time to learn English well.

1. I don't like speaking English.
2. we don't have the chance to practise with native speakers.
3. many people in the world learn English.
4. the grammar is very different from my native language.
5. the pronunciation is difficult to get right.
6. it is easy to learn English vocabulary.
7. I have only one English class a week.

These example sentences on supporting details were chosen to help leverage students' prior knowledge as a natural resource. The purpose of this task was successfully achieved as a student passionately said: 'Sir, all of these examples are related to our experience of this course'. The students quickly identified themselves with these activities and enjoyed working on them. The resources, expertise, and emotion in this literacy event resonated with the goal of the task (Pacheco et al., 2019).

#### 4.2.3. Translanguaging in the Planning of Academic Writing

This intervention included two writing tasks following García and Kleyn's (2016, 24) notions of general linguistic performances and language-specific performances. García and Kleyn (2016) explained:

Using translanguaging theory would mean that we would be able to separate the two types of performances. We would be able to assess if a bilingual student uses the lexicon and linguistic structures of a specific-named language in socially and

academic appropriate ways—the named language-specific performance. And we would be able to assess if he or she is able to perform linguistically to engage in academic and social tasks regardless of the language features used—the general linguistic performance.

The researcher implemented the idea of general linguistic performances in the first writing task to scaffold writing the final product in language-specific performance, i.e. English, to meet the language requirement of YUB. The general linguistic performances are termed as translanguaging in Canagarajah (2013a). The dialogic and negotiable nature of these translanguaging performances can enable students to ‘merge different language resources in situated interactions for new meaning construction’, going beyond the ‘consideration of individual or monolithic languages to life between and across languages’ (Canagarajah 2013a). By doing so, these translanguaging performances provide access to identity construction to those who have a lower status or restricted linguistic resources (Copland and Creese 2015).

In the first activity, the researcher extracted a Bangla paragraph from an article entitled এ বছর ফিরবে সত্তরের স্টাইল (Return of 1970s style clothing in 2019) from a Bangla newspaper and asked students to evaluate it based on their newly gained knowledge of topic sentence, supporting details and concluding sentence. Students were allowed linguistic freedom (orally and in their written responses) to complete this task. Based on the nature of language use, seven among 27 students translanguaged to attempt this activity. Five of these seven students provided their general impression of the theme of the paragraph without referring to the organisation, and two students commented explicitly on the organisation of the paragraph. The following extract demonstrates how the students translanguaged to comment on the organisation of the paragraph:

### Extract 1

#### General Linguistic Performance

- \* ~~Topic~~ Topic sentence চারটা clear an ২৩ পাড়তে।
- \* Supporting details ৩ ছোটখাটো অর্থক্ৰম বসে।  
সুস্পষ্ট ভাষা, বেশ খ্যাতি details বসে আছে।
- \* concluding sentence ২ জনসংখ্যা অনুসারে বসে  
আছে।

Translation of the student work:

- \* The topic sentence could have been more focused.
- \* Supporting details covered pretty much everything.
- \* Concluding sentence is better than other elements.

Three students used the academic Bangla language with a few English words and focused slightly on the paragraph's organisation. Among them, two students used the Bangla synonym of 'paragraph', but also used transliteration of 'style' and 'fashion house', whereas one student used only Bangla words. Interestingly, the content and syntactic complexity were higher in the transliterated script than in the entirely monolingual script. The following extract demonstrated a transliterated response to Activity 1:

### Extract 2

#### A Transliterated Response

এ অল্পসংখ্যক সচিবগণ ছিল। তারা ছিলেন সার্বজনীন। সবার মধ্যে  
সর্বজনীন বর্তমান সমাজকে ছুঁতে তারা সবার  
আগে সবার সমাজে সর্বজনীন প্রবেশ করে। বর্তমান সমাজ  
এই আন্দোলনে আসতে পারে এ ঘোষণা অন্য সবার  
সর্বজনীনকে নতুন করে আসতে গেছে বর্তমান  
সমাজ।

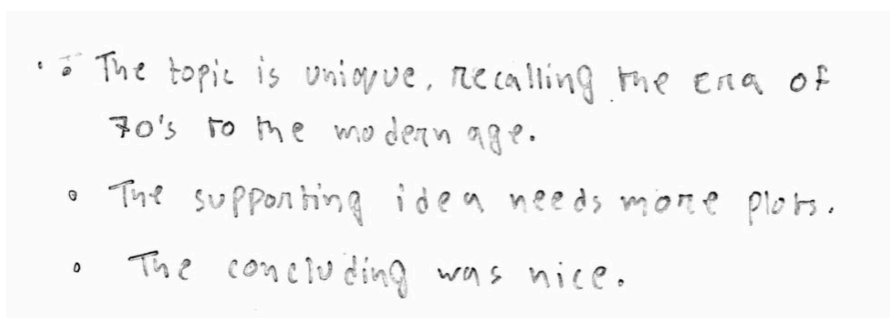
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English translation of the student work: This paragraph has a standard structure. It introduces the current generation with the 70s style. For this purpose, the fashion houses are bringing the 70s style into a new form.

On the other hand, 18 students wrote only in English. Among them, 11 students directly commented on the paragraph's organisation, four talked only about the theme, one provided an incomplete answer, and another apologised for his short-sightedness, which affected his participation. The following extract is an example of how the majority of students responded to the organisation of the paragraph in Activity 1:

### **Extract 3**

#### *Language-Specific Performance*



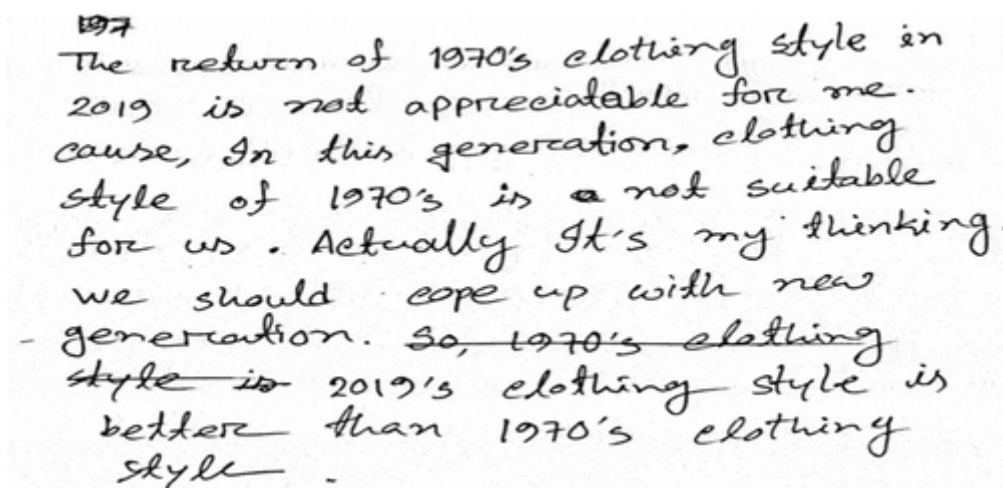
Notwithstanding the linguistic freedom of using translanguaging or Bangla, 18 out of 30 students wrote in English. Several reasons might have led to this outcome. Students might have preferred English words over translanguaging for maintaining the focus of the discussion, as translanguaging could confuse when later producing their English paragraph (Turnbull 2019). Furthermore, the preference for translanguage might also lead to the possibility of struggle and resistance against the dominant norms of writing in English in higher education and affect the comfort and confidence of writing academically in English (Garska and O'Brien 2019).

However, 26 out of 27 students participated in this activity, demonstrating how translanguaging enacted excellent student engagement in the intervention. Furthermore, this

preparatory activity facilitated full participation in activity 2, i.e. the final product meeting the school's English language requirement. In this activity, the researcher asked, 'What do you think about the return of 1970s clothing style in 2019? Write a paragraph in English explaining your reasons'. Regardless of the medium of instruction, all students provided more critical responses in this activity. For example, a student who translanguaged in the first activity provided the following response in the following activity in English.

#### Extract 4

##### *Student Work*



197  
The return of 1970's clothing style in 2019 is not appreciable for me. cause, In this generation, clothing style of 1970's is not suitable for us. Actually It's my thinking. we should cope up with new generation. So, ~~1970's clothing style is~~ 2019's clothing style is better than 1970's clothing style.

On the other hand, the student who provided the English answer in Activity 1 provided the following answer:

**Extract 5***Student Work*

I appreciate the ~~retu~~ return of 1970's clothing style in 2019. Because, at this time we don't know too much about ~~the~~ 1970's clothing style. If I try to wear 1970's clothing, I can imagine some idea about that time. At last I want to say that we should try to know our previous history.

Translanguaging approaches potentially helped students to provide well-rounded responses based on the controlling idea they chose for writing the paragraph. For example, in the first script, the student did not appreciate the return of 70s fashion and organised his/her supporting details accordingly, whereas the second script demonstrated that the student appreciated this trend and explained his/her opinion in the supporting details. The difference in the turnout of responses between Activities 1 and 2 explains that whether or not the students took advantage of translanguaging in writing, all of the languages remain active during the writing process in a learner's mind (Cook 1992) and contribute to higher scores in academic content (Menken and Shohamy 2015). As evidenced, the first task facilitated a 100% participation rate in the second task. The students spent a portion of their time understanding the essence of the Bangla paragraph, which benefited their final composition pieces in English.

#### ***4.3 Participants' Responses to the Translanguaging Intervention***

Regardless of their Bangla or English medium of instruction in pre-tertiary education, students appreciated the translanguaging pedagogical approach in their classroom. They felt comfortable in freely communicating ideas and understanding the lecture. An English

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medium student said, 'if I don't understand something in English, then there's the Bangla part and vice versa, so!' A Bangla medium student shared similar feelings toward translanguaging pedagogy and criticised the monolingual approach of either Bangla or English for the obstructions it caused in developing the required competencies of the lessons. This sentiment of the student aligns with Canagarajah (2013a), who argued that 'competence is not an arithmetical addition of the resources of different languages, but the transformative capacity to mesh their resources for creative new forms and meanings' (p.2). Furthermore, Bangla medium students rarely can exhibit their agentive roles in English medium classrooms. Hence, this student advocated for a multilingual approach combining both Bangla and English, i.e. translanguaging in her classroom. Ms Eyvi found that the students were more interested in this intervention than in her regular class. She explained: 'they thought that they are learning something different. So that's why they became more interested. And they felt involved'. This 'something different' is the scope of celebrating Bangla language and culture translanguaging created in the English only classroom alongside validating the multilingual practices. The translanguaging class disrupted the naturalisation process of an artificial English only environment that YUB caters to and brought back the essence and ideologies of being bilinguals that allowed the students to explore the content in their bilingual ways.

Nevertheless, the students provided mixed reactions toward translanguaging in writing. The English medium students appreciated the oral translanguaging for its alignment with their natural languaging practices but elected not to use translanguaging in writing as they felt it impacted the esthetics of a monolingual form of writing. A student explained, 'It was because of the picture of languages. When we speak, we are habituated to speak in that way, that's why we weren't facing problems, but we weren't habituated (to) seeing that on screen'. According to these students, translingual writing can be accepted in their friendship circles or on social media, but in the case of the academic sphere, translanguagers were



concerned they might be judged as less proficient in both languages. This response revealed that this intervention tapped into the sociolinguistic awareness of the students. They learned to compare their informal communicative practices with the educational use of the language at school and understood the role of the social context in the way multilingual speakers learn languages (Cenoz 2019). Bangla medium students have also proposed alternative views. A student argued that if s/he forgets a particular Bangla or English word while writing monolingually, translanguaging in writing could be a way forward to expressing what they exactly understood from the lecture and act as a prompt for a term/expression in the other named language, through the process of expressing the concept in the more comfortable first language. This view is supported by Velasco and García (2014), who suggested that ‘bilingual writers use different problem-solving strategies and exhibit ways of expressing meanings that are not present in monolingual writing’ (p. 10).

Irrespective of these counterarguments in terms of facilitating academic writing, Ms Eyvi was surprised by the concept of assessing students’ general linguistic performance. The use of translingual perspectives in language teaching and translanguaging pedagogies goes against deeply entrenched traditions of language separation (Cenoz 2019). In this intervention, translanguaging challenged the power that traditional gatekeepers exercise based on the ‘standard convention’ of academic writing and discourse (Fairclough 2001; Garska and O’Brien 2019; Lillis 2001). Ms Eyvi exclaimed, ‘In our country, it never happened before that someone has told us to use Bangla and English together. So, it never happened. And some people might get even offended ... ..’ This reaction is quite common where dominant discourses accept translingual conversation practices but reject them in academic writing (Canagarajah 2013b). However, this particular ‘offence’ mentioned in Ms Eyvi’s comment probably comes from an interesting mixture of an elitist view of English and the turn of historical events that characterised post-independent Bangladesh by fostering an

anticolonial ideology where the English language was stripped off, promoting Bangla as the medium of instruction in higher education. In due course, these ideological components seem to have lost their appeal in private universities for meeting the challenges of globalisation. Although the state-funded universities of Bangladeshi higher education comply with the nationalistic sentiment, the private universities adopted the English medium policy to survive in this competitive world by selling the international communication skills of their graduates.

However, this policy decision has implications for the positive bilingual identity development of the students. Ms Eyvi argued, 'If they leave the first language, they can't hold on to something. For their culture, for their own betterment, I think that they can practice both of these languages'. The students also posited that private universities do not support the retention of Bangla language proficiency, an essential skill in real-life contexts. Under these circumstances, a translanguaging approach can be a novel and productive approach for private universities to provide the students with the required proficiency in their home and target languages alongside maintaining western and local cultures. An English medium student who supported this claim said: 'We gonna have more flexibility, and we gonna be much more fluent in both languages. We will not face so many problems in either Bangla or in English. We will slowly grow up our vocabulary and skills in both languages'.

### **6. Implications for Policy and Practices in Writing Instruction**

This study has practical implications for policy and practices for YUB that can be transferred to similar contexts of other private universities in Bangladesh. These universities administer English medium instruction, perhaps without fuller and more evidenced consideration of their bilingual students' needs. The student participants of this study considered the EMI policy one of the primary reasons for the high rate of course dropouts. Ms Eyvi reported that a group of students start looking for 'easier universities' after struggling in the initial few months at YUB, while another group leave YUB in the middle of

their undergraduate program as ‘they cannot pass English courses, or they do not achieve certain CGPA for English courses’. These ‘gate-keeping encounters’ of English language proficiency or certain CGPA in English courses constrain these students while wasting a significant portion of their time, energy and money that they invest in their undergraduate program (Fairclough 2001). As a reaction, a Bangla medium student blamed the ‘Always English-speaking teachers’ and questioned the benefits of English medium instruction if students did not learn anything because of it. Her response aligns with Ms Eyvi’s observation on the nature of student intake at YUB. She reported, ‘at one side we find 50% of the students are not accustomed to this kind of language (i.e. English) and, another, but 50% of them, they are pretty much okay with this’. In short, YUB presents the kind of discourse where operating with the constraints of the English language is the significant skill the students need for survival, while other skills become unimportant. In these conditions, a translanguaging pedagogical approach can benefit students regardless of their varying degrees of English language proficiency since it takes more account of students’ whole selves, including metalinguistic and metacognitive skills, culture, habitus, and identities that they bring to tertiary education.

In terms of planning policy, participants offered different recommendations. For example, Ms Eyvi supported a translanguaging approach in the initial stages and recommended moving on to English when students gain the required proficiency in that language. On the other hand, students recommended translanguaging-based instruction based on their demands for better learning outcomes (and grades). For example, an English medium student said, ‘dividing the classroom based on demand and providing extra classes for those students. We gonna have like two sections for only one course if we implement this idea because some students are gonna prefer the Bangla classes, some other English classes’.

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While suggesting ideas for implementation, the participants were also aware of the challenges translanguaging would pose in terms of being accepted as a policy at YUB. The needs-based course allocation might be impractical since the university would have two separate sections for each course. Then again, translanguaging might not achieve its goal if not implemented with a clear pedagogic focus. Ms Eyvi predicted the limitation of natural translanguaging practices: 'If you encourage them to use Bangla that time, they will just mix up the language. And in the future, they won't even look for that word (English word)'. This means enacting a translanguaging based policy entails teacher education and training, to understand that it is not the case that laziness with the target language is a result of being able to use other semiotic resources (Rafi and Morgan in press-b). Despite these challenges, the 'elephant in the room' is the linguistic nationalism and monolingual ideologies of educators and policymakers as discussed above- it is evident to all that this is the case, and there are benefits of translanguaging, but the dominance of ideology constrains such an articulation. The earlier generations criticise the transculturing practices that the new generations adopt from social media and entertainment industries, such as Hollywood, Bollywood, etc. This contextual information demonstrates that the power and rules of academic writing are upheld by the broader social structure alongside the gatekeeping tactics of professors and academic bureaucracy who would set the expectations and determine academic success based on academic writing. (Canagarajah 2001; Fairclough 2001). This tension has been reflected in Ms Eyvi's comment:

If you talk to anyone about this, then they will not find it appropriate. Most of them, because they will think that we are encouraging this new generation to practice a thing that they like to practice. They like to practice this Banglish all the time, and this has ruined so many things. That's why the teacher wouldn't encourage this thing.

Since the languages cannot be taught without looking at the natural communicative way they are used in the social context (Cenoz 2019), the reflection of Ms Eyvi, and in particular the prophecy of ‘ruin’ if Banglish takes hold, demonstrates how the ideology of policy planning works against student demands and, more critically, needs. Furthermore, the perceived expectations of the students and feedback from the teachers do not always match as academic writing often means stripping it of identity and culture while hurting the argument of the writers, which is a typical scenario at YUB (Fairclough 2001; Garska and O’Brien 2019).

Irrespective of these concerns, educational institutions continue to operate as a means of social continuation (Bowles and Gintis 1976), hence, strategies should be put in place to develop language awareness and metalinguistic awareness among Bangladeshi educators, policymakers and different stakeholders to get the benefits of the innovative pedagogical practices of translanguaging theory. In this case, prestige planning of translanguaging practices can be one of the fundamental steps. Nevertheless, Carroll argues that translanguaging itself is an ideology and must be examined critically (Mazak and Carroll 2016). This study considered the ethnolinguistic ecology of the classroom, university and broader social structure of Bangladesh and built its recommendations on the value of translanguaging practices as epistemic access, i.e. only in the preparation stage of academic writing and to comply with the school requirements of the monolingual form of writing as the final product.

### **7. Conclusion**

In answer to the first research question on the linguistic ecology, YUB manifested English imperialism through westernising course structure, curriculum and English medium instruction policy while ghettoising Bangla language and culture. The strong bias toward English only policy and North American education potentially affected learners’ autonomy

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and created different dimensions of linguistic inequalities and imbalanced power structures among the students who are fluent in English and who are not. Alongside these institutional linguistic norms and conventions, native English grammar, text, and the teacher's inclination of English only practices affected students' engagement and participation in class activities and marginalised the less proficient students in English. Despite these strict gatekeeping encounters of western ideologies and English-only instruction, translanguaging featured in group works facilitating students performing better as a group than as an individual restricted by limited vocabulary and grammar of English.

In answer to the second research question on the functions of translanguaging on student engagement and academic writing, the intervention facilitated students' understanding of the paragraph organisation and enhanced up to 100% participation in the final task. However, the majority of the students did not take the benefits of translanguaging for three possible reasons, such as the lack of monolingual esthetics in the translingual form of writing; the need of maintaining the focus of the discussion and avoiding the struggle and resistance against the dominant norms (Garska and O'Brien 2019; Turnbull 2019). However, the translanguaging strategies in the intervention provided students with a deeper understanding of the authentic linguistic repertoires, tapped into their metalinguistic awareness and enhanced their multicompetence. The scope of translanguaging in the first task activated the linguistic resources in students' multilingual repertoire and contributed greater syntactic complexity and better content in activity 2. Consequently, translingual writing has been proven an excellent preparatory tool for writing academically in English.

In answer to the third question on a policy decision, epistemic access to a translanguaging pedagogical approach is recommended in the first-year classroom. A translanguaging-based policy for the entire education program has myriad benefits, such as enhancing student engagement, better academic performance, metalinguistic awareness and

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multicompetence, Bangla language proficiency and bilingual identity development for Bangladeshi students. However, the linguistic nationalism of Bangladesh, monolingual ideologies and English-only biases of teachers, policymakers and different stakeholders work against translanguaging to emerge as educational policy. The findings of this study are consistent with that of a previous study conducted with a similar agenda in a Bangladeshi public university (Rafi and Morgan 2021). Further research could be undertaken to leverage metalinguistic awareness, acknowledge the benefits of multilingual practices and initiate the prestige planning of translanguaging practices with a different participant sample drawing from teacher-educators, practitioners and policymakers.

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**Figure 5**

*Article 3 Navigation Key*



**Article 3**

***Unit of Analysis on English Literature at FUB***

Educational interest: Translanguaging, cultural literacy and English medium instruction (EMI) (Zhaoxiang, 2002).

The second revision of Article-3 is in preparation for submission to a Q-1 journal.

**Article 3 Reference**

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**Translanguaging, English Literature and Distinctive Realities of English Departments:  
An International Perspective**

**Abstract**

This study investigated integrating a translanguaging pedagogical approach to teaching a metaphysical poem in the English department of a Bangladeshi private university. In a two-step ethnographic research design, data were collected from classroom observation, a pedagogical intervention, a focus group discussion with seven students, and a semi-structured interview with the focal teacher. The analysis of observation data demonstrated the spontaneous use of translanguaging practices for pragmatic semiotic purposes in a limited fashion despite the stipulated English-only policy. Although literature from diverse global contexts has shown that oral translanguaging has been beneficial in classroom practice, written translanguaging has been little investigated. In this study, written translanguaging has met with criticism for its shift of focus from the target language. The analysis of the intervention data and participant responses revealed that well-defined and functional use of translanguaging instruction could potentially improve learning outcomes and enhance cultural literacy. The study has important implications for incorporating translanguaging as a teaching strategy in the English department within an English medium instruction (EMI) framework for both spoken language semiotic enhancement and quality content learning with the support of written tasks.

**Keywords:** translanguaging, EMI, English literature, ELF, Bangladeshi university



## **Introduction**

The organised promotion of English medium instruction (EMI) has gathered considerable momentum in Bangladeshi private universities since their inception in the early 1990s. Several scholars explored such language policy in higher education, drawing on English as a lingua franca (ELF) research (Hamid, Jahan & Islam 2013; M. Rahman and Singh, 2019; M. Rahman, Singh, Johan, and Ahmed, 2020). All these studies adopted the traditional perspective of monolingualism and multilingualism that centre on the named language(s) constituted by political states (García & Kleyn, 2016) and argued for observational studies to draw more definitive conclusions on what is actually going on in these EMI classrooms (Hamid, Jahan, & Islam, 2013). This study looked at an EMI classroom from a translanguaging perspective based on the premise that individuals do not draw from named languages separated by political states but from a single linguistic repertoire accommodating different languages and language varieties (García & Wei, 2014).

The English departments in Bangladeshi universities provide ideal sites for gathering evidence of in-class language use in EMI classrooms. Unlike other departments, English departments use ELF inside and outside of the classrooms regardless of stipulated language policies to deal with English literature, language and linguistics in the international context in comparable curricula with similar intended learning outcomes, including cultural dimensions of language use (Jebbour, 2019; Rafi, 2020; Rafi & Morgan, 2021). In ELF interactions, allegiance to English speaker norms is not crucial for successful communication as traditionally thought in EMI classrooms (Sato et al., 2019). Instead, Wei (2016) reconceptualises English as a resource that can be appropriated and exploited without such allegiance since new linguistic forms, functions, and meanings of English evolve all the time in the international context. Taking the perspective of translanguaging theory, he argued that

such appropriation of English could serve various communicative, social, and political purposes in response to the twenty-first century's Post-Multilingualism challenges.

In the same fashion, Zhaoxiang (2002) contended that the English departments should provide specialized training for English major students not only to develop them as potential specialists in English language and literature but also as "culturally literate" members of society, able to communicate and understand the cultural underpinnings of English.

Zhaoxiang (2002, p.262) elaborates:

(Students) should be liberal-minded through exposure to cultures with different value systems. They will understand the ways of thinking of different peoples and thus avoid condescension, insularity, narrow-mindedness, self-centeredness, and parochialism. They should contribute to their own culture by injecting 'foreign' elements into it, and shaking it out of a rut.

The connection between languages and their cultural contexts of use is, of course, not a new idea and has been long explored and acknowledged as inextricably linked to language use; that is, language is in cultures and cultures in languages (Kramsch, 1995). This point is also emphasized in Bangladeshi universities and influences how the English departments operate.

This study took place in an English department of a private university pseudonymised as Fariha University of Bangladesh (FUB). This department bears the motto "Learn English, Earn Success". This study incorporated translanguaging pedagogy in an English literature classroom to promote cultural literacy, i.e., enhancing English major students' competencies and skills to encounter cultural differences and elaborate their own identities in respectful interaction with other cultures (Lähdesmäki et al., 2019). A translanguaging pedagogical approach can enable students to engage cognitively with learning and act on learning (García

& Wei, 2014). This study drew on ethnographic data collected through a two-step research design and answered the following research question:

What is the impact of the translanguaging pedagogical approach in a literature class of the English department in a Bangladeshi private university?

To this end, this study reviews translanguaging literature in relation to the EMI framework and then discusses research methodologies, followed by the results and discussion. This article concludes by outlining the implications of this study for the policy and practices of the focal English department and wherever else similar approaches are used.

### **Literature Review**

Several scholars have reported positive and negative or unintended outcomes of English medium instruction (EMI) in mainstream education in contexts where the language of the surrounding cultural environment is not English. However, little attention has been paid to the EMI of the ELF interactions in English departments. The structure of the English department varies across contexts in terms of integrating English literature and linguistics in a single department or keeping these disciplines separate. A quick search of the keyword 'English department' on Google Scholar yielded a limited number of studies that took place in English departments located in contexts where English is not the native language. Almost all of these studies focused on different components of English language teaching (ELT), such as teaching the macro skills of reading, writing, listening and speaking, or on English grammar, curriculum and instructional design with little or no focus on the teaching of English literature (Azeez, 2020; Jebbour, 2019; Putri & Rosa, 2020; Rudolph, Yazan, & Rudolph, 2019). This paucity of published studies on teaching English literature underlines the pre-eminence of English language use and its status in the English departments. In the context of Moroccan universities, as one example, the extensive focus on teaching the English language arises from the need to meet the realities of the workplace and the challenges of globalization

that demand English language skills in economic and cultural contexts (Jebbour, 2019). In a similar vein, communicative language teaching (CLT) was introduced to facilitate teaching communication-oriented English in the English departments of Japanese high schools in 1994 (Sato & Kleinsasser, 2004).

According to Zhaoxiang (2002), the English department should provide English majors with rigorous training to take technical control over the material they handle and remain conscious of the limitations of the materials while drawing a comparison between English and non-English structures of knowledge. Since translanguaging pedagogy seeks to transform the pedagogies of different educational models, i.e., dual language education, English as a second language, or transitional bilingual education (García & Kleyn, 2016), it can be applied to the transformation of EMI in the English literature classroom. These transformations are necessary in light of the argument posed by García-Mateus and Palmer (2017) that a strict delineation of the language of instruction inhibits students' development of positive identities and their willingness to take linguistic risks and engage in critical discussions exploring societal issues related to equity. García-Mateus and Palmer (2017) incorporated translanguaging to leverage the full linguistic repertoires of the students intending to construct meaning around critical bilingual literature. The findings of their study suggest that the translanguaging approach supported the development of cross-linguistic awareness, bilingual identities of students and enabled them to address language-related social justice issues within the context of critical multicultural stories and real classroom situations.

Jebbour (2019) identified several challenges in the English departments of Moroccan universities. Among these challenges, large class sizes and unfavourable teacher-student ratios limit the departments to adopt teacher-centred methods as a solution to conduct English language classes. These teacher-centred models affected teachers' pedagogical practices in

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creating beneficial verbal interaction and establishing effective teacher-student relationships (Jebbour, 2019). In such circumstances, translanguaging can serve as a means for differentiating and facilitating instruction in a combination of three elements: constructing collaborative/cooperative structures, collecting varied multilingual and multimodal instructional resources, and using translanguaging pedagogical practice (García & Kleyn, 2016).

Recent evidence has underlined the advantages of translanguaging as a maximizer of cognitive engagement in content-matter learning. Duarte (2019) reported increased peer-to-peer interaction in the translanguaging classroom, where students listened to each other, used direct questioning, shared relevant information, and jointly constructed knowledge through the means of exploratory talk and disputational talk. Several scholars utilized the hybrid spaces of translanguaging to accommodate students' backgrounds and personal experiences as a pedagogical resource and merge their everyday worlds with the languages of content areas. Data from these studies suggest that translanguaging dramatically enhanced students' motivation, confidence and commitment to learning (Creese & Blackledge, 2010; Tan, Barton, Turner, & Gutiérrez, 2012).

The previous studies reviewed in this section suggest that translanguaging has a clear pedagogical implication on developing multilingual competence or multicompetence (Caruso, 2018). Franceschini (2011) characterized multicompetence as being "at the same time a tool and a state and [which] relates to the complex, flexible, integrative, and adaptable behaviour which multilingual individuals display" (p.351). Multicompetence helps students to become plurilingual people; that is, "individuals with knowledge of an extended and integrated linguistic repertoire who are able to use the appropriate linguistic variety for the appropriate occasion" (Franceschini, 2011, p. 351). As a part of its specialized training, the English department can develop the multicompetence of English major students. These

students can utilize their multicompetence to minimize cultural estrangement and alienation as part of their psychosocial development while studying the foreign language, literature and culture and maximize their potential to satisfactorily and economically meet the practical needs of their communities (Zughoul, 1987).

The contribution of the current study is three-fold. Firstly, it looked at the ELF interactions in an EMI classroom from a translanguaging pedagogical perspective. The epistemological shift also brought qualitative differences in the findings of this study. It situated a Bangladeshi EMI classroom in the broader translanguaging scholarship, which is absent in the existing EMI literature on Bangladeshi higher education. Secondly, there is a dearth of research on teaching English literature from a translanguaging perspective. This study addressed this gap by providing insights on how a translanguaging approach can promote cultural literacy in a literature classroom. Translanguaging is still underrepresented in the context of Bangladeshi higher education. Scholars such as Sultana, Dovchin, and Pennycook (2015) explored transglossic practices but did not examine the classroom context with a pedagogic focus. Rafi (2020) outlined the shortcoming of administering translanguaging without a pedagogic focus in a content learning classroom. Rafi and Morgan (2021) demonstrated how a clearly articulated translanguaging pedagogy enhanced understanding, metalinguistic awareness and affirmed bilingualism in academic writing. Hence, the third contribution of the current study is the value that it adds to the limited number of studies on translanguaging pedagogies in Bangladeshi higher education.

### **The Study**

This study is a part of a doctoral research project carried out to explore the promises of a translanguaging pedagogical approach in Bangladeshi higher education. Unless for direct quotation, the nativized term 'Bangla' has been used throughout the study in place of the

anglicized name 'Bengali' to refer to the national language of Bangladesh. The first-named researcher conducted in-classroom research and collected data for this study.

### *Setting and Participants*

Participants in this study were the students of the 'Introduction to Poetry Course' and their course instructor, Ms Eyvi (a pseudonym). The course content includes nine poems from English and American poets, including Shakespeare, John Donne, Wordsworth, P B Shelley, John Keats, Browning, Tennyson, Robert Frost, and Ted Hughes. This course was offered to first-year students enrolled in the undergraduate Bachelor of Arts (Honors) in English program. All participants in this study are Bangladeshi citizens with varying English language proficiency degrees. Among the 24 student participants, 22 students completed their pre-tertiary education in Bangla medium schools and two students studied in English medium schools.

Ms Eyvi, the course instructor, is an associate professor in her forties who earned her Master of Philosophy degree while teaching full time at FUB. She spoke English most of the time in her class. Her classes were well-organized with a combination of warm-up activities, lecture-delivery, and group-work activities.

### *Data Collection and Analysis*

This study drew on a two-pronged ethnographic research design (Copland & Creese, 2015; Hammersley & Atkinson, 2007); data were collected from classroom observations, focus group discussions with seven students, and a semi-structured interview with the focal teacher. Observation data were collected from a class studying a John Donne poem, i.e., *The Good-Morrow*, and another class studying a Shakespearean sonnet, i.e., *Shall I Compare Thee to a Summer's Day?* Each of these classes was one and a half hours long. The researcher observed the entire cohort of this poetry course in these two classes. In the first class, 18 students were present, and the number of students increased to 24 in the second class. After

the observation, a pedagogical intervention took place for almost an hour on the metaphysical elements in John Donne's *The Sunne Rising*. All 24 students participated in the intervention. After the intervention, seven students volunteered to join a focus group. Among them, only one student studied in an English medium school.

The iterative analyses of field notes, focus group, and interview transcripts followed the In Vivo coding method. The In Vivo coding method was chosen for its root meaning "in that which is alive" (Saldaña, 2015, p. 99), which refers to a code based on the actual language used by the participant (Strauss & Corbin, 1998). The words or phrases selected by the In Vivo coding system should stand out as significant or summative of what is being said by the participants (Saldaña, 2015). In Vivo coding was employed to draw patterns, develop themes, and write analytic memos from the transcripts. English translation has also been provided in this manuscript after the text that contains the translanguaging practices. Finally, the analysis of the focus group and interview data was considered with the intervention data analysis to answer the research question.

### **Results and Discussion**

#### ***Classroom Observation From a Translanguaging Perspective: What Goes on in an EMI Classroom?***

The analysis of the observation data demonstrated an entrenched monolingual ideology of English in the focal classroom. Some students were interested in talking in English with the researcher even though he initiated the conversation in Bangla. Since these students had just started their tertiary education, it was interesting to observe whether this monolingual ideology could persist in accessing and understanding the early modern English texts from the 17th century. These texts are not culturally relevant, nor did Ms Eyvi have any strategic plan to connect these texts with students' culture. A few instances in which she tried



to build a connection but avoided using home languages. For example, she used only English while explaining the concept of "Seven Sleepers' den". When she realized that the explanation was not sufficiently convincing to her students, she showed them a picture to scaffold their understanding but never took advantage of home languages. In another instance, she tried to explain the concept of metaphysical conceit in English and asked the students if they understood what she said. Only one student nervously provided a correct answer, and the rest of the students went blank. As can be seen in the transcripts, the tendency to speak English remained firm among the participants regardless of their struggles or failure to communicate a particular concept in English. Although Ms Eyvi always used English to provide instruction and feedback to the class, the interpersonal communication between teacher and students and between students came down to translanguaging in most cases. The following vignette from the field notes is typical of the group-work component of Ms Eyvi's class:

Ms Eyvi chose three students to explain different stanzas of the poem. The first student explained for two minutes in fluent English, and Ms Eyvi complimented her with English expressions such as "very good, wonderful!". The second student also explained in fluent English, and the whole class applauded for her. The third student tried to explain in English as well, but her fluency was not adequate. She often used wrong prepositions, yet carried on explaining in English. However, she ultimately moved on to translanguaging in the end, saying that she did not understand the last two lines very well.

The third student seems to represent most of the students who give up when they cannot explain something in English either because of not understanding EMI lectures or lack of sufficient English fluency to express what they understood. As can be seen, Ms Eyvi

accepted the students' answers in Bangla despite asking most of her questions in English. Students frequently used bilingual English/Bangla dictionaries and colloquial Bangla in group discussions.

Moving through the university building, the researcher took the same lift once with a few students present in Ms Eyvi's lecture. He translanguaged to ask them if they understood the English lecture completely, and they said they did not. He asked if they ever requested Ms Eyvi to speak or explain a point in Bangla on a follow-up question. The students hesitantly said that in the case of not understanding something, they asked the teacher to explain in Bangla. This may be true, but such instances did not feature his observations. The researcher also asked Ms Eyvi if she felt reluctant to use Bangla due to the pressure of the school policy or the social prestige of English. She replied: "No, for a particular word or expression, I need to use English even in a Bangla sentence as that does not come very well in Bangla". Her response snapshots the linguistic ecology of postcolonial Bangladesh.

In Lewis, Jones, and Baker's (2012) terminology, the translanguaging episodes in Ms Eyvi's classroom can be described as "Universal Translanguaging", which refers to typical bilingual behaviour: "irrespective of context and particularly for gaining understandings, everyday communication, and achievement in interactions irrespective of the site" (p. 650). Allard (2017) termed this mode of translanguaging as "natural translanguaging", which can occur spontaneously in classroom interaction in order to enhance subject or language-related understanding.

The following table -1 exemplifies the translanguaging episodes that were collectively observed in Ms Eyvi's classroom, converging, as indicated by observational studies in the existing literature:

**Table 1**

*Translanguaging Episodes*

Examples of translanguaging in Ms Eyvi's classroom	Convergences with existing literature
Ms Eyvi asked about the tone of the poem in English, but a student replied in Bangla saying "বিরক্তি" (annoyance).	Negotiating about the meaning of subject-specific words (Infante & Licona, 2018)
Ms Eyvi provided the word "apprentice" as a substitute for the archaic term "prentices" and also translated it in Bangla as "শিক্ষানবিশ". However, being unsure of her students' accessibility to this advanced Bangla word, she finally used "trainee" to make her point.	Using multilingual repetition, multilingual repertoires and translation across languages in the continuous reconstruction of meaning (Caruso, 2018)
Ms Eyvi referred to Siraj-ud-Daulah, the last independent Nawab of Bengal to explain the line "Without sharp north, without declining west?" from the poem. Students frequently translanguaged to complete group-tasks.	Identifying and describing available knowledge to solve the task in translanguaging while jointly constructing answers, showing disagreement/agreement and appraisal and providing counter-arguments and discussing appropriate wording (Duarte, 2019)
Ms Eyvi asked the students to use English to Bangla dictionary from their mobile phones but provided the instruction in English.	Teacher maintaining language separation in the pedagogical discourse but not enforcing or requiring language separation in student interactions (Durán & Palmer, 2014)

***Pedagogical Intervention: The Impact of Classroom Translanguaging***

The purpose of this intervention was to introduce to the research participants with "Classroom Translanguaging" as a pedagogical approach (Lewis et al., 2012, p. 650). As the name suggests, Lewis, Jones, and Baker defined Classroom Translanguaging as a classroom practice that may imply "planned" or "serendipitous" translanguaging but always "with a pedagogic emphasis", which enables "a discussion about learning and teaching style and

curriculum planning". In this mode of translanguaging, teachers employ specific strategies to facilitate using several languages in class (Allard, 2017). The researcher used Classroom Translanguaging to teach four metaphysical elements, i.e., 'colloquial style', 'an abrupt opening', 'thoughts and feelings', and 'metaphysical conceit' in John Donne's poem *The Sunne Rising*. In this intervention, translanguaging occurred across all four varieties of literacy modes, namely reading, writing, listening, and speaking. The key findings from the intervention are discussed in terms of cross-linguistic analysis, translation as a scaffolding technique, translanguaging in writing and culturally relevant materials.

### **Cross-Linguistic Analysis to Access Curricular Content**

The phraseology of metaphysical poetry is colloquial as the poets used natural language in everyday use to add personal tone and informality to their writing style (Matheikal, 2001). Instead of starting with the poem's original text to analyze the colloquial style as a metaphysical element, the researcher led the students to discuss what 'colloquial' is and people's attitudes towards colloquial languages. A student told the Bangla meaning of the word 'colloquial,' and another student added, "no, people do not have respect for colloquial language, but it is used everywhere." This attitude testing was worthwhile to connect with this feature of metaphysical poetry since this genre was not considered poetry at the time because of its non-traditional imagery and personal tone until Samuel Johnson first coined the term 'metaphysical poetry' in his book *Lives of the Most Eminent English Poets (1179-1781)*. The following figure shows how an attempt was made to connect students' existing knowledge from their cultural practices with the unconventional colloquial style of metaphysical poetry:

## Figure 1

### *Connecting Students' Existing Knowledge*

Researcher: So do you have any idea of what do English people think about colloquial style in their language?

Students: (silent)

Researcher: নিজেদের চলিত ভাষা সম্পর্কে ইংরেজদের ধারণা কেমন হতে পারে?

(Translated the previous question in Bangla)

Student 1: regular language, regular যে language ta টা use করা হয় (It's their regular language)

Student 2: ওরা সাধারণত কথা বলার expression গুলো কবিতা তে use করে না আর কবিতার expression যেমন thy, thou সাধারণ কথায় use করে না. (They do not use everyday terms in poems, just like they don't use poetic languages such as "thy, thou" in their everyday languages)

Researcher: All right, good point. However, the fact is that metaphysical poets used everyday terms in their poems.

At this point, the researcher provided an extract from the original text, which contained familiar vernacular terms such as "old fool," "saucy pedantic wretch," and "call on us," and so on. Then he discussed how the metaphysical poets preferred colloquial words to resist the formal, dignified, and sublime language of traditional poets. Through this strategy of cross-linguistic analysis, students' language and cultural backgrounds were foregrounded to engage with the content, and foreign elements appeared less foreign to them. Furthermore, discussing differences in cultures and writing genres developed students' curiosity, which is a prerequisite for enhancing motivation for learning.

### **Translation as a Scaffold and a Critical Inquiry**

Since translation can be one way to facilitate translanguaging (García & Kleyn, 2016), the researcher provided a Bangla translation of an English extract that captures another metaphysical element of the poets' fondness for drawing references from different streams of knowledge. Due to the frequent references to mathematics, geography, science, and philosophy, these poets often lost a perfect balance between thoughts, feelings and references used in their poetry (Matheikal, 2001). The students read the Bangla extract aloud and said they understood the text's essence. The researcher asked if anybody could explain what was

said in that given extract to confirm their understanding. One student translanguaged to explain that metaphysical poets often lost their style of writing due to frequent references to different streams of knowledge. The following extract -2 demonstrates the response of this student:

## Figure 2

### *Student Responses*

ya.. Metaphysical poet যারা ছিল ওরা এত বেশী ওই oi reference গুলা use করত from different different ইয়ে.. like ভূগোল and other areas, তো ওগুলোর যে আগের একটা নিজস্ব ধারা ছিলো- ওইটা হারিয়ে গেছে। ( The metaphysical poets used too many references from different sources like geography and other areas that they often lost their consistent style).

This translanguaged response revealed that this student could identify the main ideas and relationships in complex Bangla texts. García and Kleyn (2016) describe this response of emergent bilinguals as "general linguistic performances", which can enable the EMI teachers to assess if "he or she is able to perform linguistically to engage in academic and social tasks regardless of the language features used" (p.24). This general linguistic performance of emergent bilinguals is not recognized nor valued in Ms Eyvi's class. Commenting on this general linguistic performance, García and Kleyn (2016) argued:

Whereas monolingual children are allowed to use most of the features of their language repertoire (with few exceptions) in expressing what they know, bilingual children are asked to suppress more than half of the features in their repertoire in one or the other language (p.24).

Hence, reintroducing translation and translanguaging practices as a pedagogical approach levelled the playing field between bilingual students of this study and monolingual

students of English-speaking countries. It thus promoted equal opportunity and social justice. Now that the students understood the complex ideas of the metaphysical element on the poets' stream of knowledge, the researcher provided the English text. The students read it and informed him that they understood this metaphysical element very well despite not having additional support from Ms Eyvi or the researcher.

Alongside facilitating content learning, translation activities addressed the critical inquiry on how EMI instruction affects students' Bangla language proficiency. For example, a few students found the Bangla text more complicated than the English one. While this may be true, this small activity left room for investigating whether Bangla language attrition has already started among the students.

In the focus group discussion, a student acknowledged that he struggled to translate from English to Bangla. He realized that because of studying under EMI policy, the students, including him, forgot the Bangla meanings of English words required to translate an English text. This student also demanded, "We want both languages in class lecture because it will be better for us to improve our English language and also Bangla." Ms Eyvi occasionally uses oral translation to facilitate the natural flow of communication without being much concerned about its benefits. Nevertheless, the conscious decision to use translated text in the EMI classroom accommodated Bangla reading as a solution for practising academic Bangla, and transformed the English-centric class to a bilingual "safe haven". Furthermore, it also reduced the time and effort a teacher otherwise needed to impart intricate knowledge.

### **Translanguaging in Writing to Facilitate Content Understanding**

Students were allowed to translanguange in a writing activity to observe how translanguaging can facilitate the learning of a metaphysical element. The researcher provided an English definition of metaphysical conceit and a Google translation of that

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English definition in Bangla. The students laughed at the Google translation since meanings were challenging to render in Bangla. The students started the following conversation:

### Figure 3

#### *Researcher-Students Engagement*

Student 1: বুঝলাম না কিছু। (didn't really understand anything)  
Researcher: So, how is the translation?  
Students: (altogether) very bad!  
Researcher: whose responsibility is it to make it better?  
Student 2: google!  
Student 3 & student 4: না.. না.. Us! (No, no, It's us)

Since the students acknowledged their responsibility in helping Google to provide better Bangla translation, the researcher asked them to write their own definitions as a way to improve the Google translation. He allowed them to translanguage whenever the need arose. The following three snapshots represent the three ways students translated the English text. The first snapshot demonstrated the student translanguage throughout while providing a definition:

### Figure 4

#### *Translanguaging to Provide a Translation of Metaphysical Conceit*

\* একটি আধ্বাত্মিক জ্ঞাননা -২ন একটি অসম্ভাবিত metaphor  
যা এই world এ একজন মানুষের আধ্বাত্মিক এক আধ্বা-  
-ত্মিক aspect এর মতই সূত্র সম্ভাবিত জ্ঞাননা করে।  
একটি metaphysical conceit একজন পাঠকের sensory  
অনুভূতি এর abstract idea এর সাথে যুক্ত করে।

(Translation of the definition: metaphysical conceit is an extended metaphor that compares the spiritual aspect of a person with the physical experience in this world. It connects the sensory perception of a reader to abstract ideas.)

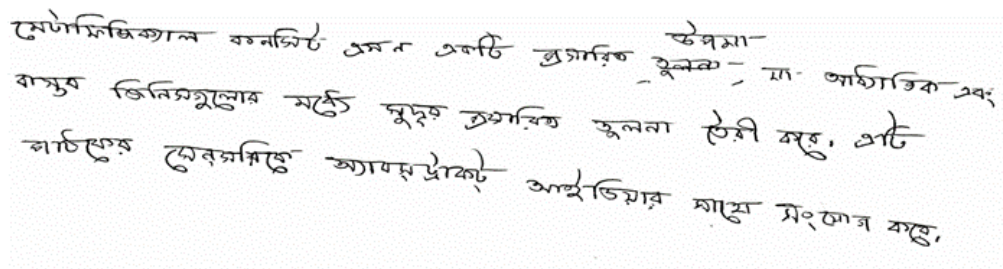


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In the second extract, the student transliterated to provide a Bangla translation of the English definition where transliterated words such as *metaphysical conceit*, *sensory*, *abstract idea*, are used.

### Figure 5

*Transliteration to Provide a Translation of Metaphysical Conceit*



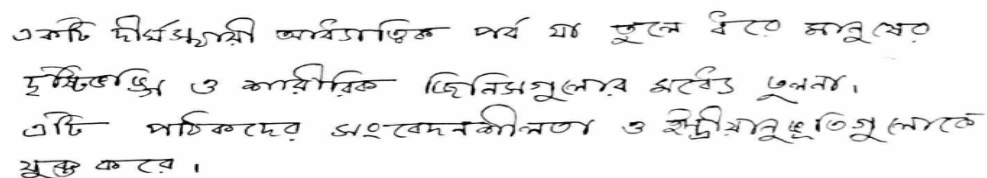
মৌলিকজ্ঞান বহনশীল এমন একটি তুলনামূলক উপমা-  
বাস্তব জিনিষগুলোর মধ্যে স্পষ্ট তুলনামূলক জ্ঞাননা তৈরী করে, এটি  
স্বাভাবিক জীবনযাত্রার অধ্যয়ন থেকে আত্মজিজ্ঞাসার মাধ্যমে সংজ্ঞায়িত করে,

(Author's translation of the definition: The metaphysical conceit is such an extended metaphor comparing the spiritual and practical phenomena. It connects the readers' sensory (perception) to abstract ideas.)

In the third extract, this student used advanced Bangla words to translate the English definition of metaphysical poetry into academic Bangla text:

### Figure 6

*Using Standardized Bangla to Provide a Translation of Metaphysical Conceit*



একটি দীর্ঘস্থায়ী আত্মজিজ্ঞাসার পর্ব যা স্পষ্ট করে মানুষের  
ইচ্ছাশক্তি ও কার্যকর জিনিষগুলোর মধ্যে তুলনা।  
এটি পাঠকদের সংবেদনশীলতা ও ইচ্ছাশক্তির মাঝে  
সংযোগ করে।

(Translation of the definition: A metaphysical conceit is a spiritual episode that compares between the unworldly and physical attributes of the human being. It builds a bridge between the sensibility and sensory perceptions of the readers.)

Regardless of how the students utilized their authentic linguistic repertoires in this writing task, 20 out of 24 students came up with complete definitions; one student wrote an incomplete definition, and three students did not write anything in this activity, probably because of not being used to a translanguaging pedagogic environment. The analysis of the written products demonstrated that all 20 students clearly understood what metaphysical conceit is. The overall student performance was highly satisfactory in this written task. This positive outcome of translanguaging writing converges with existing research where students have benefitted from deriving their knowledge and experience of academic writing across language codes (Gentil, 2005; Kobayashi & Rinnert, 2013).

### **Culturally Relevant Materials as a Scaffold to Access Curricular Contents**

After discussing the metaphysical elements, the researcher played a popular Bangla song, "তুমি যদি বল" (*If You Say So*) by a Bangladeshi pop singer Kumar Biswajit. The lyrics of the song demonstrate several metaphysical features, and the researcher probed if the students could find any metaphysical elements through the following guided questions:

### **Figure 7**

#### *Researcher-Students Engagement*

Researcher: what was the first characteristic of metaphysical poetry?

Student 1: চলিত

Researcher: how was the language of the song?

Student 2: colloquial

Researcher: What was the second characteristic?

Student 3: Abrupt opening.

Researcher: What did he do? কোনো কথা বার্তা ছাড়াই বলছে পদ্মা মেঘনা পাড়ি দেবো (without providing any prelude, he said he would swim across mighty rivers). Was it possible?

All started laughing, saying no....

Researcher: What was the third characteristic?

All: thoughts and feelings

Researcher: did you find thoughts and feelings here in the song?

All: yeah, yeah....

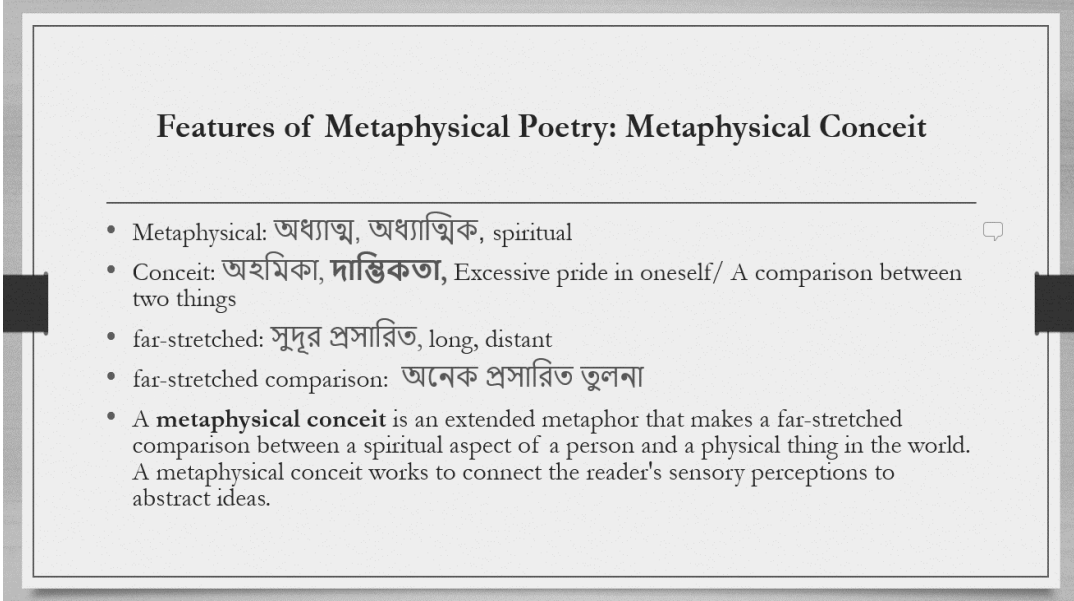
Researcher: what was the last characteristic?

All students: Metaphysical conceit.

After introducing these questions, the researcher asked students if they could explain "metaphysical conceit". All of them enthusiastically started explaining what metaphysical conceit is, as the previous writing activity helped them get a firm grasp of the definition. This Bangla song as a scaffolding material aided students in accessing new and unfamiliar curricular content. After being assured of students' understanding of metaphysical elements, the researcher provided examples from the poem's original text for each of the metaphysical features. He provided both the Bangla translation and an English paraphrase of the complex linguistic expression in each case. The following slide represents how the researchers designed the translanguaging moves in this pedagogical intervention:

### Figure 8

*Example of Translanguaging Moves in the Design of the Study*



**Features of Metaphysical Poetry: Metaphysical Conceit**

- Metaphysical: অধ্যাত্ম, অধ্যাত্মিক, spiritual
- Conceit: অহমিকা, দান্তিকতা, Excessive pride in oneself/ A comparison between two things
- far-stretched: সুদূর প্রসারিত, long, distant
- far-stretched comparison: অনেক প্রসারিত তুলনা
- A **metaphysical conceit** is an extended metaphor that makes a far-stretched comparison between a spiritual aspect of a person and a physical thing in the world. A metaphysical conceit works to connect the reader's sensory perceptions to abstract ideas.

The researcher noticed the students who usually did not have a voice in the observed class, drew on their prior knowledge to participate in the discussion on given topics. Classroom Translanguaging was face-saving for these students as they often shied away from class discussion because of their imperfect English. A student explained, "We know that we can talk, but when we have to talk in front of the audience, we can't talk." Taking up

translanguaging as a pedagogical approach in the English content learning classroom offered these students a "comfort zone," which boosted their confidence and ensured everybody's participation in classroom activities.

### *Participants' Responses Towards Translanguaging Classroom*

The pedagogical intervention provided a positive learning experience for the students. The students enjoyed the lecture since it accommodated the authentic linguistic repertoires in which they make meanings in their daily life. However, Classroom Translanguaging was still different from their Universal Translanguaging practices in the regular classroom, as Ms Eyvi says: "We just do it. It's not like always, for sometimes it's not present as well". A few students also reported that a strong motivation even persists in limiting the use of translanguaging practices in their regular class. Since these students do not subscribe to the use of bilingual or multilingual code outside the classroom, they said that the monolingual environment of EMI classroom naturally impedes them to process the knowledge they are receiving. Hence, the strategies of Classroom Translanguaging helped these students gain a firm grasp of the content knowledge. Several students acknowledged that they "understood the topic better" and "they will do good in the exam". Ms Eyvi also said that her students benefited from using the home language and connecting to their own culture in the English literature classroom.

However, one student among seven did not appreciate using home languages in the English classroom. She acknowledged the benefits of translanguaging, but took a contradictory stance saying "yeah, it helps, but I would prefer English, is it really necessary to use Bangla in English class?" This particular finding could be speculated as a sense of insecurity that resulted from the motivation to meet the so-called standard of the English department. Since the English department students are expected to demonstrate an advanced level of English language proficiency while enjoying the prestige of speaking the global

*lingua franca* more than their peers from other disciplines, this student might have felt that she was "failing" if she could not do this in a translanguaging classroom. She might think that validating translanguaging in the English department would distort the "elite" status an English department holds for dealing with the most powerful language, i.e., English in the international context.

In the pedagogical intervention, 10 out of 24 students took advantage of translanguaging to provide a translation of metaphysical conceit, 11 students wrote in Bangla, and three students could not give a complete or meaningful definition. However, in the focus group discussion, all seven student participants demonstrated conflicting attitudes towards translanguaging in writing. Although translanguaging made their writing easy, they still would not prefer translanguaging in writing. They felt translingual writing is "a weird thing" and explained that it does not look good visually, and they "generally do not translanguage in writing". Furthermore, a student argued that if translanguaging is approved in writing, then students can easily get away without learning difficult English words since they can use the substitute Bangla word or vice versa.

Moreover, Ms Eyvi demonstrated a strong ideological stance against translanguaging in writing. She confirmed that she would not mix up language features in writing, evidencing her bias for a monolingual form of writing to conform to university expectations. The researcher explained that this monolingual ideology could do injustice to emergent bilingual students who can argue complex thoughts effectively using their authentic linguistic repertoire but struggle to do so in the EMI only classrooms. Ms Eyvi acknowledged the suffering of bilingual students, referring to some of her current students who indeed have great ideas but cannot express them well in English. Some other students who demonstrate excellent English language proficiency but provide shallow responses in the written examination. This short conversation softened Ms Eyvi's stance towards translingual writing,

and she said that she could afford to use translanguaging for the class tasks, but not for the centralized examination. She explains:

I won't be comfortable. It won't give me a platform where I can put everyone on this label ahh... (Inaudible). For example, if I keep it open, some will go for more Bangla with a little English, some will go for a mixture 50-50, some might also prefer just English, so it will be a bit difficult for me as an evaluator.

This finding is interesting for several reasons. Ms Eyvi prioritized her discomfort as an evaluator, whereas the diversity of choice in writing could, and was acknowledged by her, be as an asset for student learning. It can promote autonomy and individual choice on the part of learners. Due to her unwillingness to include students' translanguaging practices, translanguaging might not achieve the interpersonal and emancipatory ends in Ms Eyvi's classroom that was alluded to in Allard (2017). Regardless, her decision to translanguage in classroom practices can prepare her students better for the final exam.

Drawing on SLA research, it can be argued that this exam preparation through translanguaging pedagogical approaches can help low-intermediate speakers to produce greater lexical complexity in the narratives (Ortega in Ellis, 2005). Furthermore, Ms Eyvi demonstrated a flexible attitude toward fluid languaging practices after a brief conversation on how translanguaging can promote equity and justice for her bilingual students. This transformation made a strong case for translanguaging to emerge as a valid pedagogical approach in the English department classroom, but only if translanguaging is introduced and taught to the teachers through teacher education and training programs (García & Kleyn, 2016).

### **Implications for Policy and Practices**

The findings of this study have several implications for the EMI classrooms of the English department at FUB. The observation part of this study noted the presence of Universal Translanguaging practices despite the stipulated EMI instruction. The presence of Universal Translanguaging demonstrates the affordances of translanguaging pedagogy despite the ELF ideologies and monocultural ecology of the English department. The notion of affordance means to conceptualize how language learning is facilitated through "attuning one's attention system to perceive the communicative affordances provided by the linguistic environment" (Segalowitz, 2001). Setting explicit language rules in these EMI classrooms can promote greater linguistic inclusion and stimulate students' ability to translanguage in a more structured and conscious manner (Caruso, 2018). It can enable the students and the teacher to be sufficiently concerned with the linguistic aspects of topics throughout the class. A translanguaging education policy can serve the purpose of teaching language, literature, and culture of English-speaking people strategically while celebrating students' languaging practices, home languages, cultures, and works of literature, which have been marginalized or even delegitimized by the EMI policy of English departments in the international contexts.

Furthermore, the English departments at Bangladeshi universities draw literary works from the Early and Middle English periods to twentieth-century literature. These texts describe life and situations from a western and specifically English perspective, which is new to Bangladeshi students. Then again, many of the old and early modern texts are taught in the first years of the graduate program, where students do not possess the required linguistic proficiency to access the curriculum contents written in archaic, old, or early modern English. In other sites (e.g. Australia), the "canon" has moved on, and more contemporary works would be used in most instances unless there was a focus on the poetry of a particular century/period. Since Bangladeshi English departments are still teaching texts from the old

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and early modern English period, Classroom Translanguaging as a policy would be beneficial to emergent bilingual students for several reasons. It can provide additional support for grasping the vocabulary of the text, including words rarely used in contemporary Englishes. Then again, teachers can accommodate paraphrasing alongside the original texts or Bangla equivalent to the original text as a scaffold in the translanguaging classroom. If equivalent texts are not found, providing a Bangla translation of a poem alongside the old or early modern English texts would also promote greater linguistic integration, open up the scope for cross-linguistic analysis and enhance understanding of the curricular knowledge.

Furthermore, a translanguaging educational policy will guide educators to select literature regularly from diverse backgrounds and enable students to compare and contrast the same topic from different linguistic and cultural perspectives. For example, incorporating the Bangla song in the intervention did not only serve as a scaffold to access the original text of the Donne poem, but students also learned how the concepts of metaphysical elements prevail in the Bangla song. The existing practice of the English department at FUB does not resonate with students' culture. Under these circumstances, the translanguaging intervention opened the scope for drawing comparisons across cultures, i.e., transculturing. Zhaoxiang (2002) argued that the English departments should provide specialized training to the students so that they can identify the cultural similarities and differences, drawing on the nuances of meaning in concepts apparently similar to, but in reality, different from those in their own culture. In other words, the students should be "culturally literate". The following comment of Ms Eyvi demonstrates how the translanguaging class served this purpose for her students:



## Figure 9

### *Participant Response*

... they are not just like in an island, only thinking about English, English, English poem, English culture, অই সময়ে metaphysical poetry...but they were also connecting both the languages and both the cultures and other issues, so in terms of bigger aspect, it was more effective.

A large number of studies support the significance of providing emergent bilingual students with culturally relevant texts since these texts can help in understanding issues in one's own culture from a comparative perspective (Faggella-Luby, Ware, & Capozzoli, 2009; Freeman, Freeman, Soto, & Ebe, 2016; Herrera, Perez, & Escamilla, 2015; Larrotta & Yamamura, 2011).

### **Conclusion**

This study explored the promises of the translanguaging pedagogy in the monoculture of an English department in the international context. The findings of this study are not to draw generalizations beyond the data for each of the participants presented and the set of data for this study only, overall. However, the observation component of the study potentially unravels what could actually go on in an EMI class in terms of linguistic and cultural practices (Doiz, Lasagabaster, & Sierra, 2013; Hamid et al., 2013). This study located a series of translanguaging episodes in the focal classroom of the English department, despite an invisible effort to minimize them due to the stipulated English medium instruction policy of the University. These translanguaging episodes can be defined in terms of Lewis, Jones, and Baker's (2012) Universal Translanguaging. The pedagogical intervention tuned participants' attention system to these Universal Translanguaging episodes to provide them with a pedagogic focus. In responding to the research question on the impacts of translanguaging in EMI classrooms, translanguaging pedagogy enhanced students' epistemic access to the world

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of ideas while providing them with a more robust understanding of the content (Creese & Blackledge, 2010; Makalela, 2015).

Although translanguaging in writing activities met with some criticism and reluctance, the course instructor became more welcoming when she understood the political act of translanguaging to promote social justice for her bilingual students. The feedback of the participants about Classroom Translanguaging has a clear pedagogical implication on policy and practices. A clearly defined and well-structured translanguaging pedagogy can help teachers differentiate and facilitate instruction to meet the demands of students with varied linguistic proficiencies. This policy promises to allow the teachers to develop strategies for enhancing students' subject-related understanding, practising home languages, and developing their bilingual identities. A translanguaging education policy might also provide a basis for responsible citizenship, where English majors would be offered training in academic rigour across cultures, which will alert them to unreasonable aspects of their society (Zhaoxiang, 2002). This study was limited to one course of one English department at one Bangladeshi private university. Further research could include a similar sample from public universities in Bangladesh to provide a comparative, more global perspective on the benefits of translanguaging, which could then be further generalized to broader classroom contexts.

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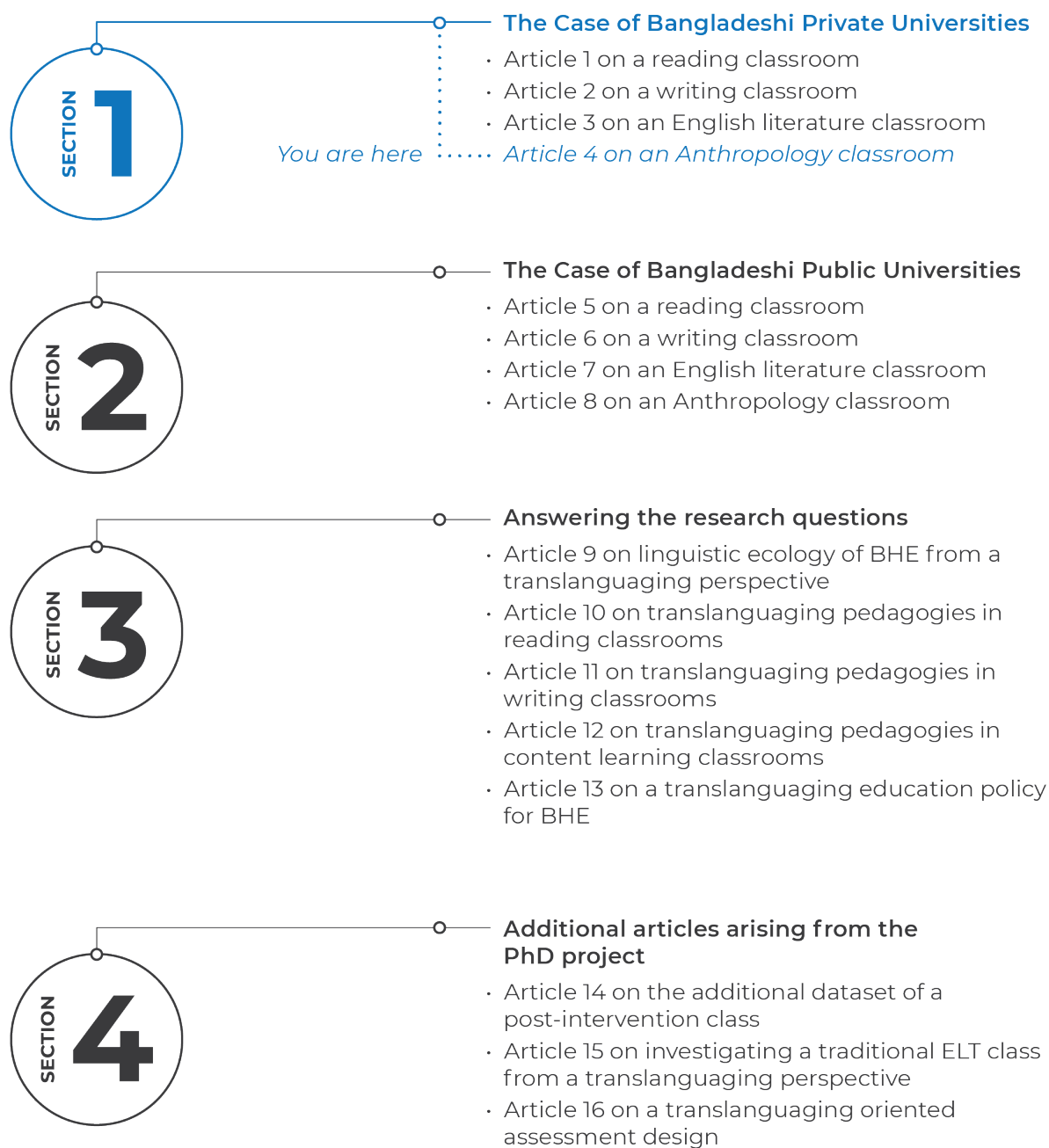
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**Figure 6**

*Article 4 Navigation Key*



**Article 4**

***Unit of Analysis on Anthropology at YUB***

Educational interest: Connection between translingual practices and transcultural dispositions (Rafi & Morgan, 2022; Lee & Canagarajah, 2019).

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**Article 4 Reference**

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**A Pedagogical Perspective on the Connection Between Translingual Practices and Transcultural Dispositions in an Anthropology Classroom in Bangladesh**

**Abstract**

The study investigated integrating a combined approach of translingualism and transculturalism in an anthropology content learning classroom of a Bangladeshi private university. Data were collected from classroom observation, a pedagogical intervention, a focus group discussion with six students, and a semi-structured interview with the class teacher. The analysis of the observation data demonstrated several attempts at integrating translingual-transcultural approaches to make sense of anthropology content despite the stipulated English only policy. The intervention data and participant responses revealed a contact zone of diverse cultural and ethical systems to draw on through this translingual-transcultural approach, providing a holistic teaching and learning experience for the researcher and the students. The participants' responses revealed a structured linguistic inequality imposed by the English-only policy among different student groups in the focal university. Without the confines of an English only classroom culture, the combined approaches of translingualism and transculturalism supported a classroom environment with reduced discrimination and injustice arising from student backgrounds and English competency. The participants were able to reflect positively on their relationships, investments, and experiences with broadened dispositions involving their fuller semiotic resources, including both language and culture elements.

## **Introduction**

English as the medium instruction policy in non-English speaking educational contexts promulgates a nexus of unfairness and inequity in classes of students with diverse language and cultural experiences. It discounts the metalinguistic, cultural and intellectual resources students bring to classroom practices (Charalambous et al., 2020). As adopters of English medium instruction, Bangladeshi private universities have been criticised for capitalising on the colonial monolingual and anglonormative practices that are concomitant with English medium instruction and for devaluing and ‘ghettoising’ local languages and cultures (Hamid et al., 2013; Rafi & Morgan, in press). This study presented findings from a Bangladeshi private university in which English is the medium of instruction. It shed light on how the English medium instruction discriminated one group of students against another based on English proficiency and created an environment of structured inequalities that ultimately manifested issues of oppression and privilege. Data were collected from an Anthropology content learning classroom in which building a connection between transculturalism and translanguaging in the pedagogical discourse was explored in a classroom intervention.

Translanguaging and transculturalism have been traditionally studied separately despite sharing the common characteristics of transcendentalism, where the former transcends socially and politically defined boundaries of named languages (García & Kleyn, 2016) and the latter transcends the territorialisation of essentialised cultures (Pennycook, 2007). According to Lee and Canagarajah (2019), the connected paradigm between transculturalism and translanguaging challenges ‘the monolingual and monocultural ideology and ask us to understand all parties, rather than minoritised ones, to be responsible for the negotiation and, therefore, social interaction and order as negotiable and dynamic’ (p. 26). This study used this connected paradigm of translanguaging and transculturalism as a useful

construct for designing a pedagogical intervention and an analytical tool for addressing the inequalities in the focal classroom. The study asked the following questions:

- How does the linguistic ecology of the focal classroom provide opportunities for incorporating translanguaging pedagogies (both linguistic and cultural)?
- How can the connection between translingualism and transculturalism be used in the classroom to facilitate quality content learning?
- What are the implications of the connected paradigm between translingualism and transculturalism on existing policy and practices?

To this end, this study reviews the literature on translingualism and transculturalism relevant to the questions, and then discusses the methodologies, followed by the results and discussion, and concludes by outlining the implications of this study on policy and practices in the focal and related contexts.

### **Literature Review**

The positive outcomes of translanguaging pedagogies have been thoroughly documented by many scholars over the past two decades. A few examples of such outcomes include mitigating the problems for low proficient learners (Muguruza et al., 2020), maximising learning literacy skills (Hornberger & Link, 2012), providing an in-depth understanding of rhetorical language conventions across cultures (Rafi & Morgan, 2021), facilitating higher cognitive engagement in content-matter learning (Duarte, 2016) and transforming knowledge and subjectivities for breaking racial stereotypes and promoting social justice (Rafi & Morgan, in press). Further to the core and growing literature on the benefits of translanguaging, this review expands that discussion to focus on the concepts of translingualism and transculturalism, and analysis of pedagogical benefits the connection between these two paradigms, understood as distinct but inextricably interconnected elements of translanguaging, can contribute to the existing literature on translanguaging pedagogy.

Definitions of translingual, translanguaging, and translingualism remain in flux, with various scholars employing these terminologies in multiple ways. Whereas the term ‘translingual’ suggests combining numerous semiotic resources and languages in communication (e.g. Canagarajah, 2015; Horner et al., 2011), ‘translanguaging’ is defined as ‘multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds’ (García, 2009, p. 45). The concept of ‘translingual dispositions’ further complicates the process of translingual practice and translanguaging to highlight one’s orientation *toward* language diversity and the nebulous and somewhat subjective nature of interpreting communicative competence (Horner et al., 2011; Lee & Jenks, 2016). In addition, the term ‘translingualism’ is used to refer to the mutual relationship of semiotic repertoires that underlies communicative strategies (Canagarajah, 2013b). All of these terms share the commonalities of dynamic movements between languages for communicative needs and argue against the tendency to compartmentalise learners’ languages (Kim & Park, 2020).

Lee and Canagarajah (2019) have deconstructed and analysed the connection between the separated concepts of ‘translingualism’ and ‘transculturalism’ for their mutual correspondence in relation to the increasing diversity, mobility, and hybridity in communication and identities. ‘Transculturalism’ was initially theorised many decades ago by Ortiz and Fernández (1940/1995) to describe the ‘transmutation of culture’ in Cuba (p. 98). Many scholars adopted and interpreted ‘transculturalism’ in various ways. According to Zamel (1997, p. 350), ‘Transculturation assumes and celebrates the selective, generative, and inventive nature of linguistic and cultural adaptation and thus reflects precisely how languages and cultures develop and change – infused, invigorated, and challenged by variation and innovation’. At the level of individual experience, the transcending boundaries in transculturalism involve situating oneself in liminal social spaces and drawing from values and practices of diverse cultures to continually reconstruct one’s identity and social belonging

(Hall, 2002). According to Lee and Canagarajah (2019), ‘translingualism’ offers a new perspective to allow one to understand the relationship of language and literacy, decoupling the link between community and culture and focusing on language practices and processes rather than product or form. Scholars of translingualism recognise a set of dispositions that enable people to negotiate diversity, embrace creativity, and co-construct meanings in contemporary super-diversity contexts (Canagarajah, 2013a). In the same way, transcultural scholars distinguish between propositional (i.e. a product-oriented understanding of cultures as essentialised features and values) and procedural knowledge (i.e. a disposition to engage with diversity with tolerance and openness and construct new identities and relationships) (Byram, 2008).

Though the connection between translingualism and transculturalism has not yet been significantly discussed in the literature, evolving scholarship suggests that a person can engage in successful translingual practices if they approach learning/life with a transcultural disposition (Lee & Jenks, 2016). Lee and Canagarajah (2019) analysed this connection (translingualism and transculturalism) in a multilingual student’s writing and found the combination of translingual and transcultural approaches created a space for language diversity and creativity in the academic writing of that student. His peers and teacher developed a broadened disposition to appreciate such diversity rather than utilising a dominant monolingual and monocultural ideology towards such writing. The contributions of Lee and Canagarajah’s (2019) study attempted to bridge gaps in the existing translanguaging literature, and the current study joins such attempt with the following contributions discussed below:

As Lee and Canagarajah (2019, p. 15) argued for the significance of a transcultural and translingual approach in studying ‘interculturality’ to promote ‘pluri-dialogic imaginations, globo-ethical positions and epistemological ecologies’ since their relationship

has not previously been studied, the current study used this connection between transculturalism and translanguaging in designing the lecture of an anthropology content learning course at a Bangladeshi private university.

The study is also built on the work of educators who have taken up translanguaging to develop it as a pedagogy for teaching both language and content over the past two decades (Beres, 2015; García, 2009; García & Wei, 2014). The majority of the studies that focused on content area courses are drawn from pre-tertiary education contexts (For example, see, García-Mateus & Palmer, 2017; Karlsson et al., 2018; Lin, 2019; Mary & Young, 2017; Poza, 2018; Probyn, 2015). Only a few studies, such as Palfreyman and Al-Bataineh (2018) and Wang and Curdt-Christiansen (2018), explored translanguaging pedagogical approaches in Management and Business management classrooms; Muguruza et al. (2020) in Social Education classroom and Rafi (2020) in an English literature classroom of higher education. The current study explored translanguaging and transcultural approaches in an anthropology classroom of a Bangladeshi private university, so far lacking in the existing translanguaging literature.

Translanguaging pedagogy is increasingly seen as ‘the best way to educate bilingual children in the twenty-first century’ (Beres, 2015, p. 103) for its potential to ‘offer communicative and educational possibilities to all’ (García, 2009, p. 148), helping bilingual students develop ‘linguistic security and identity investment’ (García, 2009, p. 157) and ultimately working towards linguistic equality (García & Wei, 2014). In their usual classroom practice, the student groups of this study are discriminated against one another based on their English proficiency. Hence, this study explored how the combination of translanguaging and transculturalism could be utilised as a more socially just pedagogy that could empower, liberate and give back the ‘voice’ to the discriminated students that had been taken away



through the application of ideologies of monoglot standards (Charalambous et al., 2020; García & Wei, 2014).

So while we know that translanguaging pedagogy can contribute to recognising and critically interrogating structural inequalities and injustices in classroom contexts, nevertheless the teachers need to enact these pedagogical approaches, acknowledge their role as agents of social change, and equip their students with the knowledge, attitudes, and skills to promote social justice in bilingual classrooms (Charalambous et al., 2020). Thus far, only a few studies have focused on teachers' beliefs about and attitudes or ideologies towards translanguaging based approaches (Barros et al., 2020; Gorter & Arocena, 2020). This study contributes to the limited number of such studies. It paid close attention to the focal teacher's receptivity to the newly introduced translanguaging pedagogical approach to examining classroom and broader context conditions.

To sum up, the study explored the connection between transculturalism and translanguaging in an anthropology classroom to provide new insights into the content-oriented literature of translanguaging pedagogy. It also explores students' responses to examine the potential of translanguaging in challenging the English proficiency-based structured inequality and teacher's receptivity to a translanguaging-transcultural approach in a Bangladeshi higher education classroom.

### **The Study**

#### ***Data Collection***

This study belongs to a larger project that drew on a two-step ethnographic research design to explore the promises of translanguaging pedagogies in the first year classrooms of two public and two private universities in Bangladesh. The researchers received ethics approval from their institution and sought permission from all four participating institutions for data collection. Participants were informed about the voluntary nature of their

participation, anonymisation of participant identities, and the research purposes of data utilisation. Written consent was collected in each step of data collection from all participants.

The first-named researcher collected data for this project. He is a Bangladeshi citizen with fluent proficiency in Bangla and English and functional knowledge of Hindi and Urdu. He graduated from one of the focal universities and worked as a Senior Lecturer in another. Besides his Bangladeshi academic and professional background, the researcher studied in the UK and Australia and currently teaches at an Australian university. The second-named researcher is a supervisor of the larger project and an academic leader in the field of language and literacy education in Australia.

The researchers planned the project drawing on a two-step ethnographic research design. In the first step, the first-named researcher adopted a non-participant role and drew on linguistic ethnography-an interpretive approach that assisted him in observing the linguistic practices such as linguistic landscapes and use of languages in readily available official documents in these universities and examining how those practices were embedded in broader social contexts (Copland & Creese, 2015). Alongside these field notes, this step comprised observations of two reading, two writing, two English poetry and two Anthropology classes in the English and Anthropology departments of the four universities.

In the second step, the researcher drew on the approaches of auto-ethnography that ‘seeks to describe and systematically analyse (graphy) personal experience (auto) in order to understand cultural experience (ethno)’ (Ellis et al., 2011, p. 273). This design enabled the researcher to intervene in the regular classrooms to teach four language and four content lessons using translanguaging pedagogical intervention, organise focus group discussions with students, and interview teachers. Altogether, the larger project produced 17 classroom observations, eight pedagogical interventions, i.e. two reading, two writing, two English poetry and two Anthropology interventions, eight focus group discussions with students and

eight interviews with teachers. Each subset of interventions had the same pedagogical design as per their language and content orientations and was carried out in public and private universities to draw a comparative perspective on the learning outcomes.

The current study is one of the two studies that applied an identical pedagogical intervention on anthropology content in two private and public universities. It concerns an anthropology classroom of the Department of Social Sciences and Humanities at a private university pseudonymised as Yeehan University of Bangladesh (YUB). According to its website, YUB is one of the oldest and largest private universities in Bangladesh that teaches based on a North American liberal arts model and administers English medium instruction across all academic programs.

As per the research design, the first-named researcher employed linguistic ethnography (Copland & Creese, 2015) to observe two sessions of a subject entitled 'Introduction to Anthropology' alongside observing the linguistic practices of the university. Due to unavoidable circumstances, the focal teacher could arrange only one session in the estimated time. Hence, the researcher observed the entire class cohort, comprising 28 students in a single session. All participants in this session were Bangladeshi citizens with varying degrees of English language proficiency. However, based on the medium of instruction of their pre-tertiary education, they can be categorised as Bangla medium background and English medium background students. The instructor Mr Raj (a pseudonym), a Bangladeshi national educated at YUB and a British university, works as a senior lecturer of anthropology.

The researcher used a 'mind map' to guide the class observation. The mind map included elements such as people (teacher and students) and languages, language choice and language separation, language use and language functions, translanguaging, transliteration, teaching materials and aids such as lecture slides, the role of English in foregrounding

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different language functions and constructing different relationships, identity positions and learning opportunities, paralinguistic elements, defacto planning or lack of planning for transition in the medium of instruction and paralinguistic elements. The class lasted for ninety minutes and the researcher audio-recorded the entire class alongside taking detailed notes.

In the second step of the study, informed by autoethnography, the researcher carried out a pedagogical intervention on family orientation. Since he was accustomed to the biases towards English-only practices prevalent in Bangladeshi private universities, it was a challenging process of introspection for him to design an intervention using translanguaging pedagogies and implement it in the focal classroom of an officially monolingual university. The entire cohort, including Mr Raj, participated in the intervention. The intervention lasted for eighty minutes. Following the invention, a half hour focus group discussion occurred, with participants comprising three male and three female students, respectively pseudonymised as Sam, Jahid, Samir, Shaj, Tuli and Bina. Among these students, Sam, Samir and Tuli studied in English medium and the rest students in Bangla medium pre-tertiary institutions. Mr Raj was also interviewed for 45 min. The focus group and interview were guided by ten major questions around three themes: reactions towards translanguaging/languages in the intervention, content learning outcomes, and prospects of a translanguaging education policy in their specific context. The researcher asked the questions in English and provided oral Bangla translations, and the participants translanguaged with occasional usage of English and Bangla as per their preferences. Altogether, four data sets were collected through classroom observations, pedagogical intervention, a student focus group discussion, and a semi-structured interview with the course tutor. All four datasets of this study were audio-recorded.

### *Data Analysis*

All recordings and fieldnotes were imported into the NVivo thematic analysis software. The recordings were transcribed into the language/translanguaging that were spoken. All participating individuals and institutions were de-identified in the transcripts to conform to the ethics approval protocols of the researchers' university.

Since autoethnographies accommodate personal experience, including preferences for constructing the research process predetermined (Ellis & Bochner, 2000; Tullis Owen et al., 2009), the researchers analysed the data in two steps to provide a balanced understanding of the findings. In the first step, the first-named researcher adopted a data-driven approach so that the data could speak for themselves. Saldaña's (2015) 'versus coding' was used to codify the entire dataset. 'Versus coding' refers to a method of analysis that observes the conflicts, struggles, and power issues in social action, reaction, and interaction in dichotomous codes. The first-named researcher's subjectivity, personal and professional experience of the study context, and influence on the research process enabled him to use several dichotomous codes such as monolingualism vs translingualism, English medium vs Bangla medium, students vs teachers, teachers vs policymakers which are relevant to the socio-cultural-educational background of the study. Analysis of these codes generated the initial themes of the study, and the first-named researcher provided an English gloss of these themes for the co-researcher.

The second step of analysis involved finding an appropriate framework that could interpret the initial themes beyond translanguaging theories and demonstrate their interconnectedness to socio-cultural processes. In this regard, the connected paradigm between translingualism and transculturalism was deemed appropriate for its potential to address the contextual nuances in the private university and draw a more meaningful conclusion on the themes. Interestingly, despite implementing the same pedagogic design,

Content Language Integrated Learning (CLIL) framework was appropriate for data analysis in the public university study. Since the public universities in Bangladesh lack a specific medium of instruction policy, the focal public university demonstrated a heteroglossic linguistic ecology as opposed to its English medium private university counterpart. Nevertheless, relevant findings from the public university study have been referenced to strengthen the arguments of the current study.

The overall research design satisfied the four criteria for ensuring the study's trustworthiness, as discussed in Shenton (2004). Firstly, the researchers adopted well-established research methods such as linguistic ethnography (Copland & Creese, 2015) and auto-ethnography (Ellis et al., 2011) to collect data for the study. Secondly, being born and brought up in Bangladesh, the first-named researcher inherited an 'early familiarity with the culture of participating organisations' for his educational and professional experience (Shenton, 2004, p. 65). Furthermore, he visited the focal university several times to talk to relevant academic staff, students, and administrative personnel about his research before organising classroom observation, pedagogical intervention, focus group discussion, and interview. Thirdly, the focal teacher was recruited in this study by the dean of the faculty, and the students volunteered themselves for the focus group discussion. Since the researcher did not have any control over participants selection, this random approach mitigated any potential charges of researcher bias. Fourthly, all four data sets, i.e. observation, intervention, focus group discussion and interview, were triangulated to present the findings of the study, which compensated the individual limitations of each dataset while exploiting their respective benefits (Shenton, 2004, p. 65).

## Results and Discussion

### *Linguistic Ecology of the Focal Classroom*

The observation findings revealed that the entire cohort had already deviated from the norms of the exclusive English medium instruction policy and adopted a series of translingual-transcultural dispositions to access the content. Due to the different levels of English proficiency among the students, Mr Raj had to go against the dominant monocultural and monolingual ideologies of English medium instruction and adopt a translanguaging orientation, as he explained in his interview. Mr Raj was also seen to be shaping his languaging in discursive practices to correspond to that of the students. For example, when a student spoke English to respond to Mr Raj's translanguaged query, he also spoke English to interact with her. Mr Raj never enforced English on the students but expanded the linguistic practices using many colloquial expressions such as 'হাল্কা পাতলা বলি' (I say it occasionally) among many others to contextualise the lessons. Consequently, students comfortably used Bangla, English or translanguaging to communicate and construct knowledge. The translanguaging practices in Mr Raj's classroom can be framed as Universal Translanguaging, which refers to typical bilingual behaviour, which occurs 'irrespective of context and particularly for gaining understandings, everyday communication, and achievement in interactions irrespective of site' (Lewis et al., 2012, p. 650). For example, while explaining the types of kinship in this translanguaged moment, Mr Raj said:

“Kin শব্দটা হচ্ছে Social Ties, Social Connectedness. Types of Kinship:

Consanguineal- যেটা blood ties, Affinal- Marriage এগুলো মাথায় রেখো” (The word

“Kin” refers to Social Ties, Social Connectedness. Types of Kinship:

“Consanguineal” which is blood ties; “Affinal” is “marriage”, remember these terms”).

As is evident, Mr Raj did not provide Bangla meanings of the problematic terminologies such as ‘consanguineal’ and ‘affinal’. Under such circumstances, scaffolding with Bangla meanings would have made the lecture more accessible to the students. The analysis of the observed class also demonstrated the need for a combined approach of translanguaging and transcultural dispositions to make Anthropology content meaningful, which is not possible in an English-only classroom. The following moment indicates how Mr Raj attempted to connect locally nuanced factors with western theories:

### **Figure 1**

#### *Participant Response*

Mr Raj: এখন Bengali society তে complete stranger দেব মামা চাচা বলে না? Rickshaw ওয়ালাদের মামা বলে না? তারাও তোমাদের মামা বলে না? (Don't we address complete strangers as "Mama" or "Chaca"? For example, do you call the rickshaw pullers as "Mama"?) You guys enjoy it. Don't you?

Students: yes.

Mr Raj: আমি enjoy করি না, আমার রাগ হয়। এটার একটা anthropological perspective আছে। (I don't enjoy this addressing from an anthropological perspective.)

In the extract above, ‘Mama’ refers to maternal uncle and ‘Chaca’ to the paternal uncle in the Bangla language. Mr Raj translanguaged to point out that ‘Mama’ is used in the Bangla language to address lower class people. Since ‘Mama’ is the mother’s brother, he connected the misogyny of this term to lower-class people (i.e. rickshaw pullers) of the society to connect with the inferior position women hold in Freudian psychoanalysis. Using this transcultural-translanguaging connection, Mr Raj shed light on the underlying gender politics in the Bangla language. These examples resonate with the ‘recontextualisation strategy’ (Canagarajah, 2013a), which enabled Mr Raj to frame the concept of kinship with Bangladeshi cultural elements to help the student connect with and reflect on western theories. Several instances like this were observed, used to make sense of the anthropology content in the English-only classroom. Although the participants broadened their transcultural



dispositions, these lacked a pedagogic focus and analysis. In other words, they translanguaged in Universal mode as they did not do it strategically for teaching and learning purposes, but in an impromptu manner like everyday bilingual practices. Determining the pedagogic success of these bilingual practices requires further research. However, this Universal Translanguaging mode was also prevalent in the public university study, and the focal teacher of this study was not happy with students' performance as the students did not know how to contribute in the languages available to them. Consequently, that classroom prompted a teacher-centred, didactic teaching style with limited student engagement, which inhibited students' understanding of complex materials and the development of subject-related language (Authors, forthcoming). In a similar study, Rafi (2020) analysed three representative moments of Universal Translanguaging in an English literature classroom. This study revealed that the mode of translanguaging was not sufficiently successful in serving the pedagogic goal due to the lack of multilingual scaffolding, culturally appropriate materials and language management rules.

Since the focal classroom of the current study already deviated from the English medium instruction policy and took advantage of a few translingual-transcultural practices, Classroom Translanguaging (Lewis et al., 2012) was deemed appropriate to pedagogically manipulate these naturally occurring translingual-transcultural practices in the focal classroom and explore the implications of such pedagogic deployment in content learning and policy planning. The following discussion demonstrates how the explicit strategies of Classroom Translanguaging enabled the researcher to use several languages, semiotic resources and teaching aids to produce a better outcome.

### ***Pedagogical Intervention***

In light of the existing Universal Translanguaging practices in the focal classroom, 'Classroom Translanguaging' (Lewis et al., 2012) was used to design the pedagogical

intervention. Nikula et al. (2016, pp. 241–242) argued that Classroom Translanguaging comprises ‘planned’ or ‘serendipitous’ or both modes of translanguaging but always ‘with a pedagogic emphasis’. Furthermore, Classroom Translanguaging enables discussion about the learning and teaching style and curriculum planning. The following table 1 presents the seven planned steps of Classroom Translanguaging that informed the pedagogical intervention of the current study:

**Table 1**

*Planned Steps of Classroom Translanguaging*

Steps	Activities
Step 1: Translanguaging theory and pedagogies	<ol style="list-style-type: none"> <li>1. Introducing translanguaging theories and translanguaging pedagogies</li> <li>2. Encouraging students to translanguage or use languages of their preferences if not advised otherwise in particular pedagogic moves</li> </ol>
Step 2: Scaffolding the understanding of definitions, orientations and characteristics of families across cultures	<ol style="list-style-type: none"> <li>1. Exploring the concepts of nuclear and extended families through semiotic scaffolding, i.e., family photos from the American TV show and real-life family photos of Bangladeshi celebrities</li> <li>2. Providing Bangla meanings of English words such as "Ancestry", "Descent", "Ego-centric", etc.</li> <li>3. Reading English definitions and characteristics of nuclear and extended families, alongside Bangla translations/Translanguaged versions</li> </ol>
Step-3: Writing tasks	<ol style="list-style-type: none"> <li>1. What is a nuclear family?</li> <li>2. Discuss any two characteristics of a nuclear family (In English)</li> </ol>
Step-4: Muslims of Western Bosnia	<ol style="list-style-type: none"> <li>1. Multilingual scaffolding of difficult words present in a curricular text on the Muslim families of Western Bosnia</li> <li>2. Exploring jargon such as "family of orientation" and "family of procreation", "neolocality" through translanguaging, Bangla and English texts</li> </ol>

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	<ol style="list-style-type: none"> <li>3. Discussing the text on Muslim families in Western Bosnia</li> <li>4. Exploring the jargons present in the text in relation to the families discussed in Step-2 and Step-3</li> </ol>
Step-5: Industrialism and family structure	Discussing an example of an American nuclear family in relation to industrialism, relevant themes and statistics
Step-6: Guided reading	Reading a Bangla text that thematically dealt with the critical concepts discussed in previous steps
Step-7: Writing task	What kind of family do you belong to? How do you feel about it? (Write in any language or translanguage)

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All students, including the teacher, Mr Raj, voluntarily participated in each step of the intervention. The analysis of intervention findings presented in this section is an ‘eye-witness account’ of the first-named researcher from his own experience of conducting the pedagogical intervention with the participants (Caulley, 2008, p. 442). In presenting the findings, he used the third person pronoun to set the context for scholarly engagement and present what the participants did or said in the intervention (Caulley, 2008). The following discussion presents three key themes that emerged from the analysis of the pedagogical intervention data. These themes involved maximising linguistic resources through a translanguaging disposition, expanding epistemological landscapes through transcultural disposition, and exploring the connection between translingual and transcultural dispositions.

### **Maximising Linguistic Resources Through a Translanguaging Disposition**

The pedagogical intervention was designed with both content and language learning goals in mind since the previous studies demonstrated that the English and Bangla medium background students, respectively, lack proficiency in Bangla and English languages required in academic contexts (Rafi & Morgan, 2021, in press). As a scaffolding technique, Bangla meanings of difficult English words were incorporated into the pedagogic design to improve

vocabulary building and reading comprehension of both student groups. The English medium background students were given the scope to read, write and explore their ideas in Bangla.

The following extract demonstrates how the scaffolding technique enabled them to practise

Bangla:

## Figure 2

### *Researcher-Students Engagement*

Researcher: What are the meanings of the words "Ancestry and "Descent"?

Student 1: Ancestry is what you get from your heritage.

Researcher: Can you explain that in Bangla?

Student 1: যেটা মানে পরিবার সূত্রে বা পূর্ব সূত্রে পাওয়া যায় (It means what inherit from your family or predecessors)

The researcher provided a Bangla definition of "Descent" and asked the student to read it aloud. The student hesitantly read the definition.

Researcher: কতদিন পর বাংলা পড়লে? (So, after how long are you reading Bangla?)

Student 1: বাংলা তো ...(hesitating)

Researcher: পড়? Regular পড়? (Do you read Bangla regularly?)

Student 1: না। (No)

The researcher carried out similar interactions with Bangla medium background students but in the English language. In this process, all students learned English words and common expressions such as nuclear family, extended family, enculturative functions of both types of families, the family of orientation, the family of procreation, and neo-locality in both named languages. These findings converge with the public university study where a Bangla medium student who previously failed to complete an English task felt equipped through

multilingual scaffolding to accomplish the same task later in the intervention, in English (Authors, forthcoming). Furthermore, as will be discussed in the section on participant response, the creative and critical use of translanguaging constructed a different context for the students free of discrimination and injustice arising from English medium only instruction.

### **Expanding Epistemological Landscapes Through Transcultural Disposition**

One of the intervention goals was to cultivate students' transcultural dispositions by strategically broadening their idea of kinship going beyond their rooted place. According to Lee and Canagarajah (2019, p. 16), 'adopting a transcultural positioning does not require leaving one's usual habitation as text and media can also introduce diverse cultures to people'. Taking this into account, the researcher used still photographs from an American TV series named 'The Modern Family'. This TV series tells the stories of a traditional married couple with three children, an American-Latino couple with a vast age difference, and a white gay family with their adopted Vietnamese daughter. All these three families are also connected either by blood or marriage. From students' local context, family photos of a Bangladeshi cricketer, Sakib Al Hasan, and a film actor Abdur Rajjak, were employed as respective examples of a nuclear family and an extended family. These photographs created a 'phenomenon of the contact zone', leading to transculturalism in learning and teaching (Pratt, 1992, p. 6). The following translanguaged moment from the researcher-students interaction demonstrates how the construction of a contact zone was established in the class discussion:

### **Figure 3**

#### *Researcher-Students Engagement*

Showing pictures of three families, the researcher asked which one is more regular to you?

Student 1: The first one is very regular

Student 2: There is an age difference between man and woman in the second family.

Researcher: Is it irregular in our culture? বাংলাদেশে এমন family দেখা যায় না?

(Immediately translated in Bangla)

Student 3: Yea, but not as frequent as the first the one.

Researcher: How about the third one?

Student 3: That's a homosexual family.

Researcher: Gay family, how prevalent is that in Bangladeshi culture? বাংলাদেশী culture এ এটা কত খানি আছে? (Immediately translanguaged the question mostly in Bangla)

Student 4: It exists, but people are making a situation that it cannot exist.

The extract demonstrated how the researcher situated the students in liminal social spaces enabling them to question supposed boundaries drawing from values and practices of diverse cultures. The students looked beyond the textual definitions of nuclear and extended families to analyse relationships, investments, and experiences. They explored what is accepted in other societies and what is not in their own. In this process, the pedagogical intervention enabled students to draw the ‘traces and residues of many cultural systems, of many ethical systems’ (Hall, 2002, p. 26) while (potentially) broadening their transcultural disposition- a pivotal element for appreciating cultural diversity.

### **Exploring the Connection Between Translingualism and Transculturalism**

This section demonstrates how the researcher activated students’ translingual-transcultural dispositions to teach the term ‘neolocality’ while allowing them to reflect on their identities and social belonging. ‘Neolocality’ refers to the post-marital residence pattern of married couples living hundreds of miles far from their parents due to workplaces’

locations (Clemens, 2006). This geographic mobility is associated with industrialism and results in family isolation. The researcher drew references from three different contexts to explain the concept of neolocality. Firstly, he referred to the Muslims of western Bosnia, where several nuclear families combine in one house to create an extended family household called 'zadruga'. Then, he discussed why most North Americans have nuclear families (mother, father, their children, only), drawing on the fact that most North Americans are not tied to communally farmed/owned lands. They often move to places where jobs are available, get married and start 'families of procreation'. The third reference the researcher brought was from the students' own Bangladeshi context. He asked the students to read an extract from a Bangla magazine in which a Bangladeshi private bank officer reminisces about his childhood memories of living in an extended family-like zadruga. The officer had to move to a bigger city to find a career. Eventually, he got married to someone in that city and started a family of procreation. These three references are intrinsically connected, which creates a space for the students to situate themselves in liminal social spaces to develop their transcultural dispositions drawing on the values and practices of diverse cultures. Although academic writing is not in the scope of this study, the researcher broadened these dispositions allowing the students to translanguage in writing. He explained to the participants how the theory of translanguaging could enable an assessor to separate the language-specific performance of a student in the named language- English, Bangla or others – from general linguistic performance, that is, to use different language contributions to determine whether the student can perform linguistically to engage in academic and social tasks regardless of the language features used (García & Kleyn, 2016, p. 24). The researcher involved students in writing both in Bangla and English as language-specific performance and also in general linguistic performance. For example, in response to a writing task entitled 'What kind of family do you belong to? How do you feel about it?' students were allowed to write in whatever language

they felt comfortable with. All 27 students provided fully-fledged answers to this question, demonstrating their high engagement in the intervention task. Among them, three students wrote in Bangla, three translanguaged, and the remaining 21 students wrote in English. The research design did not involve an investigation of students' choice of their languages or depth of answers. However, all of the scripts demonstrated a complete understanding of the content taught using the transcultural-translingual approach in the anthropology classroom, which may not have been possible if English was the only language available- especially for those who wrote in Bangla or who translanguaged. The study's overall findings are similar to the public university study, where the scripted curricula came alive, created a dynamic learning space, and provided students with a strong understanding of the anthropology contents (Authors, forthcoming). The following section discusses how the teacher and students compared their regular English medium classroom with the translanguaging pedagogical intervention.

### ***Participants' Responses Towards the Pedagogical Intervention***

In comparison to regular English medium classrooms and the observed Anthropology class that deviated from the university's English medium instruction policy by accommodating Universal Translanguaging as a bilingual practice, the participants appreciated Classroom Translanguaging more for its potential of providing them with a holistic learning experience and eradicating English proficiency-based discrimination in the focal class and related classroom environment.

### **'Holistic' Learning Experience**

The teacher and the students appreciated the pedagogic design of Classroom Translanguaging and found it different from the naturally occurring translanguaging practices in their classrooms. Mr Raj focused on how the English medium instruction policy prohibits the students and teachers from having a pedagogic focus in their translanguaging practices.



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Under such policy regulation, he would not be able to use multilingual slides, as written language for instruction is scrutinised for its English only content through University policy. However, he could afford to accommodate oral translanguaging, as this was undocumented. Mr Raj also lamented the lack of opportunities to strategically manipulate multiple languages, cultural references, and multimodal resources in instructional design and lecture slides. In that sense, he said that the Classroom Translanguaging intervention provided his students with a ‘holistic learning experience’, which he felt he could not. As well as providing multiple perspectives on the concepts of nuclear and extended families, the intervention made the topic accessible to all students using their current language skills and addressing their diverse linguistic needs and different learning styles. For example, Mr Raj said that he was encouraged to use at least the semiotic resources for his visual learners, if not multilingual slides and translingual writing, under the existing policy. The students also found Classroom Translanguaging useful for learning named languages as well. Sam said:

### **Figure 4**

#### *Student Response*

Yes, it helped to learn both languages, cause যখন আমি একটা English word পড়ব আর সাথে বাংলাটাও জানবো। (We are learning Bangla meanings while reading English words). So, I get to know both the meanings, right? I know words like Bangla and English, so it helps.

This finding converges with that of Cenoz and Santos (2020), where students realised that knowledge of one language helped when learning other languages and new content since they had to, and were able to, read the text and analyse what they were reading more carefully. Mr Raj provided similar insights referring to the general linguistic performance and language-specific performance of translanguaging pedagogy to argue that Classroom Translanguaging can strategically develop his students’ content and language proficiencies. This finding is also supported by a student from the public university study who argued that

Classroom Translanguaging potentially enhanced his Anthropology content acquisition while enabling him to attain linguistic skills in both Bangla and English (Authors, forthcoming).

Finally, Mr Raj stated that his students adapted to Classroom Translanguaging quickly and demonstrated ‘very good’ engagement with the researcher despite the challenges of building rapport with a new person in such a short period. Considering all these factors, it appeared that the translanguaging pedagogical approach could potentially improve learning outcomes.

### **Eradicating English Proficiency-Based Discrimination**

The analysis of the participants’ responses emphasised how the English medium instruction discriminated one group of students against another, could potentially severely impact mental health, identity-expression and well-being, and perpetuate unfairness and inequity in the academic experiences of these students.

A Bangla medium student named Jahid drew on the experiences of his Bangla medium background classmates in a content learning classroom of the Computer Science department to explain how EMI impedes their understanding of the class lecture. Whereas the English medium background students effortlessly understand the English lecture and interact with the teachers, the Bangla medium students struggle to understand the language of the lecture, and the content remains partially or mostly inaccessible. Consequently, these students often settle for a shallow or wrong understanding of the class lecture.

Contrarily, an English medium student named Samir repudiated the Bangla medium student saying that it is not necessarily true that the Bangla medium background students do not understand the lecture. Samir said that when the teacher asks questions in English, the students murmur their ideas with their classmates sitting next to them.

However, as the Bangla medium background students often cannot gather the courage to interact with the teachers, they fail to hold a conversation in English and gain from expressing their views and having the teacher responded. The reflection from Samir is

(contrariwise) convergent with a study that found students' public performance of their home linguistic repertoires in educational settings seemed to cause emotional discomfort and hesitation, resulting in self-censorship (Charalambous et al., 2020).

This imbalanced power relationship catered by the structured linguistic inequality in the classroom not only undermines the intellectual resources Bangla medium students bring to the classrooms but likely also has severe repercussions on these students' psychological development. Shaj shared her story in which she used to be treated as a high-performing student in her Bangla medium school and college. Her world changed overnight after enrolling at the English medium university. Her Bangla language, and intellectual skills using Bangla, were of no use. She found herself invisible in the classroom only for the lack of the required English proficiency and consequently suffered, in her own judgement, from severe depression.

Hearing Shaj's story urged Tuli, who previously demonstrated a strong bias towards English medium instruction in the focus group discussion, to rethink and interrogate concepts and practices in her English medium classroom. She said:

I agree with the concept that you mentioned that every language should be welcomed just because we don't want to exclude a person with a wonderful idea because he couldn't present it with language that's being used in the classroom.

Cenoz and Santos (2020) argued that the relationship between schools and society is bidirectional as the characteristics of a community are reflected in schools in different ways. In that sense, Mr Raj called the classroom environment of Bangladeshi private universities' artificial' for its focus on English medium instruction, which is not the home language of the students. He argued that the 'holistic learning experience' students received in the translanguaging intervention is impossible in such an artificial environment. Hence, he

described translanguaging as a ‘wonderful idea’ for its acknowledgement of the authentic repertoires of multilingual students and teachers in pedagogical discourse. The students also expressed the need for translanguaging pedagogies as these could ‘liberate’ and empower those students who have been, in Cenoz and Santos (2020) words ‘silenced’ (p. 101) and ‘oppressed’ (p. 42); and, as described by García and Wei (2014) ‘ostracised’- by ‘giving them’ back the voice that had been taken away by ideologies of monoglot standards’ (p. 105).

### **Implications for Policy and Practices**

Based on the participant responses regarding policy implementations, the study identified three following challenges in terms of adopting an education policy based on translanguaging pedagogical approaches at the focal university:

- Monolingual biases among the policymakers and educators
- Perceived needs for English in internationalising the university
- Lack of an evidenced or research-based policy that will ensure English language proficiency while effectively delivering subject content

This section presents an analysis of participant responses in light of these three challenges and recommends approaches that seem reasonable to tackle the challenges.

### **Monolingual Biases Among the Policymakers and Educators**

Mr Raj postulated both sides of the arguments that might arise to consider administering translanguaging pedagogical approaches in classrooms. According to him, university students are expected to be proficient users of languages, hence, most academics might find translanguaging unfit in the formal environment of the university. Such monolingual assumptions could be strong among colleagues who might refute translanguaging, saying the following:

**Figure 5**

*Participant Response*

"classroom এর বাইরে, চায়ের দোকানে, Cafeteria তে আড্ডায় কি হচ্ছে, ঐটা অই জায়গায় থাক। (What is happening outside the classroom, in a tea stall, cafeteria or friend circle, keep it there). Don't bring that sort of casual approach to a formal setting like a classroom."

However, Mr Raj counter-argued these monolingual assumptions, explaining that a student does not become a different person when entering a classroom. If classroom discourse is separated from the overall lifestyle of the teachers and students, learning and teaching would not be a wholesome experience for anybody. While Mr Raj rightly critiqued the language separation issue, his assumption about colleagues expecting the students to be proficient in languages on demand in universities might not match the reality- this has yet to be tested. Policymakers and researchers, however, are aware that pre-tertiary education in Bangladesh fails to provide students with the English proficiency required at the tertiary level in English medium instruction. Hence, all universities offer 'remedial courses' to cure the so-named 'skill deficit' among students, although these courses might not meet all students' needs (Sultana, 2014), and ignore alternative approaches for ensuring learning outcomes are obtained, and language/literacy skills are increased in all the students' languages.

Although Mr Raj demonstrated a keen awareness of multilinguals' funds of knowledge and the role these play in instructional settings, he doubted that subject area teachers outside the field of linguistics would understand how translanguaging theorises bi/multilingual phenomena from a cognitivist point of view and that it affords benefits in education (MacSwan, 2017).

As an additional factor, Mr Raj noted that teaching staff in Bangladeshi private universities remain intrinsically tied to the expectations and structural norms of their institutions. They often lack the autonomy to perform according to their own ethical or

personal convictions relative to instantiating multilingual practices. For these reasons, Mr Raj remained sceptical and did not see himself as a ‘translanguaging agent’ (Barros et al., 2020).

### **English-Based Internationalisation of the University**

The second and more potent challenge to accepting translanguaging practices is the continuing rise of English as the dominant international language, which has promulgated English medium instruction as a ‘fashion statement’ in the internationalisation and marketisation of higher education worldwide (Fenton-Smith et al., 2017). Mr Raj identified two factors that pushed Bangladeshi private universities to administer English medium instruction. Firstly, these universities are not state-funded like public universities. Hence, they solely rely on the tuition fees paid by students. Under such circumstances, Mr Raj argued that EMI has been ‘a selling point’ and instrumental in creating a separate identity for the private universities. These universities commodify education and market themselves as English medium institutions where teaching and learning would be exclusively in English. Secondly, English medium instruction has also been instrumental in strengthening competitiveness and increasing the global outlook of private universities. Mr Raj advised that there is a waiver for English language tests such as IELTS or TOEFL for graduates from the top-ranked private universities in which English is the MOI, when applying abroad for higher education studies, which the leading public university graduates cannot provide. Given these reasons, private universities are ready to compromise on the quality of content acquisition in favour of excellent English language proficiency. Mr Raj compared the depth in content knowledge among public and private university graduates in the following manner:

Generally speaking, I agree that public university students develop more robust content knowledge than their private university counterparts. However, their communication skills are not as good as that of private university students. Even with the limited content knowledge, private university students can manage to present

more eloquently because of their mastery over the English language, lucid pronunciation and the presentation skills they master over time.

However, all students disapproved of the excessive emphasis on developing English proficiency at the cost of quality content acquisition. They referred to a module entitled ‘Bangladeshi Political History’ to argue about the irrational policy decision for this course. Whereas the module concerns Bangladesh, the language of assessment of this module is English. Bina said that she already knew a lot more than what the teacher taught in this course. However, her grades suffered because of not being able to write well in English. This example demonstrates how the assessment in content areas courses becomes less about assessing the students’ content knowledge and more about their language proficiency.

### **Lack of an Evidenced or Research-Based Policy**

The last challenge is to conceptualise a medium instruction of policy that ensures excellent English proficiency (including acceptance into international universities) while providing solid content knowledge for the graduates. Unlike their public university counterparts, these students target job markets that cater to an English speaking environment. For this reason, Tuli resisted translanguaging as it would be of no use if she and her friends wanted to work for Google, for example. They would need good communication skills in English. However, Bina refuted this claim saying the following:

### **Figure 6**

#### *Participant Response*

Google কিন্তু তোমার language দেখবে না, programming দেখবে। আমি এটা confidently বলতে পারি অনেক English medium students হয়ত আমার থেকে ভালো English বলতে পারে , কিন্তু programming এ আমার থেকে ভালো হবে না। ( Google will not look at your English proficiency but at your programming skill. I might not speak good English as many English medium students do, but I can tell it confidently that they cannot excel me in programming)

Jahid provided evidence supporting this argument, also saying that his uncle is an Engineer at Google but does not speak excellent English. These pieces of information demonstrate how excessive emphasis on English proficiency might waste the intellectual resources of an individual or might not indeed reveal how the international economy actually works. Given the conflicting views that arose, students suggested translanguaging based pedagogical approaches only in content learning classrooms. They provide strong arguments for supporting the different language instruction for content area courses and language learning courses. For example, Sam said:

### **Figure 7**

#### *Participant Response*

Physics, chemistry বা Maths এর invention কোনো particular country যেমন Britain থেকে হয় নি। (Inventions in Physics, Chemistry or Math did not happen in a single English speaking country like Britain. Speakers of different languages invented them in different languages. )Throughout the world বিভিন্ন language এর মানুষ এগুলো invent করেছে। (People all over the world participated in scientific innovations in different languages). So we need translanguaging in these courses.

In other words, the students found the English language instruction illogical in content learning courses. Besides, the focal university offers several English proficiency development courses, where they recommend the exclusive use of English medium instruction. As an example, Tushi argued that if translanguaging is administered across all courses, students would not feel the need to practice the English language.

### **Suggestions for Future Work**

Scepticism and concerns in envisioning translanguaging in practice are recurring findings in previous studies in similar contexts (Rafi & Morgan, 2021, in press). Nevertheless, the participants seemed to confuse the Classroom Translanguaging with the existing Universal Translanguaging practices in their relative classroom contexts. Hence, teacher education about translanguaging pedagogical approaches is required to educate



participants about the clear distinctions between these two modes of translanguaging so they can practice and feel confident with Classroom Translanguaging. In light of this discussion, and despite the challenges, this study recommends that there would be ongoing benefits if a translanguaging pedagogical approach was to be adopted in the focal classroom. This recommendation is transferable to other content learning classrooms as well.

The findings of this study also reveal that the senior management of the focal university tends to perceive home languages as an obstacle to internationalising higher education. This tendency facilitates the cultivation of a monolingual mindset that regards only knowing English as a societal norm despite a larger bi/multilingual than monolingual world population (Bourdieu, 1990; Clyne, 2008). Hence, enhancing sociolinguistic awareness among the policymakers and university leadership is a prerequisite for the successful implementations of the recommendations of the study.

### **Conclusion**

In answer to the first research question on the linguistic ecology of the classroom, the observation data revealed a discrepancy between the prescribed English medium instruction policy and a perceived translanguaging reality among the teacher and students. The entire cohort deviated from the institutional rule of an English only policy and accommodated Universal Translanguaging. Although this mode of translanguaging served the communicative purpose, the pedagogic focus remained unexplored due to the lack of design. The teacher demonstrated an excellent understanding of cultural funds but could not use those funds in his instructional approach due to the prescribed monolingual principles by the senior management of the university.

In answer to the second research question on the role of the connection between transculturalism and translanguaging in an anthropology classroom, it appeared that the pedagogical intervention broadened the transcultural-translingual dispositions of the students

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while strategically drawing out values and practices of diverse cultures and provided students with a more holistic learning experience, referenced against their own. Students learned to understand cultural diversity and looked critically at the English proficiency-based discrimination that silenced, oppressed, and ostracised many of their classmates (and sometimes themselves). Students empathised with the waste of intellectual resources and helplessness of those who struggle to meet the assumptions of English medium instruction. In other words, they actively addressed the issues of oppression and privilege in the classrooms, and translanguaging emerged as a socially just pedagogy for them (Barros et al., 2020).

In answer to the third research on the implications for policy and practices, the teacher remained sceptical about administering translanguaging in the mainstream educational environment. The perceived absence of the voices from the teachers and students in policy planning of the university and reputational and status fears might work behind this noticeable scepticism.

Based on the participants' responses, the study recommends that translanguaging pedagogical approaches be adopted in the focal classroom and related content area classrooms. More research should be conducted on the experience to ascertain benefits and changes to learning and personal identity outcomes. However, it also suggests teacher education on translanguaging pedagogical approach and initiating conversations among policymakers, educators and students to enhance sociolinguistic awareness against the deep-seated bias toward English medium instruction present in the focal university.

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## **Section 2: The Case of Bangladeshi Public Universities**

### **Introduction**

Section 2 contains four articles reporting the findings from the studies carried out in two public universities in Bangladesh. These universities were pseudonymised as Medha University of Bangladesh (MUB) and Ariya University of Excellence (AUE). While MUB does not have a specific medium of instruction policy, AUE administered English medium instruction (EMI) for classroom practices and assessment. These studies used the same data collection and unit of analysis approaches as those in Section 1 but employed various analytic frameworks to provide contextually nuanced interpretations of the public university dataset.

### **Data Collection**

Data were obtained from two language learning, and two content acquisition classrooms of first-year undergraduate programmes offered at MUB and AUE. The language learning classrooms included one reading classroom and one writing classroom, while the content acquisition classrooms included one English literature (poetry) classroom and one Anthropology classroom. Each classroom produced four datasets: classroom observations, pedagogical interventions, focus group discussions with students, and semi-structured interviews with the teachers. The datasets were analysed using a unit of analysis approach. Each unit comprised two classroom observations (except the reading classroom at MUB, where only one class could be observed), one pedagogical intervention utilising translanguaging pedagogical approaches, one focus group discussion with students and one semi-structured interview with the focal teacher.

### **Analytic Frameworks and Articles Development**

In language learning studies, data obtained from the reading classroom at MUB was analysed using Wei's (2011) Moment Analysis to produce Article-5. This article is currently being reviewed by a Q-1 journal. On the other hand, Bakhtin's notion of heteroglossia was employed to analyse the data collected from the writing classroom at AUE. This study's findings were presented in article 6, which was included as a chapter in an edited volume entitled *Creating a Transnational Space in First Year Writing*, published by Vernon Press.

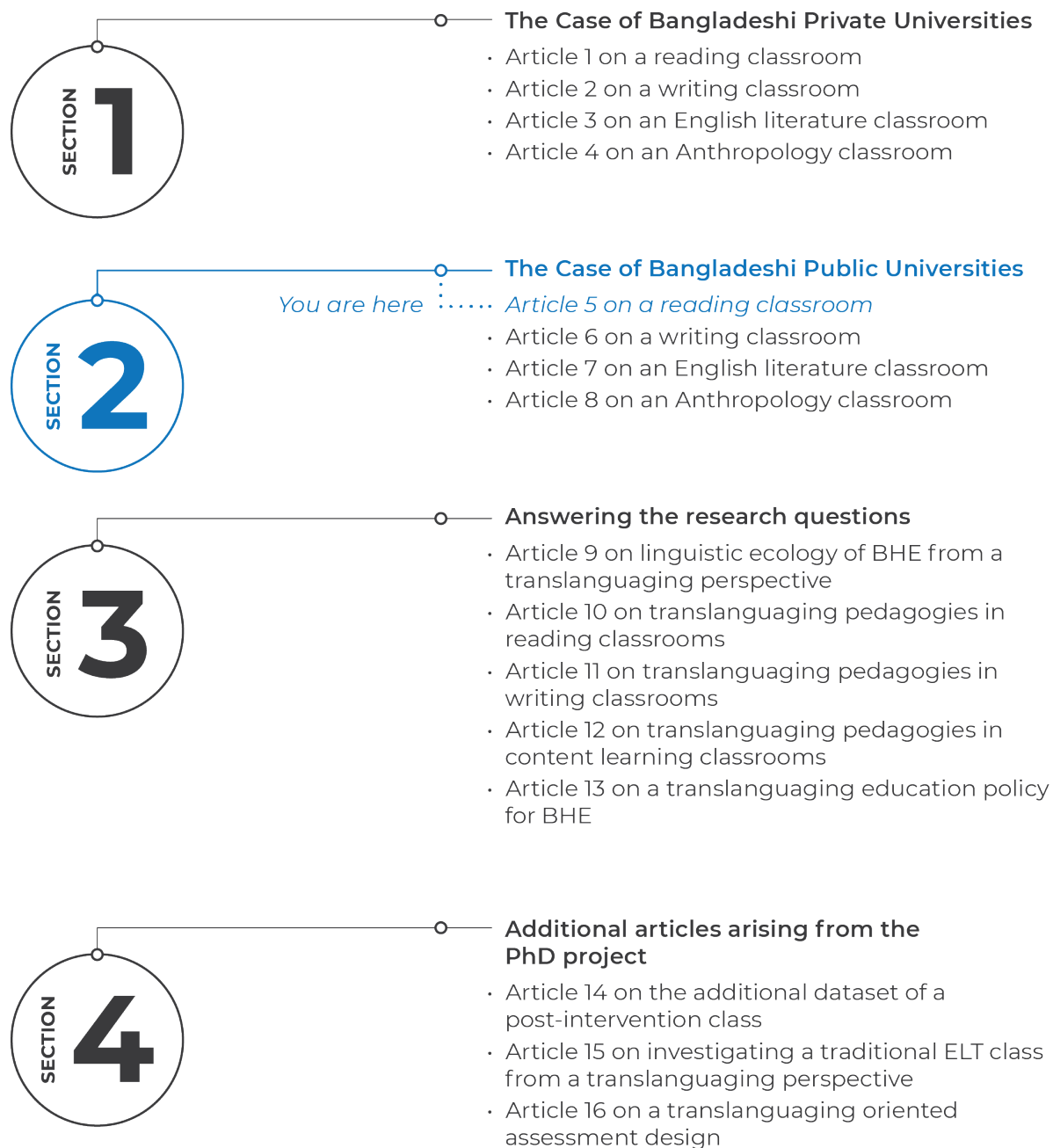
In content learning studies, a Sonata form case study was employed to analyse and present the findings from the English literature classroom at AUE. Findings from the study were presented in Article-7, which is in preparation for submission to a journal. A blended approach of translanguaging pedagogy and Content and Language Integrated Learning (CLIL) was employed to address the Anthropology data collected from MUB. The second revision of this article was submitted to the *Critical Inquiry in Language Studies* journal.

### **Contributions of the Articles and Section 2 to the Thesis**

These four articles took a micro-level approach to the research questions, concentrating on the linguistic ecology, educational benefits, practical and ideological challenges, and implementational spaces associated with a translanguaging education policy in their particular contexts. Section 2 as a whole allowed opportunities for an examination of the same issues from the public sector of higher education in Bangladesh, adding to the final analysis (at both the meso and macro levels) in Section 3 of the thesis.

**Figure 7**

*Article 5 Navigation Key*



**Article 5**

***Unit of Analysis on Reading Skill Development at MUB***

Educational interest: Learner-centeredness through “moment analysis” (Wei, 2011).

A Q-1 journal is currently reviewing Article-5.

**Article 5 Reference**

Rafi, A.S.M. & Morgan, A.M. (2022a). *Translanguaging in instruction and pedagogic design: promoting learner-centredness in a teacher-centred reading classroom of a Bangladeshi University* [Manuscript submitted for publication]. College of Arts, Society & Education, James Cook University.

**Translanguaging in Instruction and Pedagogic Design: Promoting Learner-Centredness  
in a Teacher-Centred Reading Classroom of a Bangladeshi University**

**Abstract**

This study investigated the impact of translanguaging pedagogy on the reading comprehension process of first-year students studying at an English department of a Bangladeshi public university. Through a two-pronged ethnographic research design, data were collected through classroom observation, pedagogical intervention, a semi-structured interview with the class teacher and a focus group discussion with students. The entire data set was analysed using 'Moment Analysis', a conceptual framework, to provide pedagogical evidence supporting how translanguaging in instruction can facilitate students embracing a more active and collaborative role in a teacher-centred classroom. This study suggests that translanguaging-oriented instruction and pedagogic design can stimulate metalinguistic awareness to improve comprehension while enhancing active engagement with the reading materials to the benefit of the students who do not have English as a first language. Furthermore, translanguaging pedagogies can foster individualism, a quality that English departments promote among their students, and position them as co-constructors of knowledge in English studies classrooms. The findings have implications for planning future policy, including interim stages, that can bridge the English language proficiency gap between pre-tertiary and tertiary education in Bangladesh.

We experienced such an education system that barely allowed us to speak spontaneously in the classroom. Teachers usually completed lectures interacting only with a few high-performing students and hardly inspired the backbenchers to interact. However, translanguaging provided everyone with a platform to have a voice in today's class. (A translated comment of a student participant)

## **Introduction**

The term translanguaging has been defined both as a bilingual ability to merge different language resources in situated interactions for new meaning construction and a pedagogical approach in which teachers and students use these abilities for improving learning, particularly in bilingual schools (Canagarajah, 2012; Daniel, Jiménez, Pray, & Pacheco, 2019; Duarte, 2019). The study took place in the first-year classroom of an English department of a Bangladeshi public university. Though Bangla (or Bengali, in colonial parlance) is the national language of Bangladesh, Bangladeshi public universities do not have an explicit medium of instruction policy (Authors, 2022b). Most of the students learned to read, write and understand subject content in Bangla throughout their 12 years of schooling before admission to Bangladeshi universities (Rahman, Singh, & Karim, 2020). However, English medium instruction (EMI) assumes status as a 'natural condition' in the English departments of Bangladeshi public universities, which puts English-major students at a disadvantage, as they do not bring the requisite depth of linguistic knowledge or cultural contexts of English and English texts to the classroom (Authors, 2021; 2022c). On the one hand, students lack exposure to EMI, yet require sufficient language to understand the English lecture, and feel shy to ask questions; and on the other, the teachers lack training in how to utilise the bilingual (or multilingual) abilities of the students for creating interactive, learner-centred and activity-based classrooms (Authors, 2020; 2021; in press-a). Alongside these challenges, public universities in Bangladesh feature large classes with unfavourable teacher-student ratios, which ultimately leads the departments to adopt teacher-centred approaches to conducting English language classes (Authors, 2021; in press-a; Jebbor, 2019).

The study investigates what happens, on a small scale, and as one example, when a learner-centred environment that maximises interactions and engagement from the students is created in such a classroom. With this goal in mind, this study explored the aptness and

efficacy of utilising a translanguaging-oriented instruction and pedagogic design by answering the following questions:

- Research question 1: How does translanguaging fit into the linguistic ecology of the focal classroom for reading literacy development?
- Research question 2: What is the impact of the translanguaging pedagogical approach in a reading class in an English department?
- Research question 3: What are the possibilities and constraints for translanguaging to emerge as an acceptable practice (and adopted as policy) in reading instruction?

### **Literature Review**

Recent sociolinguistic research reports that teachers and learners frequently draw on more than one language for a range of functions in the classroom, including language alternation, translation, and other bilingual skills to strengthen the sophistication and effectiveness of bilingual learners' thinking in bi/multilingual classrooms (García, 2009; MacSwan, 2017; Probyn, 2015). García and Kano (2014, p. 261) have framed these practices in terms of 'translanguaging in education', which refers to:

... a process by which students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality.

Translanguaging in instruction is not arbitrary or haphazard in this process; instead, it is purposeful, ensuring that bilingual students are thoroughly educated by systematically utilising their whole language repertoire and bilingual ways of knowing (García & Kleyn, 2016; Authors, 2020). The value of translanguaging in providing bilingual students with the

opportunity to compare and mesh languages when participating in different literacy activities while concurrently developing their language and conceptual knowledge has been recently documented (Daniel et al., 2019; Karlsson, Larsson, & Jakobsson, 2019). With reference to literacy benefits, this study situates itself within the broader scholarship of translanguaging literature that mainly focuses on reading comprehension development. García (2020) argued that the act of reading is not dependent on the language of the written text nor the concept of a named language. It depends on how bilingual readers assemble their all meaning-making resources and act on them to read. As a pedagogical approach, "translanguaging focuses attention toward the real action of bilingual readers with their full semiotic repertoire and away from what is perceived to be the monolingual/monoglossic language of the text" (García, 2020, p. 558).

In a Singaporean context, Vaish (2019) trialled a translanguaging approach to teach reading skills in English to 2nd graders in three schools and qualitatively analysed teachers' pedagogical strategies and individual students' responses from 14 hours of video data. This study presented an analysis of five exchanges in which exchanges 1 to 4 demonstrated how teachers judiciously and systematically translanguaged in Chinese and Malay to teach lexical items (vocabulary), grammar and comprehension in English. In these exchanges, translanguaging stimulated students' metalinguistic awareness to notice nuances in punctuation, orthography, grammatical structures, and meaning. However, in Exchange 5, the teacher translanguaged to focus on Chinese vocabulary in a class where the target language was English. According to Vaish (2019), translanguaging was not required in this exchange, which recommends teacher training so that the teachers can understand where and when translanguaging may or may not be useful for learning the target language.

Maseko and Mkhize (2019) adopted translanguaging as a theoretical lens to study the reading literacy practices of multilingual Grade 3 learners and their teacher during the



## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

English and isiZulu reading lessons in a South African school, where English is offered at a First Additional Language Level and isiZulu at a Home Language Level. In this study, translanguaging promoted active engagement with the texts to the benefit of the learners, irrespective of their levels of competence in either language. Translanguaging enabled them to connect other dimensions of their cultural and social worlds and modern life to older times in making sense of the texts. However, the authors observed constant conflicts and tensions in the teacher's discourses. The teacher believed in the promises of translanguaging to enhance the learners' abilities to make meaning of the texts but seemed uncertain whether translanguaging was the right thing to do. Maseko and Mkhize (2019) recommended the official recognition of translanguaging practices (to remedy this dilemma for teachers). They advocated for multilingual policies that value learners' and teachers' multilingual practices enhance effective learning and teaching in general, particularly in reading.

Chu (2017) explored literal, inferential, and evaluative levels of reading comprehension and considered the possibility of enacting translanguaging as an alternate testing method. This study created two versions of assessments for 123 sixth-graders in Taiwan. Both versions provided the same reading text in English, but the first version used English multiple-choice questions and options, and the second one used a Chinese translation for the same questions and options. A comparative analysis of the findings demonstrated that assessment with the second version could assess students' knowledge more accurately. The integration of translanguaging into reading comprehension assessment allowed students to perform significantly better in all three comprehension levels with Chinese questions. This assessment method enabled students to access their entire linguistic repertoire while promoting reflexive, nuanced and high order thinking drawing on the critical elements and background knowledge in other languages. Chu (2017) recommended this assessment method

when the purpose is to determine how well English learners comprehend the text but do not know how to express their understanding in English.

Song and Cho (2018) used think-aloud protocols to examine how Korean-English bilingual middle school students accessed their two languages during online reading. This study revealed that 37% of online reading strategies utilised translinguaging and served different functions such as facilitating planning, monitoring, revising their search and improving comprehension processes during online reading. Since little attention has been paid to bilingual adolescents' reading literacy practices on the multilingual internet, this study provides pedagogical evidence supporting how translinguaging during online reading can enhance students' learning from multilingual texts.

These studies collectively demonstrated the benefits of translinguaging in terms of improving students' comprehension processes in onsite and online classrooms, stimulating their metalinguistic awareness, promoting active engagement regardless of their level of linguistic competence, and integrating translinguaging into reading comprehension assessment in pre-tertiary education. Additionally, scholars argued for the official recognition of translinguaging practices and the implementation of teacher training; however, translinguaging approaches in tertiary reading classrooms remain largely unstudied. Among the scant available studies, Authors (2022c) examined the influence of translinguaging pedagogy on first-year students' reading comprehension in an English medium classroom at a Bangladeshi private university. This study demonstrates that translinguaging pedagogies can maximise students' linguistic and semiotic resources, put them at ease, and improve epistemic access to and comprehension of complex English texts. Mbirimi-Hungwe's (2016) study on summary writing as a measure of reading comprehension among university students corroborates these findings. This study aimed to determine the effectiveness of translinguaging in assisting students in comprehending texts. The results indicated that

students better understood the main idea and overall meaning of texts, as evidenced by the summaries they produced. In addition to the targeted outcome of improving and balancing reading comprehension in target and home languages, Authors' (2022c) study also demonstrated how the intentional pedagogy of translanguaging transformed the colonial construction of beauty standards for the focal students into a more inclusive concept.

The current study adds to the small body of literature devoted to improving bilingual students' reading skills in university contexts from translanguaging pedagogical perspectives. Furthermore, it contributes to the Bangladeshi educational setting, which is underrepresented in translanguaging literature, by offering feasible and tangible answers to the challenges encountered in a teacher-centred classroom at a Bangladeshi public university.

### **The Study**

This article stems from a larger project covering eight Humanities and Social Sciences classrooms across four universities. The first-named researcher carried out in-classroom research and collected data for this study. Pseudonyms have been used for all participants and institutions to adhere to the ethics approval protocols of the researchers' university, and permission was sought from the participating institutions. The study participants also provided written consent before taking part in the study.

This article reports findings around an intervention carried out in a reading comprehension development class at the Medha University of Bangladesh (MUB)- a pseudonym. MUB is one of the four large public universities in Bangladesh that enjoy autonomy and administer the most rigorous admission process.

### **Data Collection**

The study drew on a two-pronged ethnographic research design to collect data. In the first step, using linguistic ethnography (Copland & Creese, 2015), the entire cohort of an English reading skill development course offered in the first year of the undergraduate

program was observed in a single session. The course featured a large classroom comprising approximately 70 students and their course instructor Dr Shapla. She had almost finished teaching for the academic year and was heavily occupied with other departmental obligations. Hence, the researcher was able to observe only one class, where she discussed a few grammar elements. In the second step of data collection, auto-ethnography (Ellis et al., 2011) was employed to record a pedagogical intervention designed with translanguaging pedagogical approaches in which all students and Dr Shapla participated. The intervention focused on improving reading skills by using a Bangla and two English texts on the concept of beauty.

The first text sheds light on how celebrity images construct the concept of beauty for young boys, which, in reality, contradicts the idea of beauty that these boys experience with a close female friend, family member or aunt. The Bangla text dealt with the colonial effect on the construction of how women and girls are considered beautiful in Bangladeshi society. The text discusses the suffering of dark-skinned girls for marriage prospects. Also, it refers to the novels of the first Nobel laureate in Bangla literature, Rabindranath Tagore, where Tagore seemingly appreciated dark skin, but none of his female protagonists was dark. This allusion reveals how negatively colonisation affected the psychosocial development of Bangladeshi people irrespective of their social class. The last English text focused on the role of skin colour and body shaming in the dating culture of American youth. It concludes by discussing social media's pressure on ordinary women to appear as beautiful as celebrities.

Several translanguaging strategies, such as creating a translanguaging space, alternating languages to scaffold vocabulary induction, read-aloud protocols, guided reading with authentic Bangla literature, and quiet reading for the concentrated individual time, were incorporated into the intervention design. Students and the researcher translanguaged throughout the intervention whenever needed, except when particular language rules were applied.

**Table 1**

*Adapted from Author (Forthcoming), Demonstrates the Major Intervention Steps*

Phase	Activities
Phase 1: Introducing translanguaging theory and pedagogical approaches	<ul style="list-style-type: none"> <li>● Introducing the translanguaging theory of education</li> <li>● Briefing on the strategies of translanguaging pedagogical approaches</li> <li>● Setting out four objectives of the intervention:                             <ul style="list-style-type: none"> <li>● To scaffold students' understanding of English vocabulary words and syntax</li> <li>● To develop students' academic vocabulary in their home languages</li> <li>● To create a classroom culture that celebrates students' home languages and cultures</li> <li>● To engage students in higher-order thinking skills through the use of all of their languages</li> </ul> </li> </ul>
Phase 2: Reading the first English text	<ul style="list-style-type: none"> <li>● An English definition of beauty</li> <li>● Exploring cognates of the saying "Beauty is in the eye of the beholder" across languages and cultures</li> <li>● Bangla scaffolding for difficult words in the text</li> <li>● Using a photo of a Bangladeshi model as a multimodal resource to connect with English text</li> <li>● Completing the reading of the first English text.</li> <li>● Researcher-students interaction:                             <ul style="list-style-type: none"> <li>● What is this text about?</li> <li>● Do you agree with this author? Why/Why not?</li> </ul> </li> </ul>
Phase 3: Reading the Bangla text	<ul style="list-style-type: none"> <li>● Using the Bangla text of a similar theme as guided reading</li> <li>● Drawing students' attention to the allusion to Tagore</li> <li>● Reflecting on the struggle of Bangladeshi parents to get their dark-skinned daughters married off</li> <li>● Asking students' opinions on the messages of the text.</li> </ul>
Phase 4: Reading the second English text	<ul style="list-style-type: none"> <li>● Providing scaffolding for difficult words</li> <li>● Paraphrasing to enhance students' access,</li> <li>● Researcher-students interaction:</li> </ul>

- What is this text about?
  - Do you agree with this author? If so, please share.
  - What do you think beauty is?
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Phase 5

Two sets of multiple-choice questions were conducted orally.

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The duration of the intervention was 45 minutes. Following the intervention, the researcher conducted a focus group discussion with students and a semi-structured interview with the teacher, guided by ten major questions centred on three themes: participant reactions to translanguaging/languages in the intervention, content learning outcomes, and prospects for a translanguaging education policy in their particular context. Three female and two male students, pseudonymised as Rosy, Bithy, Mou, Raj, and Joel, joined and translanguaged throughout the focus group discussion. Dr Shapla, on the other hand, responded in English during her interview. Both the focus group discussion and the interview were 35 minutes long. This study gathered data from four different sources: classroom observation, pedagogical intervention, focus group discussion, and teacher interview.

### **Data Analysis**

The data collection process complimented Moment Analysis (Wei,2011), a methodological approach utilised to analyse the data. Moment analysis focuses on individuals' spontaneous, impromptu, and instantaneous acts and performances instead of frequency and regularity-oriented, pattern-seeking approaches. It seeks to record the actors' spur-of-the-moment activities that are semiotically highly significant for them and their subsequent actions, as well as the events that provoked such actions and their consequences, including reactions by others. Moment Analysis necessitates the use of data from a variety of sources. However, observing and recording naturally occurring interaction and metalanguage data, i.e., commentary on the language user's own language practices as lived experience, is

critical. The naturally occurring interactions component of Moment Analysis was acquired from the classroom observation and pedagogical intervention datasets, and for metalanguage data, participant responses were obtained in the focus group discussion and semi-structured interview.

The entire dataset was transcribed in the language/language mode participants used, and an English gloss was prepared for the co-researcher. The researcher extracted creative and critical moments from the transcripts to ascertain any changes in the course of their presentation, themes, and connections due to the observation and participants' reactions. Several creative and critical moments were identified based on their impact on subsequent interactions and uniqueness. To address the research questions, the researchers analysed those moments using a combination of the observations and interpretations rather than relying on regular patterns and frequency of specific features or behaviours, adhering to these guiding principles of Moment Analysis. Three representative translanguaging moments were presented as figures, together with English translations of additional selected translanguaging moments, to help lead the discussion of the study.

### **Results and Discussion**

#### ***Linguistic Ecology of the Focal Classroom***

The analysis of the observation data demonstrated the more conventional approach where the teacher was 'in charge' and didactically presenting information, and students were the passive receivers of knowledge. The classroom had a static nature with unmovable furniture comprising no linguistic or culturally-relevant landscapes. Dr Shapla stood on a dais and read out from a coursebook while projecting slides on a multimedia screen to deliver her lecture on dangling modifiers. Her lecture followed the pattern of reading out loud a definition from the coursebook, paraphrasing the text, and explaining with examples. The

entire lecture was in English, with an occasional (inadvertent) expression in Bangla. She also provided instructions about the next tutorial, also in English. There was virtually no collaboration or interaction between Dr Shapla and her students. Students were passive listeners while taking notes wherever necessary. In the entire class, only the following moment presented in Figure 1 was found where only one among 70 students interacted with Dr Shapla- and used some Bangla- to discuss an example of a dangling modifier:

### Figure 1

#### *Only Translanguaging Moment in Dr Shapla's Class*

Dr Shapla: After driving all day, the motel was a welcome sight. Actually, who welcomed? The motel. That is missing, ok? The subject is missing. So after driving all day, we welcomed the sight of the motel, or after we had driven all day, the motel was a welcome sight

Student 1: Mam, sentence গুলো কি ঠিক করা লাগবে? (Do we need to correct the sentences?)

Dr Shapla: হ্যা এটা হল যে প্রথম বাক্যটাতে কিছু ভুল আছে। (Yes, there are some mistakes in the first sentence)

Student: ভুল আছে নাকি context হিসেবে.. (Are those mistakes or contextual usage?)

Dr Shapla: না না ভুল আছে, প্রথম বাক্যটা দেখো। তুমি ইংরেজিতে বুঝতে পারছ, কিন্তু বাংলাতে translate কর। বাক্যটা কি বাংলাতে ঠিক আছে? ( No, no, those are mistakes. Look at the first sentence. You can understand that in English, but translate that sentence into Bangla. Is it correct in Bangla too? )

Student: অনেক Sentence এ ম্যাম subject থাকে না, এটা কি সেরকম sentence? (Many sentences do not have subjects. Is it that kind of a subject?)

Dr Shapla: না সেরকম sentence এটা নয়, এটা একটা faulty sentence. (No, it is not; it's a faulty sentence).

This is the only moment in Dr Shapla's pedagogical discourse where she used translanguaging to facilitate the student's understanding of a "faulty sentence". The student also translanguaged to demonstrate his disagreement/agreement and appraisal and provide counter-arguments. This particular moment, and its usefulness for students, converge with findings from studies where teachers took advantage of multilingual repertoires and advised students to translate across languages while jointly constructing answers (Caruso, 2018; Duarte, 2019). Although this moment does not represent the entire class, it elucidates Dr



Shapla's classroom's affordances in implementing translanguaging pedagogy to enhance student participation in class discussion. The observation is consistent with what Dr Shapla later said in her interview: "In my classes, I mostly use English. However, I use Bangla too to clarify important issues/major points of my discussion".

Other than this moment, the students spoke only once while responding to attendance, saying: "yes, ma'am", although they translanguaged in incidental chat among themselves. As only one class lesson was observed, it is not possible to generalise the findings from this observation, but there is nothing to suggest that this pattern of class activity was any different in other lessons. This observation is consistent with the student's opinion used at the onset of this study. The focus group discussion analysed in the latter part of this study provided evidence in support of this observation as well- that this pattern of didactic delivery in English only, with a very rare clarification of a point using translanguaging, was the norm. Furthermore, the first-named researcher was a graduate of this department in this university. He had similar educational experiences where interaction was limited to being between the teacher and only a few students who were proficient in English. The rest of the class had less opportunity to develop their communication and critical thinking skills and rarely engaged in class discussion.

### ***The Impact of the Translanguaging Pedagogical Approach in a Reading Class***

The following discussion presents representative moments from the pedagogical intervention under three broader themes: enhancing student engagement, facilitating reading comprehension, and doing a goal-check in of the intervention.

#### **Enhancing Student Engagement**

The intervention data analysis revealed that the purposeful design of translanguaging pedagogy allowed students to use their complete linguistic repertoires and enhanced their engagement with the task of reading and meaning-making. For example, the researcher

projected an extract from the first English text on the PowerPoint slide, which contains the proverbial phrase: "Beauty is in the eye of the beholder." Figure 2 demonstrates how students participated in making meaning of this saying:

## Figure 2

### *A Moment of Student Engagement*

Researcher: Can somebody explain this line for me?

Students started discussing among themselves.

Student 1: আমার চোখে যেটা ভালো লাগবে সেটা অন্যের চোখে ভালো নাও লাগতে পারে। (What is beautiful in my eyes, might not be beautiful in others.)

Researcher: Beauty is in the eye of the beholder এটার কোনো বাংলা equivalent আছে? (Does this proverb have any Bangla equivalent?)

Student 3: "সৌন্দর্য্য আপেক্ষিক" (Beauty is a relative concept)

Student 4: দৃষ্টিভঙ্গির উপর নির্ভর করে। (It depends on your perception)

Researcher: I found one Bangla equivalent.

Although the students could not provide the exact Bangla cognate present for the proverb, the permission to translanguage encouraged them effectively to initiate a conversation in which four students spontaneously participated and contributed to the discussion. As a consistent scaffolding pattern with Bangla meanings, the researcher extracted the complex English expressions such as 'visual', 'inflated', 'drop our guard', and 'oddly' from the first English text. The students translanguage to discuss the meanings of these words before the researcher provided them with the Bangla dictionary meanings. Students also explored the contextual meaning of words. For example, when asked what the meaning of "haunt" is in this sentence: "It is a concept that has haunted poets, artists and academics for centuries", students understood that the Bangla dictionary meaning "ভয়

দেখানো" (*voi dekhano*, to scare people) does not apply here and looked for context-specific meaning. Since the text discussed how images of female celebrities create an inflated idea of beauty among young boys, the researcher showed a picture of a Bangladeshi actress so that the students could relate to the idea from their context in a multimodal format. Once the students finished reading the text, the researcher asked a girl to explain what she understood about the inflated idea of beauty among young boys. She translanguaged to explain:

'According to this text, boys focus on the physical beauty of a girl'.

Interestingly, other students jumped in to explain what they understood from the text before she finished. A similar degree of engagement was prevalent throughout the intervention. Students who had limited proficiency in English mobilised their metalinguistic resources, metacognitive skills and prior knowledge to explain the English texts. In short, the purposeful design of translanguaging pedagogy enabled all students to participate and maintain their attention and engagement with the tasks as the linguistic and cognitive engagement was visible throughout the intervention.

### **Enhancing and Extending Comprehension**

The inclusion of translanguaging, Bangla-English translations and a Bangla text as the pedagogical design defies traditional and historical dynamics of learning and teaching as processes that adhere to the compartmentalisation of languages (Garza & Arreguín-Anderson, 2018). This design enabled students to extend their languaging and meaning-making to engage socially and cognitively with the concept of beauty (García, 2014, p. 79). As discussed above, the author of the Bangla text discussed the concept of racialised beauty, drawing evidence from Bangla literature to common practices in Bangladesh that discriminate against women for marriage based on their dark skin colour. After reading the text, the researcher adopted an inquiry approach to ask if similar discrimination prevails in other societies, such as American society. Most students disagreed. The second English text

provided an opportunity to compare and contrast a similar topic from an American context. However, the text was written in advanced English, and the students struggled to understand it. Hence, the researcher paraphrased to make meaning of the text. Interestingly, so many students immediately translanguaged to collaborate with the researcher in explaining what each line of the text meant. After reading the text, students realised prejudices around the concept of beauty are prevalent in American society too. The last part of the text dealt with how the celebrity images on social media pressure ordinary women to fit into a certain standard of beauty. Figure 3 presents a translanguaging moment in which students exploited their fuller linguistic resources to articulate their thoughts flexibly and achieve an understanding of the topic under discussion:

### Figure 3

#### *A Moment of Understanding a Complex Phenomenon*

Researcher: (Reads from the text) "The real question is: Does society influence people's perceptions of beauty in a woman?"

(Paraphrased the question as "তোমরা কি মনে কর society এর beauty ধারণাকে influence করে" and asked students' opinion to that question, and students agreed to say, "Yes")

Researcher: Ok, but the writer did not find an answer, so she did a bit of research. Read what she found.

Students read and started explaining:

Male student 1: Doctor Robert বলেছে Facebook, Twitter মেয়েদের "সুন্দরী আমি" যে প্রতিযোগিতা, বা Celebrity সমপর্যায়ে যাওয়ার প্রশয় দিচ্ছে। (Dr Robert said that Facebook and Twitter are indulging ordinary women in engaging in a competition of being beautiful as the celebrities).

Male student 2: Facebook, Twitter আমাদের বোঝাচ্ছে যে celebrity রাই আসল সৌন্দর্য (Facebook and Twitter are convincing us that the celebrities are the real beautiful people).

Male student 3: (Shouting) ওনাদের সৌন্দর্যটাই standard. (Their beauty is the standard)

Male student 4: And আমরা ঐটাকেই ধারণ করার Try করছি যেভাবেই হোক (And we are trying to achieve that standard no matter what)

Female student 1: অই সৌন্দর্যটাকে আমরা একক হিসেবে ধরি এবং এর ভিত্তিতেই আমরা judge করি যে কে কতটুকু সুন্দর। (We take their beauty as a measurement and use that measurement to judge the beauty of others)

Male student 4: হ্যাঁ, কোন মেয়ে কতটুকু সুন্দর! (Yes, if this girl is beautiful or not)

Researcher: There is a change in perception. Change টা ধরতে পেরেছ? (Could you identify the change?)

Male 5: Technology এর কারণে Celebrity দেব lifestyle জানা এত easy হইয়ে গেছে যে এখন মনে হয় ওরাও আমাদের মত। regular people এটা regular women দেব উপর একটা pressure create করে। একজন regular woman ভাবে, ওরা celebrity হইতে পারলে আমিও celebrity-like হইতে পারব। (Technological advancement of social media made it so easy to witness the lifestyle of celebrities and revealed that they are also ordinary people like us. This revelation creates pressure on regular women, and they feel that they can also be like a celebrity).

Researcher: exactly, that is the explanation I was looking for.

This moment demonstrates how students translanguaged to think and speak seamlessly to navigate language-intensive but cognitively demanding real-life inquiries to understand a complex phenomenon. The design of translanguaging pedagogy created a

culture of discourse that embraced diverse languages and cultural backgrounds to construct knowledge.

### **A Goal Check-in**

Alongside enhancing engagement and facilitating comprehension of the reading texts, the study revealed that translanguaging has the potential for joint construction of knowledge. Since the students have explored the concept of beauty from different contexts and languages, the researcher asked them to produce their definitions. The peer-talk in the following extract demonstrates how students cognitively engaged to co-construct a complete definition of beauty:

Researcher: So, how would you define beauty now?

Student 1: Inner beauty.

Student 2: Good behaviour, attitude and appearance.

Student 3: The things which make us feel better are beauty.

Student 4: What is truth, that is beauty.

Student 5: A beautiful person is (one) who is comfortable in his/her own skin colours or body type, hair colours or whatever s/he has naturally, that is beauty.

Although students were not asked to speak English to provide the definition, they comfortably provided English definitions. This section reveals how the translanguaging class served the English language requirement of the English medium classroom without impeding students' spontaneous participation or blocking their authentic linguistic practices. The intervention concluded by asking the students if they thought that the goals of the intervention were achieved. All students said 'Yes' regarding the first goal of learning challenging English and Bangla lexical items. Then the researcher asked if the Bangla language and culture were celebrated in the intervention. Again there was agreement, and

students referred to the Bangla text and the allusions to the Bangladeshi novelist Tagore. Finally, to confirm the final goal of satisfaction with their personal cultural and identity learning, students said they were happy with the definitions of beauty they constructed together.

### *Participants' Responses*

#### **Confirming Student Engagement**

As discussed above, the analysis of observation data revealed a didactic, teacher-centred classroom with low teacher-student interactions. In contrast, the pedagogical intervention provided evidence supporting translanguaging as an effective pedagogy for a student-centred classroom, or at least for an interactive learning experience involving teacher and students. However, the number of observed classes was not adequate to make a strong claim on low teacher-student interaction, and the efficacy of the translanguaging impact was the researchers' subjective evaluation. Nonetheless, the observation data provided germs of understanding that could be confirmed in other parts of the study. Hence, the following extract from the focus group discussion can provide additional insights to support a strong claim:

Rosy: Whereas we feel uncomfortable while interacting with known people, including teachers, you are a stranger to us. But no such discomfort was felt today.

Bithy: Students who never talked in the class, did talk today. They felt comfortable because of translanguaging.

Raj: We are university students now. In childhood, we could accept if people made fun of our mistakes, but it's not the same now. We're very conscious about our reputation now.

Mou: Those who were not used to participating in the class, now would be interested in participating as they know that people wouldn't judge them for mixing language features.

Joel: If the intervention lasted a bit longer, I can assure you that many more students would have been responsive in the class. I was telling a friend, "This is the type of class we want more".

Students compared the intervention with their regular classes and credited translanguaging with enhancing their participation, access to class content and higher cognitive engagement. These students do not yet possess the required English language proficiency to interact and demonstrate their understanding in the English medium classroom of higher education. The uneasiness Rosy expressed in the extract could result from a lack of competence in English which ultimately caused the lack of interest in participation. In contrast, translanguaging pedagogical approaches created an academic space that valued these bilingual students' natural and characteristic languaging practices as key to promoting their class participation. Hence, students who had never had a voice in the regular classroom felt encouraged to talk in the intervention. Dr Shapla also agreed with this point, saying:

I think translanguaging facilitated students' participation and learning in the class. It might have also helped create a congenial classroom environment since the students were less stressed and anxious regarding the use of language.

Previous studies documented students' struggle to adjust to the English-only environment (Authors, 2021; in press-a, in press-c). Nevertheless, little or no attention has been paid to the "reputation" component or the self-esteem these young adults develop or feel in this transition (Author, forthcoming). These universities offer "remedial English courses" for 'weaker' students, which arguably do not serve the need of all students, and which require



identification with 'weakness' or fault on the part of the student (Sultana, 2014). Against this background, the interpersonal and emancipatory functions of translanguaging pedagogy provided students with a comfort zone. In that comfort zone, these students felt assured that they would not be laughed at if they made a mistake while speaking English, as translanguaging can safeguard them wherever needed. Perhaps, for this reason, Rosy felt comfortable interacting with the researcher, whom she met for the first time. This comfort is not an everyday thing in their regular classroom that fixates on the English-only policy. The intervention lasted for only 45 minutes, but as expressed in the above extract, Mou and Joel expected the intervention to last longer and wanted more classes of this kind. In short, the language-comfort approach of translanguaging pedagogy created a genuinely participatory environment where students felt comfortable even with a stranger (i.e., researcher), and overcame the fear of judgment and reputational risk. Most importantly, they reclaimed the authority on their authentic linguistic practices that were taken away from them in the English medium classroom and in a system that designates success as correlated to a higher starting level of English proficiency. Raj succinctly said:

Lastly, I want to say that language can never be an impediment in order to express your thoughts. I have the right to express my mind in the language I feel comfortable with. Translanguaging has given me that authority.

Alongside the emphasis on authority, students provided several practical reasons for preferring translanguaging. According to Mou, named languages might not share a mutual expression for a particular emotion. She provided the example of a Bangla emotion, "অভিমান", which, according to her, can be translated in English as "I am mad at you, or I am angry with you". However, she argued that this translation does not adequately express how "অভিমান" (*Oviman*) combines a mixture of feelings such as love, longingness and

anger in Bangla. The flexible nature of translanguaging pedagogy allowed her to communicate her feelings more precisely. Joel elaborated on the epistemic access of translanguaging pedagogy, focusing on the freedom to think and formulate questions, which is a prerequisite for the academic and cognitive flow for an engaging classroom (Garza & Arreguín-Anderson, 2018). And, Raj said translanguaging in writing could help students finish the task on time, as they can take advantage of the alternation between two different codes rather than lingering, searching for the correct terms when confined to one.

To sum up, these students found a comfort zone in the translanguaging intervention in which flexible language use aided their comprehension. Students authoritatively used their natural languaging practices to communicate what they understood from the topic and share their ideas. Translanguaging positioned them as co-constructors of knowledge, confiscating the fear and insecurities of not being sufficiently proficient in English. They felt valued and encouraged and ultimately expected (and sought) translanguaging pedagogies in their regular classes.

### **Targeted Outcomes and Confirming Reading Comprehension**

The translanguaging pedagogical approach aided access to the class materials and facilitated understanding of the texts students read in the intervention. Dr Shapla attested to this claim by saying, "the translanguaging pedagogical approach in teaching and learning practice helped the students to have a better understanding of the class lecture." Alongside these targeted outcomes, translanguaging added a strong educational focus on nurturing the 'individualism' of students- a predominant theme in the literary works the English department chose as curricular content. The purpose of these curricular contents is to provide students with a greater depth of penetration into the subjective psychological and social consciousness of the literary characters, which also influences their individual development as part of the educational outcome (Harish, 2012). However, the hegemonic role of English medium

instruction and English-only content does not correspond to the various individual repertoires present in the bilingual classroom. Linguists call these individual repertoires "idiolects", which are unique and personal for each person (Otheguy, García, & Reid, 2018). The English-only instruction and texts fail to address these idiolects of bilingual students and ironically work against the core principles of individualism the English departments aim to promote. Hence, Bithy labelled the regular class lecture in the English department as "stereotypical", which in practice disengages the students instead of utilising their individual repertoires. In contrast, the translanguaging pedagogical intervention endorsed the students' language practices and fostered their criticality and creativity. For example, Rosy said about her 'backbencher' classmate:

I noticed the boy, Imtiaz, who sat in the last bench, provided an excellent definition of beauty. I liked Mou's definition too. They were able to organise their thoughts because they were allowed to translanguaging.

Evidentially, all students, including the 'backbenchers' like Imtiaz, as mentioned in Rosy's explanation, came up with their own definitions of beauty which, in Imtiaz's case, amazed his classmates. Furthermore, students defined beauty from their own perspective catering to the very concept of individualism as reflected in Joel's comment:

We all are seeing physical beauty from different angles. This is individualism.  
Translanguaging gave us the platform to express our different perspectives.

Standing on a translanguaging platform, Mou felt empowered and realised that a particular named language should not be a barrier to presenting the richness of ideas she or her peers can project. To sum up, the translanguaging pedagogical approach engages the students' individual repertoires to create a co-learning environment, which enriches and enhances their individual traits or individualism (Caruso, 2018).

### **Implications for Practice and Policies**

Hamid, Nguyen, and Baldauf (2013) argued that English medium instruction has been "dumped" on the teachers and students in the Asian context. They termed it a "cheap solution" to complex language problems to achieve overly ambitious politico-economic goals. From that vantage point, this study has implications for policies and practices for universities and English departments in particular, in English-as-a-Foreign-Language (EFL) or English-as-a-Second-Language (ESL) countries that adopted English medium instruction policies in order to internationalise and market themselves in the crowded global higher education market (Authors, in press-c). In both cases, students lack the necessary English language skills to function in their respective settings. English departments, in particular, disadvantage English-major students through their anglo-normative curricular and instructional structures. For example, these departments use English as a lingua franca inside and outside of classroom activities and teach English language poetry of representative poets from the early modern period through the twentieth century (Author, forthcoming). In these circumstances, translanguaging pedagogical approaches such as scaffolding with multilingual vocabularies, translation, and guided materials in the students' native language are demonstrably more effective for communication purposes and for providing multiple perspectives on texts by drawing on students' linguistic and cultural backgrounds in diverse global contexts.

In terms of implementing translanguaging pedagogical approaches as a policy in the specific context of MUB, the teacher had a more favourable position than the students, which may also speak to her greater experience in the classroom and of students' achievement (or sometimes lack of it). According to Dr Shapla, an education policy based on translanguaging approaches might not be wildly challenging at MUB as the public university teachers already enjoy "the liberty of using a mixture of Bangla and English in his/her lectures". She also said

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that students in most departments except English at MUB can answer in tutorials/class tests and final examinations monolingually, either in Bangla or English. However, in terms of enacting translanguaging in assessment, the university will have to change its existing policy. Given this challenge, Dr Shapla said: "I think our department may use this teaching and learning approach in a limited way in classroom teaching and assessments". Interestingly, the students did not endorse translanguaging in assessment, probably from the desire to gain the expertise to perform monolingually in the following years or for the prestige of the English language associated with the English department. For example, Joel said:

With the growing trend of Banglish, an extensive mixture of Bangla and English words, it seems that students are doing well neither in Bangla nor English. So it is not good practice. However, I would say that translanguaging is required in the initial stage.

However, we know already that this pedagogical approach indeed develops the proficiencies of bilingual students as strategic users of languages (García & Kleyn, 2016). This reservation of students might have ensued from their incomplete understanding of translanguaging pedagogy and, again, their newness to its use pedagogically. Regardless, the students preferred translanguaging to English medium instruction in the first-year classes of their academic program. If implemented in teaching and learning practices, translanguaging will create "a teaching-learning friendly classroom environment", concluded Dr Shapla, and it will be interesting to see how students' attitudes shift if they potentially perform better *with* translanguaging pedagogies used in all aspects of their study.

To sum up, translanguaging has the foundations to build on and emerge as a policy at MUB. The new curriculum can be designed to revise the existing policy in the future. For now, this study recommends "epistemic access" of translanguaging pedagogy in the first-year

classroom. As an interim policy, translanguaging pedagogical approaches can be the "pain relief" or "cure" to the linguistic proficiency gap created by English medium instruction between pre-tertiary and tertiary education (Hamid, Nguyen & Baldauf, 2013). It will provide remedial solutions such as English language support or revising course syllabi until the students gain the required English language proficiency to cope with the existing curriculum (Airey, 2012; Authors, 2021, in press-a). However, teacher education is required for the successful implementation of translanguaging so that the teachers can learn how to harness their translanguaging practices in the regular classroom pedagogically to ensure the full benefits of this innovative approach.

### **Conclusion**

In answer to the first research question on the linguistic ecology of the focal classroom, the English language dominated the teacher's pedagogical discourses, resulting in a lecture-focused classroom without fostering active learning and student engagement. In the entire lecture, only one translanguaging moment was identified that facilitated student interaction with the teacher, rather than passively receiving information. In contrast to previous studies where the teacher maintained language separation in the pedagogical discourse (Durán & Palmer, 2014), Dr Shapla herself used multilingual repertoires and advised students to translate across languages in the continuous reconstruction of meaning (Caruso, 2018). This positive attitude towards multilingualism demonstrates the ecological, ideological and interactional affordances the focal classroom provides for translanguaging pedagogy- as well as an openness to considering new approaches to improve student learning.

In answer to the second research question on the impact of the translanguaging pedagogical approach, students authoritatively used their natural linguistic practices in the act of reading, made sense of the reading materials and co-constructed knowledge. The student-centred style of translanguaging pedagogy maximised the inclusion of students in the class

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discussion. Students with limited English language proficiency comfortably mobilised their metalinguistic and metacognitive resources to engage with the class topics. At the end of the intervention, students voluntarily used English to attempt a particular task, evidence that translanguaging indeed serves the purpose of English language proficiency development despite providing students with a comfort zone. Last but not least, the translanguaging intervention provided ample opportunity to nurture individualism, which the English department seeks to promote among English major students.

In answer to the third research question on the implications for policy and practices, this study recommends an interim policy for first-year classrooms based on the translanguaging pedagogical approach in which translanguaging can be implemented in classroom discourses to provide epistemic access to the students in reading classes, if not incorporated in examinations and further study to explore the benefits of translanguaging in assessment. This interim policy will bridge the English language proficiency gap between pre-tertiary and tertiary classrooms. Given that the teachers and students enjoy linguistic freedom at MUB in the absence of an explicit policy directive, translanguaging can emerge as a credible policy in higher education for its inclusivity of the languages and cultural practices of the students. Purposeful planning such as teacher education, instructional design, curriculum planning, formal and informal assessments can maximise the power of translanguaging at MUB, and students can be benefitted from this innovative pedagogy in their entire tertiary education.

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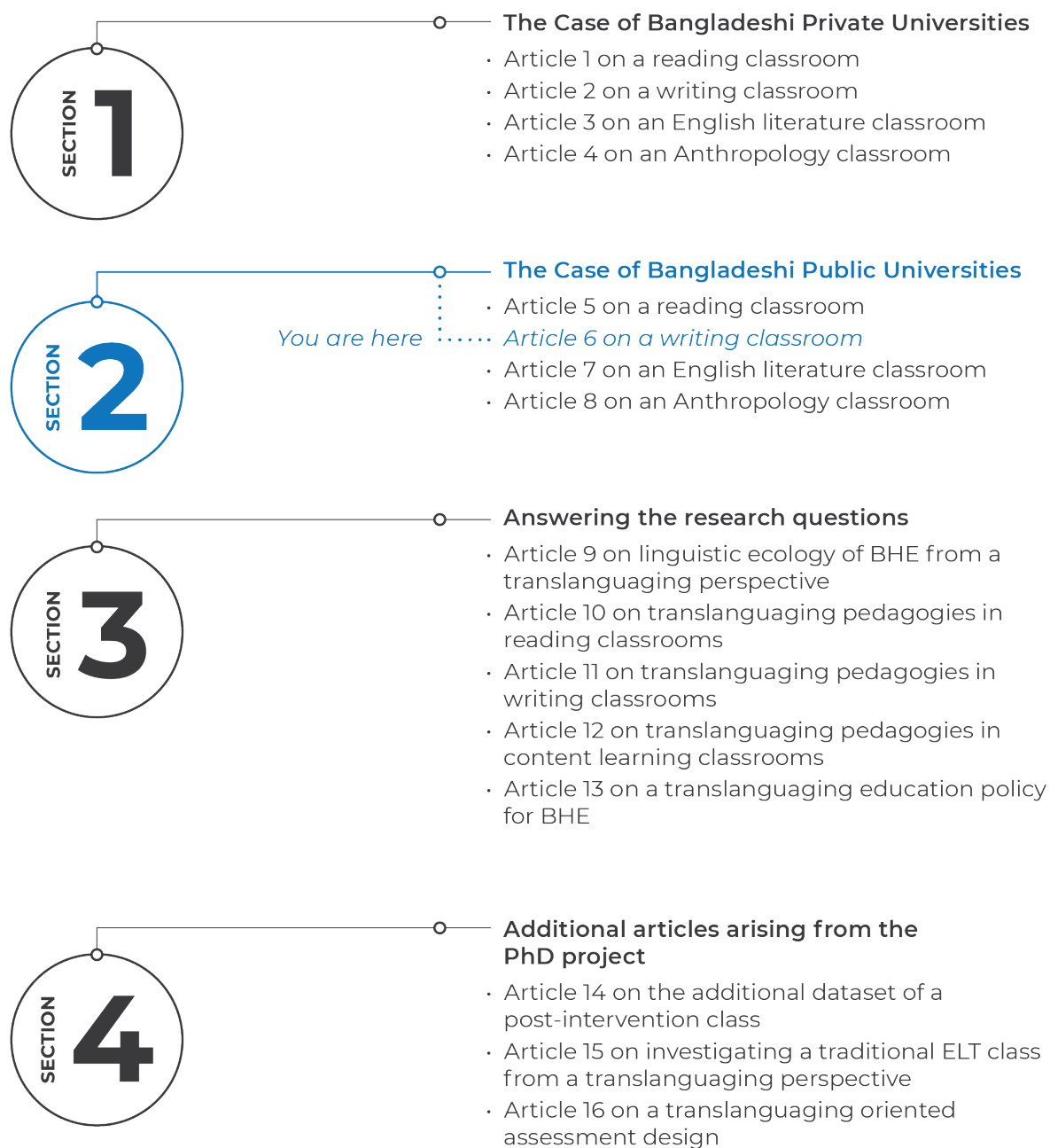
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**Figure 8**

*Article 6 Navigation Key*



**Article 6**

***Unit of Analysis on Writing Skill Development at AUE***

Educational interest: Translanguaging and Academic writing through Bakhtin's framework of heteroglossia (1975).

Article 6 was published as a book chapter.

**Article 6 Reference**

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**Translanguaging and Academic Writing: Possibilities and Challenges  
in English-Only Classrooms**

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**Abstract**

The study applied a translanguaging approach in a writing skill development class in the English department of a Bangladeshi public university. Data were collected through classroom observation, a pedagogical intervention, a focus group discussion with students, and a semi-structured interview with the class teacher. The study findings challenge monolingual approaches to academic writing in particular and demonstrate how a planned translanguaging approach allows teachers to relate English content to learners' local language(s) and experience, thus promoting greater understanding and metalinguistic awareness while also affirming bilingualism and supporting bilingual learners in their classrooms. These findings have implications for policy and practices designed to improve learning outcomes, as well as to enhance the satisfaction and self-esteem of multilingual students studying in an otherwise monolingual classrooms located in multilingual countries.

**Keywords:** translanguaging, academic writing, heteroglossia, English medium instruction, Bangladeshi university

## **Introduction**

The potential benefits of using translanguaging pedagogies in writing instruction were investigated in the context of an English language course offered in a Bangladeshi public university. This university offers undergraduate and postgraduate degrees through its faculties and affiliated armed forces training institutes. Unlike other public universities in Bangladesh, this university provides education solely through the medium of English language from the first year in all disciplines. To prepare first-year students for English medium instruction, the Department of English provides a course entitled “Freshman English and Communication Skills Development.” This course is designed to improve students’ receptive and productive skills in “standard” English, across the domains of reading, writing, listening, and speaking, to the standard required to undertake courses at the tertiary level. These monoglossic and monolingual approaches to education focus solely on “correct” academic English language development since little to no use of home language practices, nor localized versions of English (used inside or outside the academy) are factored into classroom instruction (Wright and Baker).

Research on academic writing has demonstrated the challenges non-native students face writing academic English in international English-medium universities when their linguistic backgrounds differ from those of first language English speakers (Doyle; Motlhaka and Makalela). While translanguaging is defined as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoires as an integrated system” (Canagarajah 401) and has recently been explored as a pedagogical practice to differentiate and facilitate instruction for learners from diverse language backgrounds, enabling students to “cognitively engage with learning and to act on learning” (García and Wei 79), this study primarily examined how translanguaging could assist students in obtaining the required outcome in academic writing. The writing section of the

course in focus covered product writing (in the specific genre), process writing (for a specific academic purpose), paragraph writing, essay writing, and summary writing. Data collected during a teaching about paragraph writing revealed possibilities for using translanguaging that could be transferred to other writing tasks.

The overall design of the study drew on a two-pronged ethnographic approach to investigate the following questions:

- Research question 1: How does the ethnolinguistic ecology of the classroom provide scope for translanguaging in writing instruction?
- Research question 2: What is the role of translanguaging in writing instruction in terms of facilitating academic writing?
- Research question 3: Is translanguaging in writing instruction transferable across the curriculum?

As background to addressing these questions, translanguaging research and its intersection with writing are reviewed. The methodological approach used in the study is then presented, followed by the results and a discussion of implications for policy and practice in international higher education writing. While the focus of this study, like much of the literature, relates to English-medium instruction institutions, results are also useful for other multilingual higher education contexts. Importantly, research from the “periphery” (in contexts where English is not the dominant local language) provides needed insights into translanguaging practices in diverse contexts and speaks to implications for the resistance of the cultural hegemony of English-dominant nations in determining academic writing standards and approaches in higher education institutions.

### **Literature Review**

In the international higher education context, institutional policies often endorse assumptions based on the myth of linguistic and cultural uniformity (Gogolin). These policies



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rely on a scripted curriculum and English-only language instruction divorced from the multilingual realities of students (Ascenzi-Moreno and Espinosa). Since multilingual students draw from multiple semiotic resources available to them, the language separation policy (i.e. the leaving of other semiotic resources at the classroom door) in literacy practices such as writing does not meet the students' needs in learning how to write in English as an additional language (L2). Even though L2 writing is strategically, rhetorically, and linguistically different from L1 writing, especially in higher education contexts, scholars argue that L1 writing simulates the conventions of L2 writing conventions since the L1 writers are often associated with judgments of lower writing quality despite the positive correlations between the presence of local cohesive devices and writing quality (Crossley et al.; Silva). With this in mind, scholars in academic writing have identified principles and practices for designing strategies that account for the diverse semiotic resources of students (Motlhaka and Makalela). A translanguaging pedagogical approach is one such strategy that promises to (at least partially) overcome the challenges in academic writing for linguistically and culturally diverse students (Busch; Canagarajah; García).

Translanguaging aids multilingual students in the writing process by supporting and scaffolding learning, expanding understanding, enhancing knowledge, solving problems, and developing metalinguistic awareness (García and Kano). Recent evidence suggests that students who use translanguaging strategies when writing academic English can access content to a greater extent and depth, and engage in critical thinking, which is not (yet) possible- nor can be articulated- in the L2 instruction only classrooms (Ascenzi-Moreno and Espinosa; García and Kleyn). Motlhaka and Makalela investigated how translanguaging provides optimal conditions for dialogic pedagogy for multilingual students to reflect on rhetorical conventions of both L1 and L2 writing and also the role of L1 in L2 writing. This capacity to compare and reflect on the different conventions is not usually attempted in L2-

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only teaching approaches, yet it allows for insights into both language systems that enhance and reinforce metalinguistic knowledge of benefit to all students in improving writing through increased knowledge of language conventions. Studies such as a three-year investigation by Adamson and Coulson demonstrated how the strategic use of translanguaging improved written work, facilitated the completion of tasks, resulted in improved outcomes for most students of lower proficiency, and enhanced authenticity and relevance to local purposes and positive perceptions of students toward a translanguaging policy (Adamson and Coulson). This, and like studies, therefore, indicate that translanguaging approaches ensure multilingual students are more successful in higher education, thus enhancing equity and inclusivity.

Beyond these educational benefits, translanguaging in writing is a means for a pragmatic approach to challenging linguistic inequality and inequity (Canagarajah). Because the colonial legacy and contemporary discourses of the devaluation of languages within the school, higher education, and broader society contribute to educational failure in terms of retaining students' heritage language competence over the course of schooling, these should be challenged (Cummins). Including translanguaging in the writing process teaching allows teachers to create a responsive environment where students can exhibit their agency as thinkers and writers, drawing on their own language practices while also focusing on English acquisition (Ascenzi-Moreno and Espinosa; Daniel and Pacheco). The close relationship between writing practices, the resources used for such practices and identity work (Lillis) are illustrated in a series of studies. Sebba et al., showed how the style, register, and language authors choose in writing contribute to the formation of their identities as writers. Motlhaka and Makalela found the use of L1 in L2 writing legitimizes L2 writers' multi-competent minds rather than artificially compartmentalizing two languages. Horner et al. (313) argued that language varieties are resources to be sustained, capitalized on, and nurtured,

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encouraging educators to “confront the realities of language difference in writing in ways that honour and build on, rather than attempt to eradicate, those realities of difference in their work with their students”. Building on this perspective, Ascenzi-Moreno and Espinosa (12) advocate for a focus in the classroom on “what writers do with language—what their purposes are and the reasons why—and not solely on whether the writer has written what is considered “standard” English”.

Resisting or transgressing established academic writing norms, however, can be costly since in most higher education institutions the teaching of writing has strict gate-keepers, and authors who use L1 resources may be treated as not proficient and penalized accordingly (Canagarajah; Sebba et al.). Hence, different approaches need to be considered in institutions where writing as a semiotic resource and practice is inscribed with identity(ies) (Lillis). Bakhtin's framework of heteroglossia is useful here to explain how socio-historical relationships give meaning to translanguaging approaches to writing pedagogy. Heteroglossia recognizes the different voices that are layered in a single text, including social, professional, dialectal, and jargon layers, all working against the pull of a unitary set of language norms (Kiramba). The constant struggle between heteroglossia and unitary language can be explained using Bakhtin's notions of centripetal (centralizing or unifying forces) and centrifugal (diversifying) forces (Kiramba; Lillis). Kiramba (119) applied these notions to discuss the social tensions between policy and practice in multilingual writing practices:

The centripetal forces may represent the language policies or assumptions on the part of teachers, parents, and communities that it is better to learn in one unitary language, while the centrifugal forces, such as translanguaging in writing, arise from the heteroglossia found in linguistically diverse classrooms.

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Since the conventions of academic writing are not (or should not be) set in stone, Canagarajah argues that students can appropriate apparently unfavourable conventions and policies effectively to find their voice, with suitable negotiation strategies established by teachers. The assessment of academic writing, from this perspective, can be understood using translanguaging theory.

First, schools help to standardize particular lexical and structural features as acceptable in named languages such as English, Spanish, and Russian, whereas the use of language features by bilingual speakers goes beyond the bounded description of each language. Translanguaging helps teachers separate

... language-specific performances in the named language—English, Spanish, Russian, Chinese or others—from general linguistic performances, that is, the students' ability, for example, to argue a point, express inferences, communicate complex thoughts, use text-based evidence, tell a story, identify main ideas and relationships in complex texts, tell jokes, and so forth (García and Kleyn 24).

This argument points to the centrality of teachers in the learning process and in establishing and negotiating conditions for learning that recognizes these general L1 abilities, including in student writing. At the same time students are using translanguaging to learn the dominant language for social and educational purposes (Ascenzi-Moreno and Espinosa; Kiramba).

Given translanguaging has been shown to be beneficial in multilingual classrooms (Vertovec), and arguably all classrooms in a “superdiverse” world are multilingual, a translanguaging policy has the potential to empower Bangladeshi students by affirming their identity through their (pluri-)language use. In addition, by designing translanguaging into instruction, teachers can become actively involved in challenging language hierarchies and

creating an interpersonal space that affirms participant identities and facilitates collaborative relations of power (Kiramba).

### **The Study**

While the wider study covered eight Humanities and Social Sciences classrooms across four universities, this article specifically addresses data collected from the English department of a public university pseudonymized as the Ariya University of Excellence (AUE).

### ***Participants and Data Collection***

Two ethnographic methods were used to collect data. First, linguistic ethnography was used to undertake an observational study of the educational site (Copland and Creese) and, second, auto-ethnography was used to record a pedagogical intervention on paragraph organization (Hammersley and Atkinson). Altogether four sets of data were collected through classroom observations, pedagogical intervention, a student focus group discussion, and a semi-structured interview with the course tutor. The entire cohort of “ENG 1001: Freshman English and Communication Skills Development” students (approximately 57 students) and their course-instructor were observed during two different sessions. All participants in this study are Bangladeshi citizens with varying degrees of English language proficiency because they completed their pre-tertiary education in different streams, including Bangla medium and English medium instruction and Madrassa (Islamic school) education.

The instructor Ms Shila (a pseudonym), a Bangladeshi national, completed her Bachelor and Masters degree in the English department of a leading public university in Bangladesh. She is currently working as a lecturer while pursuing a Masters of Philosophy (MPhil) degree in code-switching. Alongside teaching and research, she looks for opportunities to pursue higher studies in English speaking countries. Although Ms Shila is yet to cross physical, cultural, linguistic and epistemological borders in the idyllic sense of

transnationalism, her educational background and career plan revealed her transnational imaginaries of a deterritorialized space, “detached from local places and embedded in the imaginings of people” (Warriner 204). The discussion sections of this study described how Ms Shila affected her transnational process through cultivating education and literacy among her students in a global language while limiting the use of local language and culture in her class.

The intervention lesson on paragraph organization was designed using a translanguaging pedagogical approach. While the lesson was planned for the whole class, Ms Shila elected not to replace a full lesson with the intervention lesson conducted by us, as she was bound by institutional policy, and would have had to replace the intervention class with an additional class. Hence, a separate class was arranged with seven volunteer students, named (pseudonymously) Adiba, Nila, Jimmi, Tanjim, Shaki, Rakib, and Arka. Ms Shila also participated in the intervention class. A focus group discussion with the students was followed by the intervention lesson. Ms Shila was interviewed later. Observation and intervention data are de-identified to conform with the ethics approval protocols of the University of New England, Australia.

### *Data Analysis*

A thematic analysis of the data was undertaken using Bakhtin’s notion of heteroglossia. Because the notion of heteroglossia accounts for all the voices in a text, it can be used to investigate the two conflicting pulls of diversifying “centrifugal” and unifying “centripetal” forces in texts used in linguistically diverse classrooms. This notion was used to analyze the tension between policy and practice in the classroom where translanguaging pedagogy was used. The classroom observation data were analyzed through “versus coding”- a method of analysis in which the conflicts, struggles, and power issues are observed in social action, reaction, and interaction in dichotomous codes, such as, TEACHER VS. STUDENTS,

TEACHER VS. POLICYMAKERS, BANGLA VS. ENGLISH, and so on (Saldaña). The pedagogical intervention produced two datasets: student-researcher interaction and student work samples. The combination of inductive and deductive reasoning was applied during the analysis to determine the impact of translanguaging pedagogy on writing styles (Uysal).

Participants mostly translanguaged during the focus group discussion and interview, using Bangla, English, and hybrid language utterances. We transcribed these two sets of data without translating all utterances into English. This decision was made to position translanguaging as a legitimate form of communication for multilingual participants and to acknowledge their “voice”, which gives them the capacity to make themselves understood as situated subjects (Blommaert; García and Kleyn). A gloss of the discussion and interview was provided for supervisors without Bangla and x language knowledge. *In Vivo* coding was used to analyze the focus group and interview data since it entails coding based on the actual language used by the participants (Strauss and Corbin). Finally, we triangulated the focus group and interview data with observation data to generate broader themes for meta-analysis and conclusions.

## **Results and Discussion**

### ***Ethnolinguistic Ecology of the Focal Classroom***

The analysis of the classroom observation revealed the monolingual ideology of the senior management enacted by teaching staff, and, to some extent, by the university students. The “English please” sign on the classroom walls illustrates the centripetal forces pulling toward an English-only environment (fig.2.0).

**Figure 2.0***“ENGLISH PLEASE” Sign on the AUE Classroom Walls*

Typically, the welcome speech in this classroom is in English alongside a common Arabic greeting: “Salam”. Arabic-English translanguaging has been normalized here as Bangladesh is a Muslim-majority country. However, the author felt that, despite understanding the intent of this study, Ms Shila was not comfortable with his translanguaged introduction in Bangla-English. On several occasions, Ms Shila discouraged students from translanguaging, when they elected to do so, and also discouraged the use of standard Bangla, even when it was used by students to clarify a point. For example, in the first observed class, when a student used Bangla to enquire about a specific rule on the correct use of prepositions, Ms Shila refused to answer, saying: “I will not tell you the rule unless you ask the question in English.” On another occasion, a student used a Bangla translation “পুরাঘটিত” of present perfect/continuous tenses. Ms Shila adopted the practice of “pretending” not to understand that translation as a way of discouraging Bangla in the classroom; although later on, she continued using these Bangla terms “পুরাঘটিত” and “পুরাঘটিত চলমান” in a sarcastic way to explain perfect/continuous tenses. There were also instances in which Ms Shila asked a student to translate her response into English when the student spoke Bangla to explain why she changed her major from Economics to English. In this regulated linguistic environment, a



student pointed out to Ms Shila that the English-only instruction, and the “English please” signpost, prevented students from freely expressing their ideas, as these occur naturally to them in one or other of their languages, and that they may not readily have the English to express these ideas under pressure in a classroom. Ms Shila responded, “If you practice English in classroom, you will speak English better when you go outside,” highlighting the need for English language proficiency when studying abroad. That student reluctantly complied, hoping that he will be proficient in the English language upon completing this course. As soon as another student started speaking Bangla, his classmates shouted from the back: “English please.” These cumulative efforts to impose one language over others are centripetal, to use Bakhtinian terminology, since they force speakers toward adopting a unified linguistic identity (Duranti). However, in this particular case, the motivation to obtain the mandatory English language proficiency was a more triggering factor than adopting a unified linguistic identity.

Regardless of the centripetal forces, awareness of and resistance to the unified approach were evident, as the classroom also featured centrifugal forces arising from the heteroglossia of translanguaging that included standardized Bangla use, as well as colloquial Bangla use, where slang words manifested interpersonal interaction among students to mock the standardized Bangla pronunciation used in official conversations between teacher and students. The students

### **Figure 2.1**

#### *Student Observations*

often used informal registers with utterances such as “তুই এডা করছস ক্যান?” among themselves as a rapport-building tactic or “shit” to express frustrations over improperly printed question papers. In one instance, Ms Shila asked a student for confirmation in Bangla “বুঝতে পেরেছ?” (Understood?). As soon as the student hyper-corrected the pronunciation of “পেরেছি” (“yes, understood”), the whole class burst into laughter.

The observation findings of this study diverge from studies where translanguaging was not viewed as a practice of deficiency (Canagarajah; Canagarajah; García) and where teachers and students use their linguistic resources as available, which may or may not challenge institutional policies (Kiramba). On the other hand, these findings converge with findings of studies where translanguaging is an unbidden product and occurs surreptitiously, and often behind the backs of teachers (Canagarajah; Heller and Martin-Jones; Martin-Beltrán).

### *The Role of Translanguaging in Writing Instruction*

A standard paragraph is commonly represented in English as an additional language (EALD) teaching as comprising three major components: topic sentence, supporting details, and concluding sentence. Translanguaging instruction was designed to facilitate students' understanding of each these components. We used translation, multilingual texts, and culturally relevant materials as scaffolds for explaining to students each component of the paragraph, and We invited cross-linguistic analysis for exploring writing conventions in English and Bangla. The following themes emerged from the analysis to demonstrate that translanguaging as used:

- as a scaffold and communicative norm;
- for cross-linguistic analysis;
- in writing conventions, and
- as identity performances.

### *Translanguaging as a Scaffold and Communicative Norm in the Classroom*

The intervention lesson included a description of translanguaging theory in education and encouraged the participants to use all linguistic resources at their disposal. We also mentioned that these resources would be leveraged strategically as a tool to facilitate

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understanding of paragraph organization and to develop high order thinking skills while celebrating home languages and culture in the monocultural English department.

Because translanguaging means “the adoption of bilingual supportive scaffolding practices” (Doiz et al. 218) and translation can be one way to facilitate translanguaging (García and Kleyn), a Bangla definition of the topic sentence for the example paragraph was presented as a scaffold on PowerPoint slides. First, a student was asked to read it out for the class, and then another student was asked to summarise, in any language(s), what she understood from the definition. This second student used a little translanguaging, with mostly standard Bangla and a few interspersed English words to explain the topic sentence. Moreover, she used an example of a paragraph writing topic, a rainy day, to be more convincing. It is clear from her response that the deployment of translation as a translanguaging strategy provided students with access to the new content, i.e., the topic sentence. At this point, we provided the same definition in English and introduced some strategies on how to write a topic sentence. The two parts of a topic sentence, topic and controlling idea, were discussed. Following the same pattern, students read definitions of these concepts in Bangla, and then continued to translanguage in their discussion of what they understood. Finally, they read the same definitions in English. After the discussion, students were asked to complete a worksheet that required them to identify from examples the topic sentence and controlling ideas and to select the most effective topic sentence from three options.

We used the same strategy to lecture on supporting details and concluding sentences. Throughout the intervention, translanguaging occurred across a variety of language modes: reading, writing, listening, and speaking. This strategic manipulation of translanguaging differentiated instruction and made the all-English curriculum accessible for all students, allowing them to complete tasks effectively.

### *Cross-Linguistic Analysis*

A translanguaged definition of transition words, along with few examples, was presented to the class. Transition words used as discourse markers help readers to make logical connections across different parts of written texts, and their presence or absence can directly affect the flow of reading (Motlhaka and Makalela). The frequency of transition words reveals differences in the rhetorical patterns of respondents' written work and signal the cultural impact of each writing style (Uysal). For this reason, we offered a cross-linguistic perspective on the transition words, by providing examples from British and Australian Englishes where transitional words such as "firstly," and "secondly" are used in an adverbial sense, unlike in American English, where these are used in an adjectival sense: "first" and "second." We asked the students which usage they preferred; the students immediately chose the adverbial use as Bangla also uses transition words in the adverbial sense. A student provided examples to explain: "প্রথমত' বলি আমরা, 'প্রথম' বলি না" where the suffix "ত" in "প্রথমত" is an equivalent of "ly" in "firstly." The analysis of these data reveals a match between Bangla and British/Australian discourse conventions. In contrast, a study by Motlhaka and Makalela reported on the challenges Sesotho students encounter while making connections between ideas due to the mismatch between connective devices in Sesotho and English.

Upon further probing, the students also demonstrated awareness of a particular convention for using transition words such as অতএব, সুতরাং, প্রসঙ্গক্রমে, পরিশেষে to maintain coherence in academic writing, which tends to differ from their use in Bangla spoken discourse. Since writing experiences for the majority of bilingual students are often constrained and limited to isolated exercises solely in the new language (Fu), we disrupted those traditional practices by providing equivalent English transitional words for the Bangla examples the students brought to the class. This cross-linguistic analysis helped the students

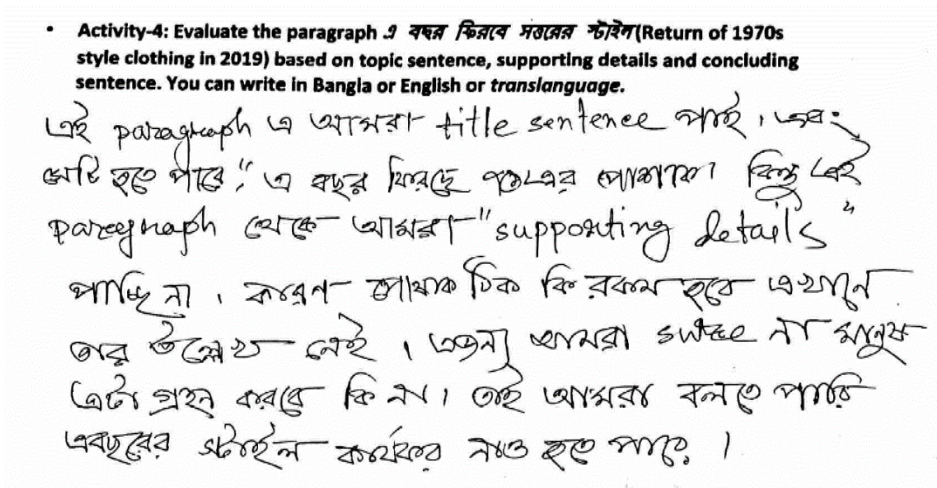
to understand English transitional words while brushing up Bangla ones too for academic writing purposes, increasing overall metalinguistic awareness.

***Translanguaging in Writing Conventions and Identity Performances***

Since translanguaging offers two ways of understanding language use in assessment contexts (García and Kleyn), we were interested in gauging participants' feelings towards this approach which was new for them. We provided a paragraph extracted from a Bangla newspaper article on the return of 1970s-style clothing for men in 2019 and engaged students in two writing tasks. The first task was designed to assess students' *general linguistic performances* in terms of understanding the paragraph organization, and the second task was to assess their *language-specific performances* in terms of writing an academic paragraph in English. The multilingual texts produced in the first task demonstrated how multilingual students represented their identities in English (Canagarajah). Surprisingly, only one student among seven took up the opportunity to translanguauge in the first task (fig. 2.2).

**Figure 2.2**

*Translanguaging to Assess Students' General Linguistic Performances*



This student did not comment on the topic and concluding sentences and also confused the supporting details, providing information to the teacher on what further explanation was needed in subsequent lessons. Nonetheless, the text is an example of

heteroglossia in practice, wherein the centripetal and centrifugal tensions of the utterances exist in a context where correctness is essential (Kiramba). The other six students, however, demonstrated a stronger understanding of paragraph organization and produced well-argued writing. For example, a student using English, except for the title of the article which was in Bangla, argued that the topic sentence is flawed in the sense that it mentioned 70s style in general but talked about men's clothing only (fig. 2.3).

### Figure 2.3

*An Example of a Well-Argued Response in a Slightly Translated Script*

- **Activity-4: Evaluate the paragraph '১ বছর ফিরবে সত্তরের স্টাইল'(Return of 1970s style clothing in 2019) based on topic sentence, supporting details and concluding sentence. You can write in Bangla or English or translanguaging.**

The article entitled as "১ বছর ফিরবে সত্তরের স্টাইল" has all features like topic sentence, supporting details and concluding sentence. But I found the topic sentence a bit unclear or contradictory to passage. Because the title is not specific about whose style or style about what things? whereas passage specifically deals with boy's/man's fashion/style.

The third example demonstrated how the student critiqued the placement of the topic sentence in the paragraph, which might not be appropriate for elementary readers. This student also comments on the ineffectiveness of the concluding sentence (fig. 2.4).

**Figure 2.4**

*An Example of a Well-Argued Response in an English Script*

⇒ In this paragraph, the topic sentence is written in the middle, so for the beginner it will be difficult to understand the paragraph. The supporting materials are okay. But the concluding sentence is indicating ~~an~~ a different topic

In the fourth example, the student argued that regardless of an unclear topic sentence or lack of supporting details, this paragraph has successfully conveyed the message to its readers (fig. 2.5).

**Figure 2.5**

*An Example of a Well-Argued Response in a Slightly Translated Script*

Ans. I couldn't find the topic sentence in this paragraph. "এ বছর স্ত্রীরাও সমতার অধিকার পাবে"। But I have found supporting details but there was a little bit lack of information as there was not told about women. I have found the concluding sentence in the paragraph. However, the paragraph ~~is~~ can be easily understood by anyone.

At this point, we used a sociocultural perspective on writing to demonstrate the effect of culture on writing (Uysal). Kubota argued that the inductive and deductive style varies in writing conventions of different cultures. In essay-writing, UK and US writing conventions place the thesis statement in the introductory paragraph, a deductive style of writing. In contrast, in Sesotho writers wait to the end to clarify the thesis, an inductive style of writing (Kubota; Motlhaka and Makalela). The examples above reveal that the Bangladeshi writing convention is inductive, requiring a high level of reasoning in order to draw inferences and make connections external to the text. Motlhaka and Makalela argued that unexplained

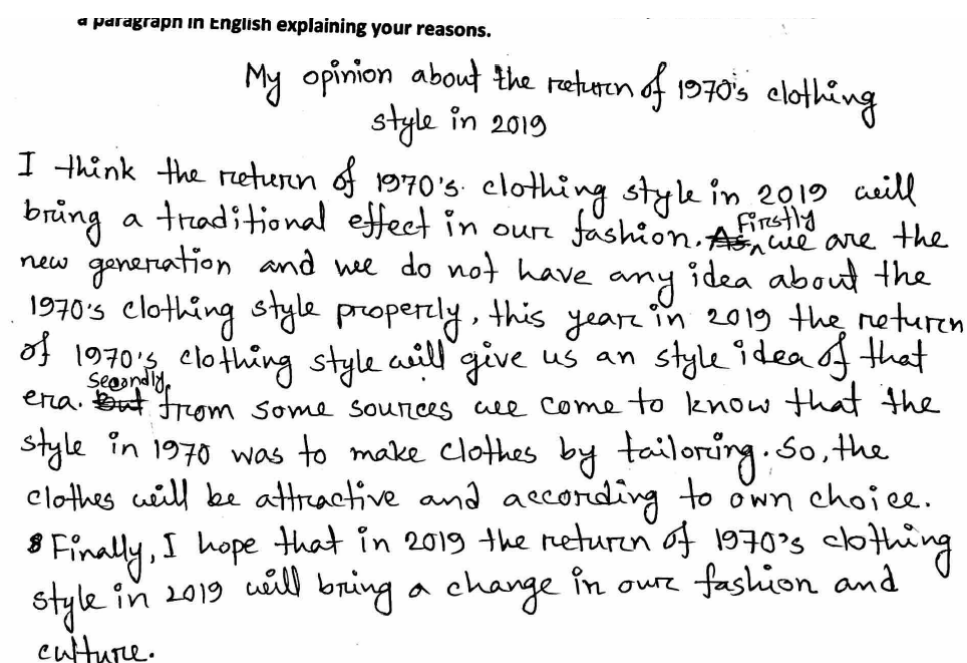
differences between language-specific conventions potentially result in confusion and disaffirmation of identity positions of students from diverse linguistic backgrounds.

In the assessment task that followed, students were asked to write using a deductive style: “What do you think about the return of 1970s clothing style in 2019? Write a paragraph in English explaining your reasons.”

The deductive style was emphasized since the university considers this style appropriate for academic writing. All students came up with fully-fledged paragraphs which included all components and deductive writing style conventions. The following extract is an example of how a student wrote in a deductive style using tight connections between various supporting details by drawing on the transition words they learned from the intervention (fig. 2. 6).

**Figure 2.6**

*An Example of Language Specific Performance of Translanguaging Pedagogy*



The writing task using translanguaging that preceded this assessment task helped students understand the lecture, organize their ideas in the assessment, and produce a final



product. A student explained that the first task helped them attempt the second one since it served as a plan for writing the final product. They wrote “openly” without any language barrier in the first task and then “translated” their thoughts in the second one. This is how the strategic approach to assessing students’ performance captured an accurate picture of their understanding of the topic. Although the student said that he “translated” what he understood in the first task, “translation” is the wrong word here since the second task was different, and the students transferred their newly gained knowledge creatively in the second task. The manipulation of authentic material in the writing task enhanced students’ sociolinguistic awareness. The students felt “more dignified,” and “proud” to read material on Bangladeshi fashion in this English-only classroom and to promote their culture through writing in an international language like English. This finding can be interpreted using the Sebba et al. terminology of “envoicing” through which multilingual students can deviate from homogeneous uses and collective language norms to personalize their identity and voice.

### ***Participant Responses to the Translanguaging Classroom***

#### *Translanguaging as the Medium of Instruction*

The pedagogical intervention allowed the students to look closely at their linguistic practices and question the traditional ways languages have been perceived. Their responses provided insights into how their identities and language resources could be recognized. The student Shaki, for example, drew on the fact that Bangla language has already embraced numerous features from different “named” languages in the course of its sub-continental history. With this in mind, Nila wondered why people are so strongly against mixing features of English with Bangla in the academic context while having no reservation about mixing features from Urdu, Arabic, and other named languages. Overall, the students felt that the ambiguous ideology against Bangla-English translanguaging in education does not align with the linguistic realities of their lives, and it silences their authentic voices, a view also

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articulated by Kiramba. Students appreciated translanguaging pedagogy since it disrupted the artificial monoculture and created an authentic space for plurilingual students and activated their (minimally) bilingual ways of learning. The student Shaki explained:

In today's class, use of translanguaging was good because we usually talk in translanguaging outside, in our home, or with our friends. So whenever we use translanguaging in teaching or learning, and we can catch the information easily as usually, we talk like this.

Ms Shila, despite the requirement for her to conform to institutional requirements and directions, found the translanguaging class very useful in terms of improving the higher-level engagement of students and promoting more in-depth learning. The English only environment affects the students' motivation to concentrate on the lecture, and Ms Shila often has to negotiate with the school policy to hold their attention in the regular classroom. She said:

Actually, when we speak in English for an hour and 30 minutes in the classroom without using any Bengali (aka Bangla in the nativized form), I find when students feeling sleepy and sometimes just losing their attention, not being able to get the meaning and most of the time I do use Bengali as a kind of icebreaker. When I find them feeling sleepy, I start speaking in Bengali.

An English only classroom also adds extra layers of complexity and affects the spontaneous participation of the students. Ms Shila sheds light on the struggle both teachers and students encounter to explain and understand English language and literature content which is alien to Bangladeshi culture. From her observation, the strategic use of translanguaging facilitated students' understanding of paragraph organization, including in Bangla texts, and drawing their attention to language conventions that differ between

languages and cultures. She adds that although she always feels the necessity for switching between languages to contextualize the content, she cannot do so due to the strict implementation of the English-only policy. To this end, Ms Shila concludes by saying: “the medium of instruction should not be confined only on a language that is not your native tongue.”

### *Translanguaging in Writing and Assessment*

The participants provided varied responses to translanguaging in writing tasks. The students acknowledged the benefits of assessing general linguistic performance for increasing their overall understanding of both languages and academic writing needs. The student Shaki recommended incorporating this type of assessment or worksheet in each class so that teachers understand if students can apply new knowledge acquired from the lecture of that day. There are regular instances when teachers reluctantly but pragmatically switch to Bangla, “transgressing” the English-only policy to make students understand a new topic or elicit a response. Under such circumstances, Rakib found that assessing students’ general linguistic performance suits the linguistic ecology of the classroom. Everybody agreed with him, confirming: “এটা আসলে ১০০% যুক্তিযুক্ত বলা যায়” (It can be said, it is 100% logical to assess students this way). In light of this discussion, Tanjim shared how forgetting an English expression affected her examination success, although she could answer that question, about English language poetry forms, in Bangla.

**Figure 2.7***Student Reflection*

আমাদের first যে exam টা ছিল Introduction to Poetry সেখানে poetic কিছু name দেয়া ছিল ওগুলার explanation দিতে হবে, সেখানে আমার complete বাংলাটা মনে আছে, কিন্তু বাংলাটার মধ্যে কিছু কিছু English আছে, সেগুলো আমার মনে নাই। আমি শব্দটা change করতে পারবনা, ওইটার alternative নিয়েও আসতে পারব না। সে জন্য total টাই আমার ওখানে কাটা গেছে। (We were required to explain few literary terminologies in our first exam of *Introduction to Poetry* course. I can write the Bangla definition entirely, but I'd to write in English... there are few English terminologies that I cannot change, nor can I use some alternative words... so I have to give up the complete section).

Mbirimi-Hungwe argues that creating linguistic boundaries in a multilingual individual is a futile exercise since multilingual students like Tanjim in our study possess linguistic repertoires from which they draw when the need arises (García and Wei). Under those circumstances, a provision to translanguage in writing assessment can transgress the monolingual norm and reflect students' struggle to appropriate legitimized vocabulary items in their writing, while at the same time communicating their realities and providing comprehensible answers (Kiramba).

Regardless of the missed opportunities, several students argued in favour of monolingual or language-specific assessment for practical reasons, or potentially for fear of “slippage” in English use, which would not serve their broader learning purposes (i.e. buying into the “English please” instruction, based on it being for students' own good and the only way to improve English use). Jimmi argued that the assessor might not like the way students mix language features in an exam script, hence writing only in English or Bangla will keep them on the safe side. This argument rightly identifies the agency and discretion of teachers/markers in negotiating acceptable language use, and this may not always favour students' language choices, no matter how much more they could demonstrate with translanguaged responses. Ms Shila's ideologies about monolingual assessment, conditioned by the university policy, validate Jimmi's argument, as she said:

If the medium of instruction says that all the things should be taught in English then the assessment system should be only on that particular language, I mean if my focus is teaching English only, then I should assess them in English.

These responses reveal the tension-filled process of translanguaging in writing in contexts where emerging alternatives are still embryonic. Kiramba highlights the tensions multilingual writers go through in the process of finding a balance between authorial intentions and the authoritarian single-voicedness required by the school. As can be seen, the centripetal forces are in this instance currently stronger here than centrifugal ones, which also encourages students to adopt the voice of the authority and assume their own agency in language determination (Bakhtin; Motlhaka and Makalela). Furthermore, the Bangladeshi education system is extremely competitive by nature due to the country's limited resources, and opportunities to study abroad in English speaking nations remains a highly desirable goal for young people and their parents. Hence, it was the student Rakib's perspective that assessing general linguistic performance will do injustice to those high-achieving students who worked hard to master the language since this "alternative" type of assessment will favour the students who lack proficiency in the target language. This particular finding contrasts with the studies that claimed translanguaging as a vehicle towards social justice for its potential to nullify the "standard language ideology" within the context of critical multicultural stories and real classroom situations (García-Mateus and Palmer; Ndlhovu).

### **Implications for Policy and Practices**

The study reported here has several implications for policy and practices in the English departments of Bangladeshi universities. A combination of findings provides strong support for the conceptual premise that a translanguaging policy can offer space to voices that have been silenced in the artificial monoculture of the English department (García and Flores;

Kiramba). However, the results are not yet fully encouraging in terms of incorporating translanguaging in academic writing practices in these institutions. Multilingual writing can be accommodated in classroom practices, but in terms of implementing it into assessment, Ms Shila thinks that the entire assessment system has to be revised, and is currently far from accepting alternative approaches both to the kinds of assessment and how it is implemented. She argues:

The current system completely depends on memorizing something. Some students try to memorize [even no matter] even they are good in English or Bengali or not, but they try to memorize and produce those in the exam script.

In this regard, translanguaging can be a valuable meaning-making process since it provides a space for creativity and criticality, whereby multilingual individuals can not only communicate ideas but also make identity representations for themselves (Wei). Nonetheless, translanguaging practices do not guarantee success, considering the views that prevail in these institutions about what is good academic writing (Canagarajah). Many teachers might not want to adopt translanguaging practices, even when they are aware of its benefits for students, fearing that the general community and institutional authorities will not understand the use of strategic manipulation and accommodation of authentic linguistic repertoires. Despite a renovated institutional policy, teachers might still face criticism and prejudice if the ethnolinguistic environment of the workplace is more accurately represented and reflected in programs. Ms Shila explained:

Then again in the context of Bangladesh, we're very doubtful of others, so দেখা যাচ্ছে যে when a teacher is using Bengali, for example when it's written English in the university, then definitely they will be sceptical about my proficiency, and they will think that the teacher is not good at English, that's why she is using Bengali.

Under those circumstances, teacher education programs and enhancing the prestige of translanguaging practices are fundamental requirements for implementing translanguaging as a pedagogical approach in higher education (García and Kleyn; Mazak and Carroll). The policymakers and educators must agree on the use of multilingual resources as legitimate cognitive tools and resources for communication in educational contexts to allow authentic voices and inclusive instruction (Kiramba).

The next challenge to overcome is to determine when and where translanguaging should be used, and how popular opinion might be influenced by international evidence. Ms Shila recommends:

### **Figure 2.8**

#### *Ms Shila's Recommendation*

আমার মনে হয় for the students of first year যেটা আমি মনে করেছিলাম, প্রথমে explain it in English, explain it in Bengali then translate in English. Gradually when they will be students of the second year or third year, আসতে আস্তে মনে হয় এই level টাকে কমিয়ে নিয়ে আসা উচিত By that time, they will be used to this language, and for the students of the fourth year or MA, only context-specific things, Bengali or their native language-- whatever they have can be used there only.

In other words, Ms Shila suggested that using translanguaging was valid from an epistemological orientation and recommended adaptations based on learners' needs. This recommendation is feasible since translanguaging has been proven effective in terms of providing epistemic access to students and facilitating a more in-depth understanding of the content, biliteracy development and identity formation in complex multilingual spaces (Makalela). Further changes will take time, and the dissemination of and inclusion of more teachers and students in ongoing research.

### **Conclusion**

In answer to the first research question on the linguistic ecology of the classroom, the focal classroom viewed translanguaging as an unbidden product and a practice of deficiency. The observation findings contrast with the existing translanguaging literature since the participants gained little to no benefit from using their linguistic resources to confront entrenched institutional policies. Instead, institutional authorities, including some current teachers and students, made cumulative efforts to impose English language over their authentic linguistic practices. This claim is also evident where six out of seven student participants did not avail themselves of the opportunity to translanguage in the first writing task discussed above.

In answer to the second question on the role of translanguaging in writing instruction, the findings in the pedagogical intervention where translanguaging differentiated instruction was used are consistent with the literature, demonstrably making the all-English curriculum accessible for all students. The translanguage writing practice transformed traditional exercises that are limited solely to the target language. It also opened up possibilities for cross-linguistic analysis and a more in-depth understanding of rhetorical language conventions across cultures. The manipulation of authentic materials in a writing task tapped into students' sociolinguistic awareness, enhanced self-esteem, and affirmed their identity positions. All these findings were confirmed in the focus group discussions, as well as in the intervention lesson.

In answer to the third question on the transferability of translanguaging across the curriculum, it seems that, at this stage in this university, translanguaging can be suitable for providing only the epistemic access in classroom practices if not in assessment since the centripetal tensions of English-only ideology are stable and entrenched in the context. Regardless, this study provides valuable insights in terms of incorporating translanguaging



into policy, to enact change based on evidence, given that very few studies have so far dealt with translanguaging in writing, and further studies could explore the benefits in different cohorts and with different writing tasks. Most of the extant studies are product-oriented (i.e., textual interpretation), and few are about discourse strategies (Canagarajah). Since this study has gone some way towards enhancing our understanding of both areas, further research should be undertaken to enhance the prestige of translanguaging practices so that educators can take translanguaging as one of a suite of pedagogic tools to create affirmative writing spaces, and to pass on their findings to the policy level for enhancing multilingual students' authentic engagement in writing.

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Translanguaging is “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoires as an integrated system” (Canagarajah 401).

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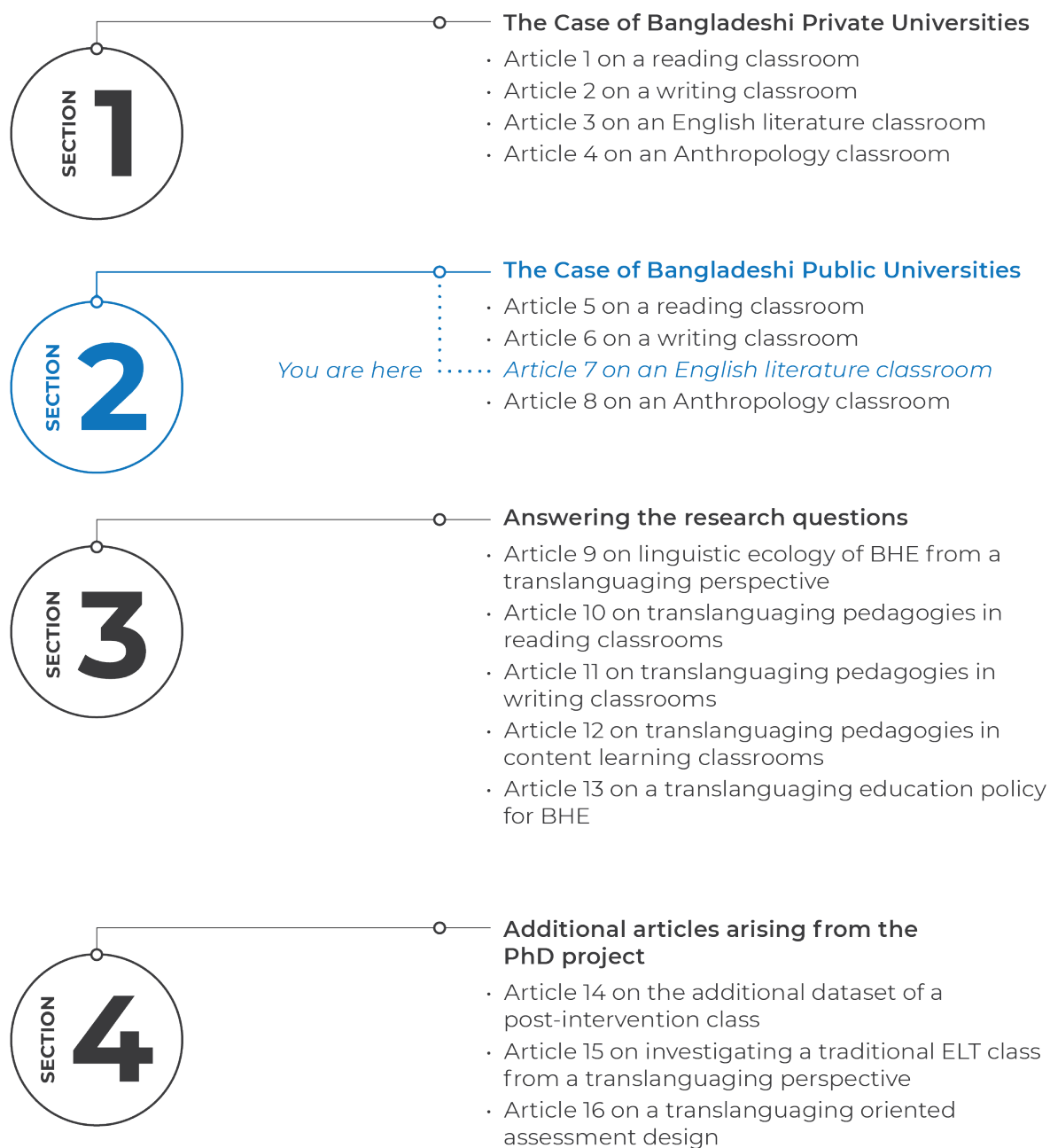
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**Figure 9**

*Article 7 Navigation Key*





**Article 7**

*Unit of Analysis on Anthropology at AUE*

Educational interest: An exploration of the "trans" prefix in translanguaging in a sonata form case study (Wei, 2011; Evans & Morgan, 2016).

Article-7 is in preparation for submission to a Q-1 journal.

**Article 7 Reference**

Rafi, A.S.M., & Morgan, A.M. (2022b). *An Exploration of the "Trans" Prefix in Translanguaging through Grassroots Revolution: A Sonata Form Case Study from Bangladeshi Public University* [Manuscript in preparation]. College of Arts, Society & Education, James Cook University.

**AN EXPLORATION OF THE "TRANS" PREFIX IN TRANSLANGUAGING  
THROUGH GRASSROOTS REVOLUTION: A SONATA FORM CASE STUDY  
FROM BANGLADESHI PUBLIC UNIVERSITY**

**ABSTRACT**

This study explored the promises of translanguaging as an instructional design to disrupt the monolingual ideologies of an English literature class and expose students to opportunities that a multilingual classroom provides for them, in a Bangladeshi public university context. Data were collected through classroom observations, a pedagogical intervention using translanguaging approaches, a focus group discussion with six students, and an interview with the focal teacher. Reported below in a "sonata form" case study (two themes or perspectives of inquiry considered complementarily), this study revealed that the students demonstrated a detailed understanding of the lesson while concurrently developing a critical awareness of their languaging practices. This study explored the findings through three dimensions of the prefix "trans" in translanguaging, such as trans-system/structure/space, transformative and transdisciplinary dimensions. The findings revealed the potential of translanguaging pedagogies in disrupting traditional understandings of language, monolingualism, and traditional bilingualism, purposes of teaching and learning for bilingual students, traditional content areas, scripted curricula, and traditional roles of policy-makers. Through these disruptions, students' multilingual practices, linguistic and political ideologies, and socio-cultural identification processes have been highlighted and exemplified as benefits of multi-dimensional translanguaging.

## CONTEXT

As part of a larger study exploring the promise of a translanguaging pedagogical approach in Bangladeshi higher education, this article concerns the course "Introduction to Poetry" offered in the first semester of the first year of the bachelor's degree program in English at the Ariya University of Excellence (AUE). AUE is a new generation public university in Bangladesh run by the armed forces. Bangla or Bengali is the *de facto* and *de jure* national language in Bangladesh, but Bangladeshi pre-tertiary education is divided into three major streams: Bangla medium, English medium, and Madrassa (Islamic school) education (Sultana, 2014). AUE attracts students from all streams but provides English medium education across disciplines and for all cohorts of students. The diversity of language backgrounds of students, with varying degrees of English and Bangla language proficiency, exemplifies what Poza (2018) characterised as the simultaneous challenges of acquiring the language while also mastering the concepts and skills entailed in educational standards. The focal course includes a general introduction to the concepts of English (language) poetry of representative poets including William Shakespeare, John Donne, John Keats, T.S. Eliot, and Seamus Heaney from the early modern period to the twentieth century.

The study aims to disrupt the monoculture of this English literature classroom (in both content and language of instruction) through utilising translanguaging pedagogies as a way to create a transcultural space where students can draw on home language, literature, cultures, and personal experiences to master the literary concepts and skills required in the English literature course. Translanguaging is defined as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (Canagarajah, 2011, p. 401). The ontological stance of translanguaging about the nature of language disrupts traditional ways of thinking about education and challenges the need for a strict language separation policy (García & Kleyn, 2016; Poza, 2018). As a way to

record the disruptions in the English literature classroom, a "sonata form" case study (Black, 2011; Evans & Morgan, 2016) was adopted. Sonata form derives from the musical form of this name. It is a form that allows the disruption story to be narrated from the perspectives of the participants and the researchers side by side while linking the findings to the emerging scholarship of translanguaging theory. A detailed discussion on the "sonata-form" as a case study has been provided in a subsequent section. The following three questions were asked:

- How does the linguistic ecology of the focal classroom provide opportunities for incorporating translanguaging pedagogies?
- In what ways can a translanguaging intervention disrupt traditional pedagogical approaches in the English literature classroom and better promote learning and teaching experiences for multilingual participants?
- How can new and innovative translanguaging-based pedagogies be developed to inform the medium of instruction policy of the English department?

This article first gives a brief overview of recent research on translanguaging. Then it presents the methodological approach, followed by the results and a discussion on the implications for policy and practices. Throughout this paper, the native term "Bangla" has been used instead of the anglicised name "Bengali" to support the political agenda of translanguaging connected to identity formation for Bangladeshi people.

### **THEORETICAL ORIENTATION**

From a theoretical perspective, the "trans" prefix of translanguaging usually refers to a focus on communicating the transcendence of conventional barriers presumed in language and hierarchical social structures (García & Wei, 2015); and the notion of 'linguaging' refers to the process of using language to gain knowledge, to make sense, to articulate one's thought and to communicate using language (Li & Zhu, 2013). Wei (2011) extends understanding of

the prefix "trans" by combining ideas from a range of theoretical perspectives, using it to highlight three dimensions of flexible and dynamic multilingual practices:

- *Trans 1* = trans-system/structure/space: This dimension corresponds to García and Wei (2015) 's use of the "trans" prefix discussed above, where 'trans' means going between and beyond (linguistic) systems and structures and communicative contexts.
- *Trans 2* = transformative: In the second dimension, the act of "trans" in translanguaging is *transformative* in bringing together different aspects of the multilingual speakers' linguistic, cognitive, and social skills, their knowledge and experience of the social world, and their attitudes and beliefs. In this dimension, translanguaging creates a new identity for the multilingual speaker since it develops and transforms the speaker's skills, knowledge, experience, attitudes, and beliefs (Li & Zhu, 2013).
- *Trans 3* = transdisciplinary: The third dimension of 'trans' in translanguaging is *transdisciplinary* and used for accepting multilingual practices as a lens to see human sociality, human cognition, social relations, and social structures in an integrated and holistic way, using concepts such as 'multicompetence' (Cook, 1991 in García & Kleyn, 2016; Li & Zhu, 2013).

In the study, the first dimension disrupted linguistic systems and structures of all named languages at students' disposal to provide a translanguaging space where they brought their multilingual and multimodal resources, emotions, and bodies to employ their entire selves in the literature classroom (García, 2020). The second dimension transformed the content areas and scripted curricula so that Bangladeshi students could utilise linguistic, cognitive, and social skills to make sense of 17th century metaphysical poetry. Finally, the third dimension provided a transdisciplinary outlook on the English literature classroom by incorporating a Bangladeshi pop song as reading material.

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The disruptive potential of the "trans" prefix in translanguaging remains rarely analysed in the literature. Previous studies on content learning constrained translanguaging to a tool for building a more in-depth and fuller understanding of the subject content and faster development of a subject-related language (Baker, 2011). More recent studies reveal the ways translanguaging positions students as co-constructors of their own learning and provides them with access to the practice of generating explanations in their own voice as a way of influencing their learning situation (Brown, Cooks, & Cross, 2016; Rafi & Morgan, 2020). Thus, it provides a social space for multilingual language users by bringing together different dimensions of their personal history, experiences, and environment (Li & Zhu, 2013). Multilingual students gain new opportunities for cultural and language encounters in a translanguaging classroom, which are valuable educational assets and resources in education (Cummins, 2008). Alongside these pedagogical benefits, García and Kleyn (2016) present ten different ways in which a translanguaging lens disrupts traditional ways of thinking about education and language. In place of the named language(s) as constituted by political or dominant states or ideologies, translanguaging theory considers the linguistic features of an individual's language repertoire as the unit of analysis. Thus, it disrupts the myth of monolingualism, meaning one language, and bilingualism meaning two and also the educational "models" that sustain the unnatural separation of languages to teach bilingual children. The traditional teaching practices require students to master a specified register of academic language. These *enshrined* academic registers lack the capacity to account for variable language experience and unjustifiably place expectations of these registers that are not supported in terms of making meanings clear. However, translanguaging pedagogy enables students to access their entire language repertoire in the process of learning, even when the goal is the expert performance in a named language for academic purposes (García & Kleyn, 2016). In a translanguaging framework, all people are translanguagers who use

their individual linguistic repertoires to meet their communicative needs. From this perspective, translanguaging disrupts the categorisations of students based on racialised language practices. Translanguaging enables the teachers to see their students as individuals with their own capacities (Flores & Rosa, 2015). Furthermore, translanguaging welcomes the wealth of resources, knowledge, language, and experiences of bilingual families and bridges bilingual homes with the teaching settings such as schools and universities.

The dynamic nature of translanguaging transforms the scripted curricula, brings the text into the present, and enhances student engagement. Since knowledge exists in an interconnected world, translanguaging liberates disciplines from socioeducationally constructed academic structures that were previously limited to narrow academic content areas. In doing so, translanguaging disrupts the purposes of learning for bilingual students. It develops them as critical sociolinguists, who can participate in inquiry about the reasons why bilingual practices have been delegitimised and how this has been carried out (Rymes & Leone, 2014 in García & Kleyn, 2016, p. 193). Last but not least, a translanguaging research-focused policy disrupts the traditional roles of policy-makers, teachers, and researchers through a collaborative co-planning/co-teaching/co-researching activity. Traditionally, policy-makers hand down language education policy to be faithfully implemented by educators and students. However, in the collaborative research model of translanguaging, teachers learn about theories, research, and educational innovations that they might not be practising, and researchers learn about the policies and how those are being enacted in practice on the ground. In a traditional researcher-teacher model, only the teacher opens themselves up to criticism, but a translanguaging model allows researchers to show their own vulnerabilities as they try out translanguaging strategies in the teachers' actual classrooms. Among these ten disruptions, traditional understandings of language, monolingualism, and traditional bilingualism, purposes of teaching and learning for bilingual students, traditional

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content areas, scripted curricula and the distinctive roles of policy-makers have been intentionally disrupted in this study, to generate themes informing the three dimensions of the "trans" prefix in translanguaging.

The contribution of this study is three-fold. Firstly, it explored the disrupting potentials of translanguaging pedagogy in a higher education English literature classroom, so far lacking in the existing translanguaging literature, in any setting, let alone in Bangladesh where little research has investigated language policies and practices in universities. Secondly, it contributes to existing knowledge of a sonata form case study as a means of investigating two-voiced, dialogic and reflexive conversations of research-participants and researchers in bilingual/multilingual higher education settings (Evans & Morgan, 2016). The third contribution of this study is demonstrating the inclusion of student voices in policy-decisions that add further insights into what works for optimal learning, as all participants' vulnerabilities and abilities are on the table to influence the research and learning.

### **DATA COLLECTION AND ANALYSIS**

The first-named researcher of this study drew on ethnographic methods to collect data in a two-step research design. In the first step, he used linguistic ethnography (Copland & Creese, 2015) to observe the entire "ENG 1103: Introduction to Poetry" cohort, consisting of 57 students and their course-instructor, Ms Faiza (a pseudonym), during two different sessions. Ms Faiza is an assistant professor (equivalent to Instructor of Record in US universities) in the department of English. She had already finished teaching for the semester, except for examining the student-presentation assignment, when institutional approval for data collection was received for this project. Hence, the researcher was invited to observe the presentation sessions before the students went on preparatory leave (swot vac) for their semester final examination. Consequently, the observation phase of this study relied on the linguistic practices of the participants presenting their oral assignments during these two



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sessions. In addition, the researcher collected field notes, classroom artifacts, student writing activities, and also engaged himself in interpersonal communication with the focal teacher to inform the other observations.

In the second step, autoethnography (Hammersley & Atkinson, 2007) was used to record a pedagogical intervention focused on the metaphysical elements in John Donne's poem, *The Sunne Rising*. Since regular classes for this semester were already finished, a separate class was arranged with Ms Faiza and six volunteer students, named (pseudonymously) Ruhu, Rani, Taufu, Mita, Pias, Tisa, and Rakin. Among these six students, Ruhu and Rani completed their pre-tertiary education in English medium settings and the remaining four students completed in Bangla medium settings. To elicit participant responses to the translanguaging class, a focus group discussion with the students was followed by the intervention lesson, and Ms Faiza was interviewed. Each step of data collection and presentation of results was conducted using ethics protocols approved by the University of New England, Australia.

A thematic analysis was undertaken to explore the disruptions in the English literature classroom resulting from the translanguaging intervention. In all phases of data collection, the student participants were given linguistic freedom, and they translanguaged throughout the discussions. The audio-recorded data of the interview and focus group discussion were transcribed in the languages that were spoken (mostly Bangla and English), to preserve their subjective point of view (Fereday & Muir-Cochrane, 2006). However, a gloss of the discussion and interview was provided for supervisors in English. The NVivo data management program was used to code the transcripts. Analysis of the codes involved an iterative and reflexive process. Both deductive and inductive thematic approaches were undertaken in the subsequent analysis to identify relevant themes from the codes.

## SONATA FORM CASE STUDY

A "sonata-form" case study provided a scaffold for the investigation of the themes, directed by the three dimensions of the "trans" prefix discussed in the theoretical framework above. Sonata form writing is based on the Sonata, a musical form that comprises three movements: an exposition, a development and a recapitulation. Each movement is described by Evans and Morgan (2016, p. 69) in the following way:

*Typically, the first movement of multi-movement musical pieces is in sonata form, which consists of three phases: an exposition or introduction of a theme; a development, where two themes in different keys are contrasted; and a recapitulation, where the themes are, at least in part, harmoniously resolved.*

In this paper, the exposition of the study presents the themes on the linguistic ecology of the classroom, along with its complexities. The development section comprises two parts. The first part records the pedagogical intervention generating the three themes. The second part complements the themes by drawing critical reflections from research participants and researchers and showcasing their arguments side by side, literally, in a two-column presentation. This sonata form allows a communication pattern for investigating whether researchers' observations and experience are little more than a dataset of one, or whether they are similar to that of the students and the teacher (Black, 2011). Finally, the recapitulation presents a harmonised resolution of participant responses and researcher commentaries in the form of answers to the research questions of this study.

### EXPOSITION

#### *Linguistic Ecology of the Focal Classroom and University*

In the age of internationalisation, AUE represents institutions that offer English medium instruction as a fashion and/or social status statement of higher education. AUE's

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vision to "emerge as a leading university for both professionals and general students through need-based education and research with a global perspective" aligns with the underlying principle of promulgating English medium instruction (EMI) as 'an instrument in making an institution competitive and increasing its global outlook' (Wang & Curdt-Christiansen, 2018). Unlike the major public universities (except for the technical/specialised ones) in Bangladesh, AUE provides English education across all disciplines. At present, AUE does not have a Bangla department like those of other universities in Bangladesh. As reported by the teaching staff, there is also no plan in place to establish a department of that kind in the future. Furthermore, this university discourages the use of the Bangla language in academic congregations. Signposts on classroom and corridor walls, such as the one below, manifest the strict application of English only policy of the university.

### **Figure 1**

*"English Please" Signpost on a Classroom Wall*



The linguistic practices of the focal classroom echo the strong monolingual ideologies AUE aims to promote. The only language used in the student-led presentations and PowerPoint slides was English. Ms Faiza spoke only English while asking questions or seeking clarifications. There were several occasions when she had to repeat the same question or paraphrase in simpler English to communicate effectively with her students. Throughout

the entire class, she used only one Bangla word, "দাঁড়াও" (stand up), mistakenly and immediately translated it in English. The institutional policy to catch up with the trend of English medium exhibited in other (inter)national contexts raises concerns around the adequacy of teacher preparation and curriculum planning (Barnard & Hasim, 2018). For example, students appeared to be presenting memorised scripts in the presentations, whereas the aim of these presentations is to assess students' understanding of and *ability* to discuss a given/chosen topic as a course-end outcome. Very few students spoke spontaneous English, and others demonstrated nervousness and poor proficiency. There were instances in which students only read out loud from the slides until the teacher instructed them not to do so.

Interestingly, other students in the class asked the presenters a good number of questions in each session, although those questions were also read out from written scripts in books in front of them, in a dull monotone. The tendency to memorise both presentations and questions and the lack of oral fluency contribute to the widespread allegations against public universities for providing memorisation-based education instead of fostering students' creativity (Al Amin & Greenwood, 2018). The researcher also felt that the students might have negotiated the questions beforehand with the presenters, which he knows from his own experiences of teaching in such contexts and talking to students, is a common practice among some Bangladeshi students. However, as the number of questions kept increasing, and considering the rigorous admission test of this university, the researcher concluded that these students lack only the required oral proficiency to communicate their ideas in English. Turkan and Liu (2012) argue that the lack of necessary language skills in the language of instruction precludes students from demonstrating their actual knowledge and reduces motivation, interest, and knowledge development about the subject area.

One striking result emerged during the observation of presentations from an unexpected incident when a student fell ill. Ms Faiza kept saying in English, "she is suffering

from fever. Go and help her", until finally, several other female students rose to assist her. People tend to identify with first languages to express their concerns in such a vulnerable moment, but Ms Faiza stuck to the school policy. The researcher observed that the policy of strict language separation potentially inhibited bilingual students' development of positive identities, as identified by García, Johnson , Seltzer , & Valdés (2017). The following vignette recorded by the researcher during an informal chat with Ms Faiza captures how the English-only policy dominates the linguistic practices of this university:

*There is an explicit embargo on using Bangla in the classroom, although the teachers can use Bangla in their offices. The previous authority ordained the English only policy, which has resulted in a positive outcome, said Ms Faiza. She informed me that her students usually do not switch languages. Hence, an accidental switch, "মাঠে" (meaning to)" by a student presenter did not miss her attention. When asked what if the students struggle to understand the content for this English only instruction, Ms Faiza said: "yes, they do struggle! We are still not allowed to speak Bangla in the classroom. However, we offer additional office hours for struggling students, where we can speak Bangla, but in the classroom? No!"*

Given the students' shyness and discomfort during the classroom observation, it is worth investigating how many of them would turn up for additional support. When asked if the teachers have ever taken the initiative to discuss the struggle students face with senior management of the university, Ms Faiza used a Bangla proverb equivalent to this English translation, "Who will take the risk of being the whistleblower?" This conversation highlights how the strict manifestation of an English only policy resulted in fear, guilt, or shame among the participants in terms of using their authentic linguistic repertoires or expressing a need to use them to be fully understood. Despite this language policing, limited use of Bangla or

translanguaging *was* found in the interpersonal communication among students and between teacher and students. Students also used *Salam*- an Arabic greeting, which is standard practice in Bangladesh with its legacy as a Muslim majority country. No participant challenged this greeting for not being English.

### DEVELOPMENT

#### *Part 1: Disrupting Traditional Pedagogical Approaches Through Translanguaging Pedagogy*

Student participants in this study are Bangladeshi citizens with little or no exposure to English literature and culture in their childhoods or adolescence, but the course content is not chosen with their bilingual needs in mind. To address this cultural and linguistic knowledge gap, the intervention was purposefully designed with many instances of translanguaging, such as scaffolds with multilingual vocabularies, translation, culturally relevant materials, and myriad opportunities for students to engage with home language and culture. In this section, representative "moments" from the intervention based on three metaphysical elements of Donne's poem are discussed to demonstrate how translanguaging disrupted traditional pedagogical approaches, to propel students towards, hopefully, a greater understanding of the topic.

Since translanguaging brings the full linguistic performances of people back into focus (García & Kleyn, 2016), the participants were encouraged to use all available language resources. Given the text was written in early modern English, the poem might not be accessible in its original format for the freshman year students or frankly for any but specialist English language scholars. Hence, Bangla meanings of difficult English words were provided as a scaffold to support understanding of the original text. For example, an "abrupt opening" is one of the characteristic features of metaphysical poetry. When asked what the meaning of "abrupt opening" is, only Ruhu (one of the students who had attended an

English medium school) could provide a reply: "it starts from nowhere", and the rest of the students went blank. Following the interaction, slides were shown where Bangla synonyms sit side by side with English words:

**Figure 2**

*Translanguaging on the Intervention Lecture Slide*

The slide is titled "Features of Metaphysical Poetry: An abrupt opening". It contains three bullet points:

- ❖ Abrupt: আকস্মিক
- ❖ As the style majorly is colloquial or conversational , abrupt opening also adds to the informal manner of the poem.
- ❖ For example- "The Sunne Rising" by John Donne. As he says, "Busy old fool, unruly sun."

As soon as the students read the meaning, they immediately engaged in discussing the concept of "abrupt opening" on their own. Taufa asked in Bangla, "কবিতা কী করে হুট করে শুরু হয়ে যায়? (how come a poem starts all of a sudden?)". Mita drew on her prior knowledge from literary terminology lessons to ask, "Is it a dramatic opening?" This simple scaffold with Bangla vocabularies helped the students feel connected and engaged with the text. When the researcher translanguaged to explain the concept and the quotation, students also translanguaged to collaborate with him, agreeing that a poem can have an abrupt opening. This translanguaging moment indicates how the first dimension of "trans" in translanguaging went between and beyond the English only policy to disrupt the artificial monoculture of the focal classroom, create multilingual communicative episodes, enhance students' engagement, and provide access to early modern English texts as the building blocks for potential learning (Gutiérrez, Baquedano-López, & Tejeda, 1999).

## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

While discussing the characteristic feature "the metaphysical conceit" of metaphysical poetry, the translanguaging approach disrupted the traditional ideas of monolingualism and multilingualism that categorises people as bilingual/multilingual based on the named language(s) as constituted by political states. Since all those in this classroom are bi or multilingual, and hence are "translanguagers", and there is no contradiction between considering "language" from the individual speakers' perspective(s) and acknowledging the importance of monolingual/bilingual identity constructions, both individually and socially (García & Kleyn, 2016), the pedagogical intervention introduced the participants to bilingual ways of writing. The following discussion explains how the students creatively used all the language features of their bilingual repertoire for academic purposes.

The English definition of "metaphysical conceit" was ambiguous for the students. Hence, a Google translation of the definition in Bangla was provided. Students laughed at the Bangla translation, which was indeed far from perfect and probably gave students a sense of superior knowledge, as they could see the flaws in the translation. However, this rough translation provided them with immediate access to start and guide their discussions on this feature of metaphysical poetry. Since they initiated the discussion in both home languages and English, the researcher took this opportunity to introduce the idea of assessing the general linguistic performances of bilingual students. According to García and Kleyn (2016), general linguistic performances allow the teachers to assess if "he or she is able to perform linguistically to engage in academic and social tasks regardless of the language features used" (García & Kleyn, 2016, p.24). Once the students completed the discussion, they were asked to define "metaphysical conceit" in any language or languages (translanguaging). Three of the six students translanguaged to explain metaphysical conceit. The following work is an example of a translanguaged definition:



**Figure 3**

*Example of Translanguaged Definition*

1. Metaphysical conceit এর সংজ্ঞা দাও। Define metaphysical conceit in any language.  
 => A Metaphysical Conceit হল একটি সুদূর প্রসারী  
 সুলভ spiritual facts এবং একটি physical thing এর  
 মধ্যে সুদূর প্রসারী দ্বন্দ্ব বা তুলনা। প্রতি পাঠকদের  
 sensory ধারণাগুলোর নিয়ে কাজ করে।

One student provided an English definition of metaphysical conceit:

**Figure 4**

*Example of English Definition*

1. Metaphysical conceit এর সংজ্ঞা দাও। Define metaphysical conceit in any language.  
 Metaphysical conceit is something that connects a human  
 mind to a spiritual extent of thinking or create  
 an image in human mind while reading that particular  
 metaphysical poem. And, another thing that also refers  
 to metaphysical conceit is, ~~it~~ it compares a  
 tells a thing to the readers to think something and  
<sup>physical</sup> afterwards the poem itself connect the readers' mind  
 to that thing with an abstract idea.

Interestingly, the remaining two students provided definitions in English along with translanguaged versions underneath, as exemplified below:

**Figure 5**

*Example of Combined English and Translanguaged Definition*

1. Metaphysical conceit এর সংজ্ঞা দাও। Define metaphysical conceit in any language.  
 Ans. Metaphysical conceit is an idea that defines the  
 deals with the comparison between the writer's  
 spiritual thinking and physical ideas.  
 এ metaphysical conceit হচ্ছে সুদূর প্রসারী <sup>from</sup> দ্বন্দ্ব বা  
 আধ্যাতিক দ্বন্দ্ব ও পার্থক্য দ্বন্দ্ব, মমান্বয়, <sup>from</sup> ~~এক~~ ~~অন্য~~  
 প্রতি অনুভূতি -

## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

The researcher missed the opportunity to seek the students' explanation for this trend of delivering multiple versions of definitions in response to one activity. However, both versions retain meaning and quality, demonstrating that students can use languages interchangeably and fluidly for gaining a deep understanding of texts (Hungwe, 2019). In this activity, the second dimension of "trans" of translanguaging transformed traditional exercises that typically ignored the close relationship between multilingual resources and writing practices and contributed to the formation of students' identities as bilingual writers (Rafi & Morgan, 2020).

Since the primary goal of translanguaging pedagogy and this intervention is to engage students deeply in comprehension (García & Kleyn, 2016), it was deemed essential to check students' understanding of metaphysical elements in students' home languages and cultures. With this intention, the researcher played a popular Bangla song by Kumar Biswajit. The lyrics of the song demonstrate similar concepts of metaphysical elements as found in the Donne poem. Hence, the students were asked to find those same elements in this song. They were given the following activity on comparing metaphysical elements from the poem and song. This activity disrupted the traditional purposes of learning for bilingual students. It also disrupted the preoccupation of teachers that concerns how well the emergent bilinguals perform in English only.

All students came up with interesting comparisons drawing on different metaphysical elements. Since English is essential for occupational and career opportunities, the students were instructed to write the comparison task in English. In translanguaging theory, this is called the "language-specific performance" that allows teachers to assess "if a bilingual student uses the lexicon and linguistic structures of a specific-named language in socially and academic appropriate ways" (García & Kleyn, 2016, p.24). The following example

demonstrated how the student compared these two literary pieces based on the feature of metaphysical conceit:

**Figure 6**

*Student Work*

2. Do you think "তুমি যদি বল (if you say) has metaphysical elements? Justify your stance in reference to 'The Sun Rising'. (Instruction: Write in English. One examples from each text will suffice)

⇒ Yes, I think "তুমি যদি বল" has metaphysical elements.

Here are the example of metaphysical elements about "If you say so" and "The sun Rising".

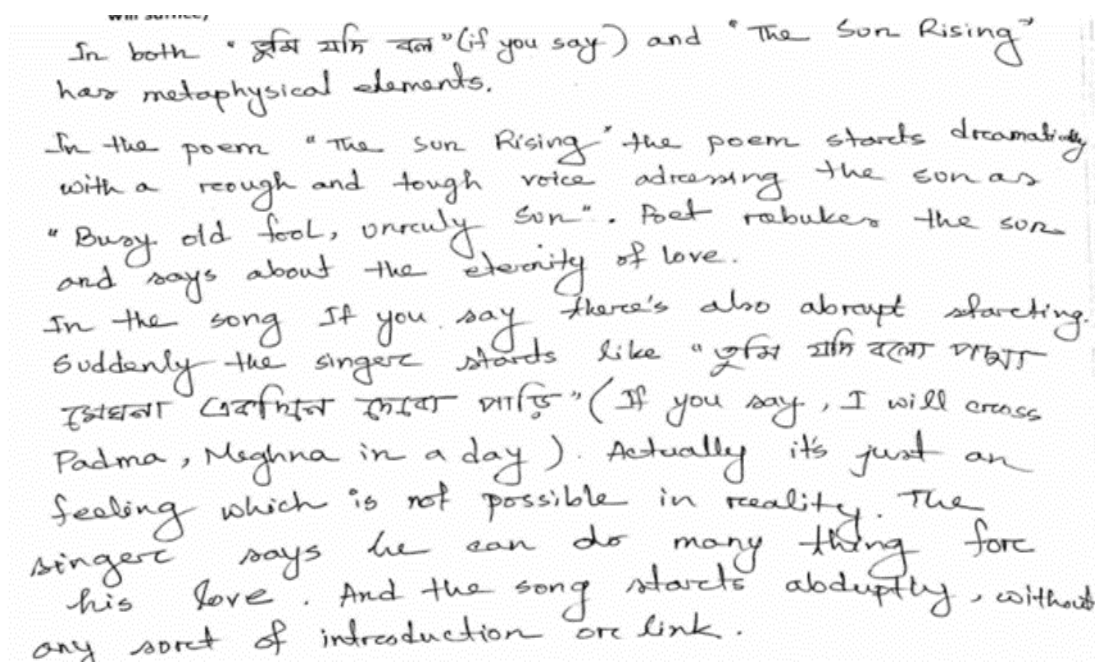
In the song, "If you say" here is a line and that is "If you say, I can swim across Padma, Meghna in a day". But in real it is not possible. It's a metaphysical thing. Because it is a spiritual aspect.

In the poem, there is a line that I could eclipse and cloud them with a wink. But for a human, it can't be possible that a person can stop the sun ray with his wink. So, it is a Metaphysical thing.

The second example shows a comparison based on the characteristic of the "abrupt opening":

**Figure 7**

*Student Work*



In this process, translanguaging also disrupted traditional content areas and scripted curricula of the course in several ways. The third dimension of "trans" expands the scope of the English department, accommodating Bangla literary pieces while teaching English content and providing it with a transdisciplinary outlook. Furthermore, it transcends the time and context differences to bridge between 17th-century England and 21st century multilingual Bangladesh.

***Part 2: Analysis of Participant Responses in a Sonata Format***

Using the sonata form, the two groups of voices of the participants and the researchers of this study are explored below. In the left column is the narrative of the course instructor, Ms Faiza and five students. When they were invited to discuss the impact of the translanguaging intervention in the English literature classroom, five themes emerged altogether: students' engagement, quality content acquisition, liberating disciplines from socioeducationally constructed academic structures, and developing students as critical sociolinguistics and implications for practices and policies. The translanguaged responses of

the participants are presented along with English translation. In the right column are the comments of the researchers that inform the participants' narrative drawing connections between the four datasets of this study, including classroom observations, pedagogical intervention, focus group discussion and interview with the existing literature and disruptive potential of translanguaging theory.

**Table 1**

*Analysis of Participant Responses in a Sonata Format*

<i>Trans 1=Trans-system/structure/space: Enhancing students' engagement and performances</i>	
<p><b>Ms Faiza:</b> I do not use any other language except English in my classroom. Rakin (Bangla medium): Teacher রা এভাবে strict থাকে যে English please, English এই তোমাকে বলতে হবে, এর মধ্যে তো আমরা question করতে পারিনা অনেক সময়। এটা আমাদের শেখার জন্য বাধা। (The teachers are so strict about English that we fail to ask questions many a time and it is an obstacle for learning).</p>	<p><b>Ms Faiza's</b> enforcement of the English only policy abandoning home languages in the first-year classroom revealed that the English department expects students to possess the required English language proficiency before studying here. This expectation is impractical as studies confirmed that expecting emergent bilingual students to perform well in one language before starting to acquire knowledge will marginalise them in a classroom and limit their learning (Cummins, 1979; García &amp; Kleyn, 2016). Irrespective of the content learning orientation of the focal classroom, the enforcement of English only policy can lead to an excessive focus on student reading and writing skills, rather than on their knowledge development in the subject content, and alternative perspectives on content derived from their diverse linguistic and cultural world views (Karlsson, Larsson, and Jakobsson (2018).</p>
<p><b>Pias (Bangla medium):</b> অনেক সময় আমরা লজ্জা বোধ করি। যখন তারা ইংরেজিতে লেকচার দেয়, জিজ্ঞেস করতে পারিনা, "স্যার, এটার বাংলা কি?" বাংলা ইংলিশের মিশ্রণে এই পন্থাটা use করলে ইংলিশটা understandable হবে। (When the teachers lecture in English, we feel embarrassed to stop them and ask the Bangla meanings of the difficult English words. So if this strategy of Bangla-English mixture is used, then the English lecture would be more understandable).</p>	<p>The reflections of <b>Pias</b> and Rakin built an unambiguous relationship with the findings of previous studies. These students viewed English only practices as an obstruction to learning due to the lack of required proficiency in English. They feel intimidated, hesitate to ask questions, take too much time to process and understand received information in English and eventually refrain from participating in the discussion.</p> <p>In contrast, the translanguaging intervention created a multilingual space. As reported, students freely performed using their authentic linguistic practices and overcame their fear of English, enhanced communication with fellow students and teachers, learned at their own pace and understood the content better. Hence, Pias recommended mixing language features or translanguaging as a feasible solution to overcome the language barrier in their regular classrooms. English medium students like <b>Ruhu</b>, who possess satisfactory proficiency in English, also acknowledged the comfort zone afforded by the translanguaging intervention. In</p>

**Ruhu (English medium):** Great! Like we can understand things easily. If we use both Bangla and English language and we feel comfortable.

short, a translanguaging pedagogical approach has proven itself as a strong discourse that is supportive of the ecologies of the focal classroom. It disrupted categories of students based on varying English language proficiency and created an equal representation of values, identities, and relationships for all students.

**Ms Faiza:** In your class, student engagement was more than that of mine. As Bangla is their mother tongue, so when you used Bangla, they understood better and performed better.

**Ms Faiza** compared translanguaging intervention with her regular class. She found translanguaging strategies such as scaffolding with Bangla words, text, translations and cultural elements resulted in higher engagement with the content and better performances of her students than when English only practices were used in her regular class. This finding aligns with Garza and Arreguín-Anderson (2018), who argue that linguistic and cognitive engagement in a bilingual classroom is often visible as students extend their thinking and express their ideas while translanguaging.

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**Trans 2=Transformative: Quality content acquisition**

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**Tisa (Bangla medium):** যদি স্যাররা নিজে থেকেই এর বাংলা অর্থটা বলে দিত, তাহলে এটা আমাদের জন্য হয় (if the teachers themselves told the Bangla meanings, it'd be helpful for us).

Translanguaging pedagogical approaches transformed the linguistic aspect of teaching English literature content. Studies demonstrate that if emergent bilingual students are allowed to use their first language as a resource in subject-related learning situations, they develop conceptual subject knowledge to a greater extent than students who are not offered this opportunity, probably because of their capacity to apply alternative and additional cultural and knowledge structures to their learning (Baker, 2011; Creese & Blackledge, 2010). The participants in this study are not allowed to use home languages in their regular classroom, and their post-intervention reflections converge with the studies mentioned above.

**Mita (Bangla medium):** কবিতা পড়তে জেয়ে কিছু কিছু অজানা শব্দ আসে, ভাবি যে dictionary দেখব, আবার ভাবি না আগে কবিতা পড়ে নেই, এভাবে আর কখনই হয় না। কিন্তু আজ আপনি অনেক শব্দ যেমন বাংলায় translate করে বুঝিয়েছেন তাতে আমার অনেক help হয়েছে। আমার মনে হয় সবারই হয়েছে। (While reading a poem, we come across many unknown words. We often think of looking them up in the dictionary but tend to skip them for the time being and never return. You used translations of unknown words today, which was very helpful for me, in fact, for everyone).

**Tisa** wishes her teachers to adopt the scaffolding technique of translanguaging pedagogy. It helped them to learn Bangla words alongside the English equivalents. **Mita** also found scaffolding useful as looking up the Bangla meaning of difficult English words in the regular class is time-consuming. Students ultimately guess the contextual meaning of unknown words and settle for a superficial understanding of the text. Nevertheless, **Taufa** illustrated an example that she learned, i.e., the contextual meaning of 'sour', which has a different dictionary meaning. This example demonstrates that translanguaging helped students to learn the contextual use of different words as well. Translanguaging also helped students to develop their Bangla literary expressions. Rani argued that English literary terminologies could be explained through their Bangla cognates, but English-only instruction does not offer this scope. It deprives students of the benefits of cross-linguistic analysis. They ultimately fail to know and appreciate the richness of Bangla literature. The findings provide evidence that these negotiations around meanings of words can scaffold the students' language development in both languages (Karlsson et al., 2018).

**Taufa (Bangla medium):** "খামারে" আজকে টা বলছেন" sour এর। যেটা সাধারণত টক হয়। সেক্ষেত্রে অনেক গুলো English এর বাংলা words থাকে, যেটা হইত আমরা জানিনা। এই method যদি করা হয় তাহলে আমরা অনেক Bangla words জানতে পারব। (You said a different Bangla meaning of "sour" which we did not know. If we are taught using this method, we will get know contextual meanings of many different words).

**Rani (English medium):** আমরা যখন poetry বা textual based কিছু পড়ি তখন standard and abstract অনেক words use হয় যেগুলো সাধারণত আমরা use করিনা। যখন আমরা

ওইটা পড়ছি এবং ওইটা related Bangla টা জানছি, তখন আমরা English ও use করছি, বাংলাটাও enrich করছি। এটা Bangla শিখতে আমাদের greatly help করবে। (When we read poetry or anything text-based, we come across so many standard or abstract words, which we don't use in daily life. Now we are reading the Bangla meaning of those words while using the English ones. I think it will help us greatly in learning the Bangla language).

**Taufa (Bangla medium):** *The Sun Rising* আমরা আগেও পড়েছি কিন্তু *English Please* একটা কথা আছে তো সেটার সাথে সাথে দেখা যায় যে অনেক কিছুই আমরা বুঝতে পারি না! এটা আমার কাছে মনে হয়েছে আসলে অনেক effective বেশি ছিল। (We have already read the poem *The Sun Rising*, but with the application of the *English Please* signpost, we fail to understand so many things. This intervention was indeed much more useful for me).

The use of multilingual resources such as Bangla translation, multilingual texts, and cultural elements such as Kumar Biswajit's song through rephrasing, elaborating, repeating and exemplifying allowed students to learn the metaphysical elements in Donne's poem on their own terms. Although students had already read this poem, the translanguaging intervention resulted in more profound meaning-making and a greater understanding of metaphysical elements, as **Taufa** confirmed in her comment.

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**Trans 3=transdisciplinary: Transcending disciplines through translanguaging**

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**Rani (English medium):** আমার কাছে literature universal. In that case, আমরা যদি literature কে সত্যি সত্যি explore করতে চাই একটা থেকে পড়লে আমরা কিন্তু deprived হব, আমাদের অনেক knowledge কম থাকবে (To me, literature is universal. If we really want to explore literature, we will be deprived if we read the literature of only one language. Our knowledge would be limited.)

Teachers encourage students to study Bangla literature but do not accommodate it themselves in the regular class. Rani critiqued this policy of teaching only English Literature because it deprives them of opportunities for exploring world literature and limits their knowledge. Giving equal emphasis to the national literature alongside English literature can increase students' interest in the language that national literature is written in, too. **Rani's** reflection is an illustration of what García and Kleyn (2016) argue about the importance of transcending disciplines through translanguaging as knowledge exists in an interconnected world, and language is an essential way in which these connections are made (García & Kleyn, 2016, p. 197). The intervention provided the students with a lens to see human sociality, human cognition, social relations, and social structures regardless of a different time, space, language and culture when they explored the concepts of metaphysical elements in both Donne's poem and Kumar Biswajit's song. In turn, the intervention liberated the English department from socio-educationally constructed academic structures. **Ms Faiza** appreciated the disruptive potential of translanguaging that successfully deepens connection, reflects, and makes bridges between literature and cultures in local and target languages. The findings of this study have implications for English departments in Bangladesh. An education policy based on translanguaging can enable educators to teach multilingual students in an integrated and holistic way while contributing a transdisciplinary outlook to English departments through the inclusion of national literature and languages.

**Ms Faiza:** I think this new approach helped students to build a bridge between Bangla language and literature with the English poems they are reading in my class.

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**Theme 4: Developing students as critical sociolinguists**


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**Mita (Bangla medium):** আমরা teacher দেবকে সালাম দিচ্ছি "আসসালামুয়ালাইকুম", এটা একটা Arabic word. কিন্তু এই practice কে বলে translanguaging এটা জানা ছিল না। (We give salaam to the teacher which is an Arabic greeting. But I didn't know this practice is called translanguaging)

**Rani (English medium):** We usually use many languages together, but we don't even recognise it. Today I got the idea, yes, that we actually are multilingual sometimes, but we don't even realise it.

**Ruhu(English medium):** আমাদের বলা হয় শুধু বাংলায় অথবা শুধু ইংরেজিতে বলুন এবং এটাকেই education এর একটা prime feature হিসেবে consider করা হয়. এখন দেখা যাচ্ছে আমাদের মধ্যেও এই চলে আসছে যে আমার শিক্ষা তখনই বোঝা যাবে, যখন শুধু বাংলায় অথবা শুধু ইংরেজিতে কথা বলতে পারব (We are told to speak either only English or only Bangla- which has been considered as the prime feature of education. Eventually, we also believed that we are educated only when we can speak correct Bangla or correct English).

**Rani (English medium):** Mixture করাটা অনেকের কাছে comfortable নাও হতে পারে। আমি যেটা করে লিখছি আপনি check করার সময় আপনার সমস্যা হতে পারে। (Mixing language-features could be uncomfortable for others. You might find it problematic to check the way I have translanguaged).

**Ms Faiza:** To assess a formal paper, the use of both languages is not fair to me. But to assess their performance in the classroom, especially in speaking, it seems quite reasonable to me.

**Mita, Rani and Ruhu** realised that several linguistic features such as "assalumaliakum", "matchstick" and "hor hamesha", they use as their own, belong to different named languages. This finding converges with that of Sultana, Dovchin, and Pennycook (2015) where Bangladeshi young adults did not bound their language practices only by bilingual or monolingual code use. Interestingly, translanguaging also disrupted the traditional ideas of monolingualism and bilingualism for the students. For example, Rani realised that people are "actually multilingual" or translanguagers in Garcia and Kleyn's (2016) terminology as they use language features from multiple languages together. Students also looked critically at the language policy applied to them in their educational context. The English only policy mandates the educators to "stick" to the "language" of the instruction policy so that students have opportunities to develop the features that are considered "standard", or "academic", language (García & Kleyn, 2016). **Ruhu** challenged this clear demarcation of languages which promotes only the standardised Bangla or the English language as the prime feature of education. She criticised how people are made to internalise the flawed idea of determining one's educational qualification based on their mastery over these standardised versions of languages since these versions do not recognise the multicompetence that all students have in using linguistic features other than those sanctioned in education. As evidenced, this intervention successfully tapped into students' sociolinguistic awareness.

Students acknowledged the benefits of translanguaging, but they were not uncritical about its application in academic writing for the 'awkward' flexibility that sometimes occurs when selecting words without reference to cultural or national boundaries. **Rani** expressed her concern about teachers who might dislike the way a student translanguaged or do not know a few of the language features from students' authentic linguistic repertoire. What would be the consequences of such challenges in evaluating a translanguaged script? **Ms Faiza** agreed with this supposition and declined to include translanguaging in the written assessment. However, she welcomed the epistemic access of the translanguaging pedagogical approach for facilitating quality content acquisition.

Interestingly, the English medium students critiqued the epistemic access arguing that translanguaging would be "disturbing" for them. They already understand the English lecture because of their previous English medium background. Furthermore, they challenged the interpersonal and emancipatory end translanguaging provides the students with (Allard, 2017). If the point of translanguaging is to provide a comfort zone to the students, why would they feel the necessity to learn new words? For example, Rakin used only those Bangla

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**Rani (English medium):** Translanguaging এর theme টা may be আমরা যেটাতে comfort feel করব সেটা ব্যবহার করব। এই যদি হয় তাহলে কঠিন বা নতুন word শেখার দরকার কি। (The theme of translanguaging is probably using languages comfortably. If such is the case, do we need to know new or challenging words?)

words in which he was already fluent. Likewise, if translanguaging is used for making English easier, emergent bilinguals might not feel the necessity of learning new English words, **Rani** added.

Last but not least, the English medium background students argued that validating translanguaging will gradually affect the English language fluency of English medium students since it would provide a translanguaging space eradicating the English-speaking only environment. Students would be encouraged to translanguaging. Due to the lack of practice, they would not be good in English nor Bangla at the end, **Ruhu** warned.

To this end, it can be argued that translanguaging achieved its main goal of developing students as critical sociolinguists, as students meaningfully participating in inquiry about the delegitimising process of their bilingual practices. Furthermore, they examined the potential pitfalls in adopting translanguaging pedagogies when not included thoughtfully and with a thorough grasp of the underlying theory in relation to how this pedagogy will benefit students' learning (Poza, 2018). On this front, the Lewis, Jones, and Baker (2012) classification of "Classroom" and "Universal" modes of translanguaging are useful. Classroom translanguaging implies "planned" or (encouraged) "serendipitous" translanguaging but always "with a pedagogic emphasis". On the other hand, universal translanguaging relates to typical bilingual behaviour: "irrespective of context and particularly for gaining understandings, everyday communication, and achievement in interactions irrespective of site" (Lewis et al., 2012, p. 650). In light of students' comments, this study recommends "classroom" translanguaging ensuring the pedagogic focus of language development in the case of enacting translanguaging in the classroom.

### Theme 5: Implications for policy and practices

**Mita (Bangla medium):** এটা আমাদের দেশে প্রচলিতই আছে। আমাদের শুধুমাত্র recognition টা দরকার। Recognised হলে আমাদের জন্যই ভাল হবে। ক্লাসরুমেও আছে, কিন্তু organisation টার lacking আছে। যদি policymaking টা হয় organised way তে আমার মনে হয় সেটা ভাল হবে। (It's already practised in our country, but we don't recognise it. It also exists in classroom context but lacks organisation. So, if translanguaging is planned as a policy in an organised way, I think, it would be useful)

Bangladesh presents a ripe context for introducing a translanguaging-based education policy. Students provided evidence of translanguaging practices in and outside classroom discourse. For example, Bangla grammarians have accommodated so many foreign words already as Bangla words, and many Bangladeshi writers are also writing in "Banglish", a mixture of Bangla and English. Then again, oral translanguaging, such as asking questions and explaining in Bangla or English, is already a common practice in the classroom context. An implication of this finding is the possibility that the teachers are already disrupting the language allocation policy mandated by the university. However, this disruption features only universal translanguaging, which lacks recognition and organisation. Hence, students often take time to think about whether they should speak in Bangla or English. If translanguaging is taken up as an explicit policy, **Mita** believes that

students would not have to be indecisive about their language usage and will feel more comfortable in their class performances. Furthermore, if the universities validate translanguaging practices, Ruhu believed that the English words students are comfortably using in everyday life would be embraced by the Bangla grammarians as well. Ruhu's hypothesis relates to other contexts where the language chosen as the medium of instruction in the institutions of higher education has always had significant symbolic and practical implications (Carroll in Mazak & Carroll, 2016).

**Ms Faiza:** Administering these as teaching and learning practice in my classroom will be challenging as our university is following some strict guidelines or rules. So our university might face some challenges here since the university strictly follows its English-only policy.

**Rakin (Bangla medium):** ৬ মাস বা যতদিন আমাদের fluency একদম না চলে আসে ততদিন যদি আমরা translanguaging use করি তাহলে আমাদের ভয়টা থাকবে না। এখন আমরা যাতে জানতে পারি, বুঝতে পারি, ভালোভাবে শিখতে পারি, এজন্য translanguaging খুব ভালো হবে। (For six month or as long as we don't acquire the English language fluency, we can continue to translanguaging so that we don't have to be nervous in classroom. Translanguaging would be great for a better learning experience).

**Rani (English medium):** আমি যে system এর কথা বলছিলাম, আমার মনে হয় translanguaging সেই system টাকে করে (I think translanguaging represents the system I was talking about).

If taken as a policy, **Ms Faiza** believes that translanguaging would benefit her students, but would encounter a backlash from the BUP authority because of their strong English-only biases. In this regard, prestige planning of translanguaging practices would be one of the fundamental necessities to implement it as a policy in BUP. To lay the groundwork, the teacher and student feedback collected for this study can be valued as grassroots level input in policy design. Among the students, Rakin had the most novel idea; he proposed introducing a six-month program of language development through translanguaging until the students become proficient and confident in English. When asked if this six-month program would retain students' Bangla language proficiencies in the next years of the graduation program, Rani referred to the newly introduced general linguistic and named language-specific performances (García & Kleyn, 2016) and endorsed translanguaging as an ideal policy for their entire university education for several reasons. Firstly, students would be allowed to develop and express their understanding regardless of any language barrier in the general linguistic assessment. They will also be required to write in specifically named languages, i.e., Bangla and English, as per the teacher's purpose and instruction. Consequently, a strategically planned translanguaging-based policy will accommodate linguistic freedom for the students while meeting the demand for students' language-specific performance as required by the universities.

Nevertheless, no policy change would be successful if trust among the different stakeholders in the education community, including teachers, administrators, families, students, policy-makers, and researchers, is established (García & Kleyn, 2016). This study provides evidence from students and teachers in support of enacting translanguaging as educational policy at BUP. If these views are taken as the pivotal part of policy design, translanguaging will disrupt the traditional roles of policy-makers. It will open up possibilities for generating an education policy that takes into account people for whom these policies are made, and also the educational conditions in which these policies would be implemented.

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The intersecting discourses of participants and researchers in the sonata form demonstrated a detailed account of how the three dimensions of "trans" in translanguaging enhanced students' engagement, quality content acquisition and language learning. Even a short intervention, translanguaging projected students as critical sociolinguists. They actively participated in theorising educational policies that would take account of the locally nuanced factors of bilingual education instead of recklessly following the international trend of English medium instruction. Moreover, the proposed policy would adequately serve the needs of bilingual students that have been disregarded in the existing policy.

### **RECAPITULATION**

Using a sonata form, the study examined how translanguaging pedagogical approaches can disrupt traditional practices for quality content acquisition in the English literature classroom of a Bangladeshi public university. In this recapitulation section, both research participants and researchers developed their contributions and research towards harmonisation - an inherent element of the sonata musical form. This recapitulation provides answers to the research questions that guided the study.

In answer to the first research question on the linguistic ecology of the focal class, this study has found that any kind of languaging practices except English was prohibited in the classroom in line with AUE's pursuit of the goal of being a need-based university with a global outlook. This English-only policy might have resulted in a positive outcome in terms of English language development. However, it has also resulted in a memorisation-based education at the cost of nurturing student creativity, interest, and their actual development of knowledge. Furthermore, this strict manipulation of the monolingual policy generated fear, shame, and guilt among the participants about their authentic linguistic practices. This finding corroborates the ideas of García et al. (2017), who suggest that the policy of strict language separation potentially inhibits bilingual students' development of positive identities.

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The second research question considers how translanguaging can disrupt traditional pedagogical practices in the English literature classroom to propel greater learning and teaching experience for multilingual students and teachers. Exploring the three dimensions of the "trans" prefix, the intervention findings reveal that translanguaging has disrupted traditional understandings of language, traditional ideas of monolingualism and bilingualism, traditional purposes of learning and teaching for bilingual students, and also traditional content areas and scripted curricula. Through these disruptions, overall translanguaging resulted in an enhanced understanding of course content when all the multiple perspectives in the account are considered. Furthermore, the pedagogical intervention tapped into the participants' sociolinguistic awareness and made them critically examine their own linguistic practices, and to question the language-separation policies handed down to them from the authorities.

In response to the third research question on new and innovative translanguaging-based pedagogies, two designs were proposed by the participants themselves. Firstly, a temporary translanguaging education policy to provide students with epistemic access is suggested. This interim policy could fill the void between tertiary and pre-tertiary education until the students gain the required English language proficiency to cope with the higher education curriculum. Secondly, they proposed a permanent translanguaging education policy to offer an integrated and holistic educational system in which students develop multicompetence in both home and target languages. In both cases, the study presents policy challenges that converge with Wang and Curdt-Christiansen (2018), who suggest that policy-makers must recognise grassroots voices in official discourse, work with classroom practitioners to address the problems of language-separation policy, and understand the value of translanguaging as the education policy.

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This study contributes to the investigation of educational questions through the novel and disruptive presentation of the sonata form case study. Situating the voices of the participants and researchers side by side, but in connected ways, the sonata form allowed researchers' commentaries to empower the voices of the participants which would have been recounted by a third party in an otherwise design. Furthermore, the two-column presentation preserved the subjective point of view, style and cadence of the participants while enhancing the engagement of and influence on the readers (Evans & Morgan, 2016; Fereday & Muir-Cochrane, 2006).

This study also contributes to the growing body of translanguaging literature. It is the first study in Bangladeshi higher education that has used the translanguaging lens as a means of disrupting traditional monolingual practices of the English department to create multilingual opportunities for students and to seek their thoughts about how such a disruption might expand. However, this study was limited to only one literature classroom at one public university. Further research involving the English departments of other universities is needed to collect more views and make a stronger case for the disruptive potential of translanguaging pedagogy in terms of creating spaces of possibilities in the international context.

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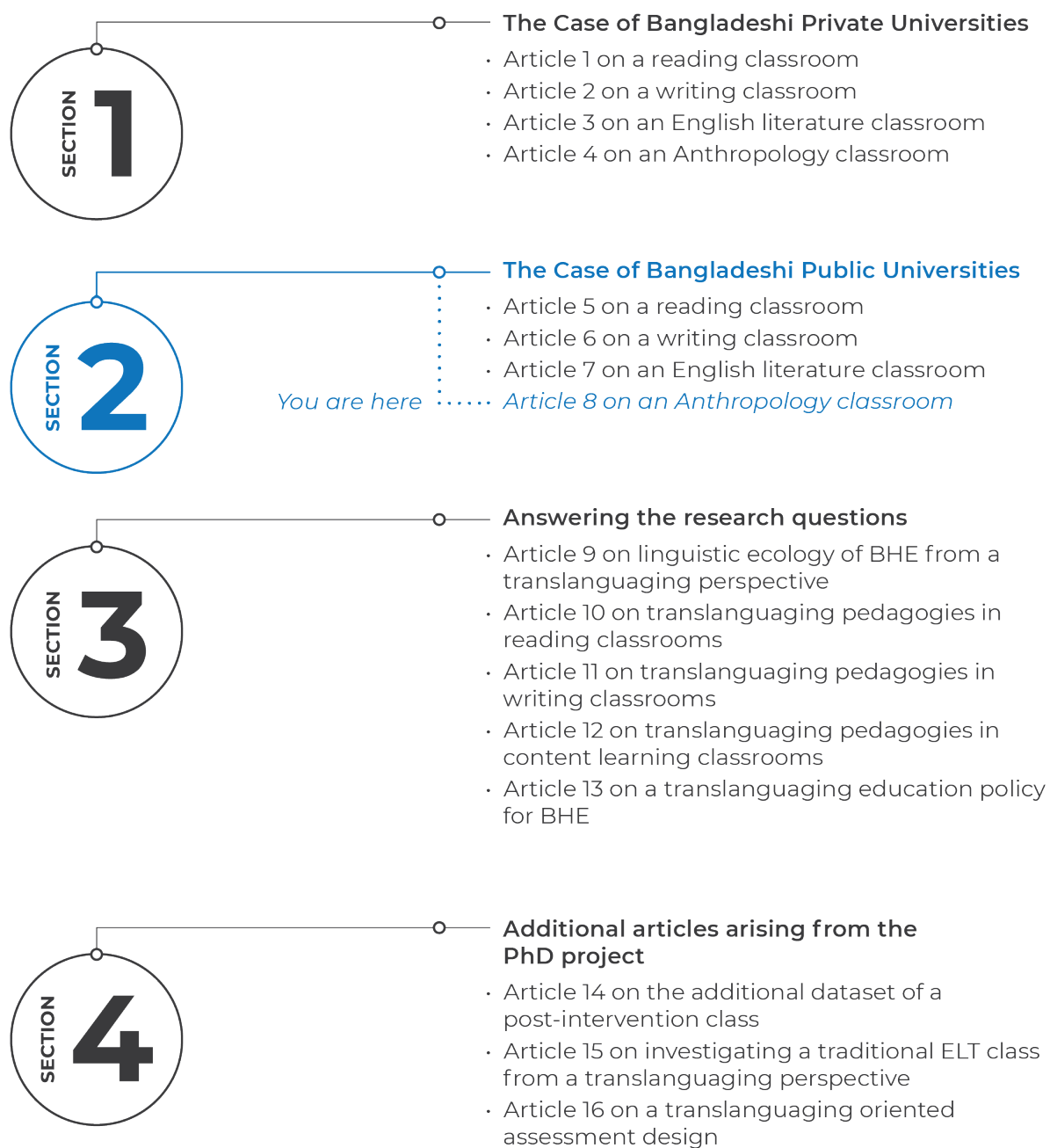


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**Figure 10**

*Article 8 Navigation Key*



**Article 8**

***Unit of Analysis on Anthropology at MUB***

Educational interest: A blended approach of Content and Language Integrated Learning (CLIL) and translanguaging pedagogies in Anthropology lesson.

Article 8 was accepted for publication in the *Critical Inquiry in Language Studies* journal.

**Article 8 Reference**

Rafi, A.S.M., & Morgan, A.M. (in press-d). Blending translanguaging and CLIL:

Pedagogical benefits and ideological challenges in a Bangladeshi classroom. *Critical Inquiry in Language Studies*.

**Blending Translanguaging and CLIL: Pedagogical Benefits and Ideological Challenges  
in a Bangladeshi Classroom**

**Abstract**

The study employed a blended approach of translanguaging pedagogy and Content and Language Integrated Learning (CLIL) in an Anthropology class at a Bangladeshi public university. Data were collected through classroom observation, a pedagogical intervention, a focus group discussion with six students, and a semi-structured interview with the class teacher. The results show that the blended approach created a dynamic learning space in an otherwise teacher-centred classroom, keeping students intrinsically engaged and enhancing the acquisition of Anthropology content knowledge and institutionally appropriate language conventions. The students acknowledged the positive potential of the blended approach. In contrast, the teacher opposed this approach by appraising the ideological complexities that might derive from the socio-political realities of the Bangladeshi context. The study recommended initiating conversation among education communities, prestige planning of translanguaging practices and teacher education programmes to benefit from the blended approach of translanguaging pedagogies and CLIL.

## **Introduction**

This paper aims to present findings from a case study that employed a blended approach of translanguaging pedagogies and Content and Language Integrated Learning (CLIL) in a content learning classroom. Nikula and Moore (2019) characterise translanguaging and CLIL as 'umbrella' terms. The term translanguaging has been proposed as "both a way of describing the flexible ways in which bilinguals draw upon their multiple languages to enhance their communicative potential and a pedagogical approach in which teachers and pupils use these practices for learning" (Duarte, 2019, p.150). Likewise, CLIL has been put forward as an umbrella term for several roughly equivalent pedagogy models such as content-based instruction (CBI), immersion, and English medium instruction (EMI) (Cenoz, 2015; Dalton-Puffer et al., 2014; Morton, 2018). Alongside the debate about any differences between these models, one common principle underlying all the models is the use of target language to teach content with the dual aim of achieving both content learning and improved target language use (Lin, 2019). Intentional utilisation of CLIL and translanguaging pedagogies together is still underexplored in the literature, despite CLIL pedagogies frequently enacting and referencing translanguaging practices in classroom programs, where both target language and enabling semiotic resources from multiple languages are utilised in the exploration of new content (Wang, 2020). This study intentionally combined these two pedagogical approaches in an intervention in an Anthropology classroom of a public university in Bangladesh.

The national language of Bangladesh is Bangla (Bengali) which consolidated its presence through several linguistic threats in the nation-building process of pre- and post-independent Bangladesh (Rahman et al., 2019). After the decline of colonial rule in British India, the current territory of Bangladesh, then known as East Pakistan, with most Bangalis, i.e., Bangla-speaking people among its entire population, became a part of the new nation

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Pakistan. The Pakistani government attempted to impose Urdu, a language of West Pakistan, as the sole state language of Pakistan. This decision caused strong protest among the Bangalis and catalysed a language movement in 1952 demanding Bangla as the national language for East Pakistan. The movement's success introduced a tremendous sense of linguistic nationalism in East Pakistan, which subsequently led to the liberation war of 1971 and gave birth to modern Bangladesh. After gaining independence, Bangladesh adopted a "one state, one language" policy, disregarding the presence and influence of over 30 non-Bangla languages of its approximately two million indigenous minority people (Rahman, 2010; Rahman et al., 2019). Although this policy mirrored the Pakistani rulers' insistence on a state language of Pakistan (Urdu), it was widely positively received, politically, in Bangladesh (Rahman et al., 2019). This linguistic nationalism of Bangla also conceptualised English as a colonial language inhibiting Bangla use and cultural identification and reduced the role of English in government and public universities despite English being used as the medium of instruction (MOI) in private universities (Rafi & Morgan, 2021) and also "in the home and many social settings among upper-class families" (Hossain & Tollefson, 2007, p. 255).

Bangladeshi public universities lack explicit medium of instruction policies (Hamid, Jahan, & Islam, 2013). Nevertheless, the influence of Bangla based nationalism resulted in diverse languaging practices in these state-funded institutions, described variously as "bilingual", "a balance between Bangla and English" or "Bangla" in dominant literature (Akareem & Hossain, 2012, p. 15; Hamid, Jahan, & Islam, 2013, pp. 150-151; Rahman, Singh, & Karim, 2020, p. 125). These descriptions are references from the traditional concepts of monolingualism and multilingualism that centre on the named language(s) constituted by political states (García & Kleyn, 2016). Only a few studies have focused on bi/plurilinguals' unique linguistic repertoires in the Bangladesh context and viewed the linguistic practices prevalent in Bangladeshi public universities as translanguaging (Rafi,

2020; Rafi & Morgan, 2021, in press-d; Sultana, Dovchin, & Pennycook, 2015).

Interestingly, acknowledging these translanguaging practices at any policy level in these institutions or within the nation-state of Bangladesh itself would face significant backlash due to the linguistic nationalism of Bangla, so hard-won and critical in the struggle for independence. For example, a Bangladeshi court banned Bangla-English translanguaging, popularly known as Banglish, on television and radio stations in 2012 to protect the sanctity of the Bangla language (The Express Tribune, 2012). A student participant in the study reported here viewed this gap between practices and policies as "hypocrisy", as Banglish is widely used in Bangladesh. This point is discussed in the participant response section of this article.

The absence of decisions about language in education policies in Bangladesh or other effective bilingual contexts has likely unintended but negative consequences. Although the public universities emphasise developing quality content knowledge through naturally occurring translanguaging practices, this emphasis overshadows the social and economic benefits of learning English (Hamid, Jahan, & Islam, 2013; Rahman, Singh, & Karim, 2020). The majority of the student population in these universities come from Bangla medium pre-tertiary education backgrounds, with less English than those who have attended English medium schools. Anecdotal evidence and a few recent studies, including the one reported here, suggest that students who perform better on content knowledge assessment often fail to demonstrate the required English proficiency in these English MOI classes (Rafi & Morgan, 2021, in press-d).

Since the educational benefits of translanguaging pedagogies and CLIL have been increasingly demonstrated and popularised for enhancing both content and language acquisition (García & Kleyn, 2016; Rafi & Morgan, 2021, in press-d; Wang, 2020), the study described here was guided by three questions:

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1. How does the linguistic ecology of the focal classroom provide opportunities for incorporating a blended approach of CLIL and translanguaging pedagogies?
2. How can the intersection between translanguaging pedagogies and CLIL facilitate language learning and quality content acquisition?
3. What are the implications of blended CLIL-translanguaging based pedagogies on the existing pedagogical practices of the Bangladeshi public university Anthropology department?

As background to addressing these questions, the recent literature on translanguaging and CLIL is reviewed. Methodologies adopted for the study are then described, followed by results and discussion. Finally, implications for policy and practices and developing blended instructional approaches in the focal context are outlined.

### **Literature Review**

This section reviews recent developments in translanguaging pedagogies and Content and Language Integrated Learning (CLIL) to explore how research and education could benefit from integrating these two approaches. According to García and Kleyn (2016), the recent theories of translanguaging made a considerable epistemological shift from traditional studies, such as Lambert's "additive" and "subtractive" bilingualism (1974), Cummins's interdependence hypothesis (1979), and code-switching studies (Heller, 2010; Milroy, 1995). These traditional studies support the idea of bilinguals possessing two separate linguistic systems for the first language (L1) and second language (L2). In Lambert's (1974) terminologies, "additive bilingualism" refers to the concept of adding a second language to a student's first, and "subtractive bilingualism" refers to studying in one (target) language only, with consequent declines in first language capabilities in academic contexts. In either case, an education programme would always keep the languages separate. Cummins's interdependence hypothesis (1979) proposed a Common Underlying Proficiency to bring first



language and second language closer together, enabling students to transfer academic and linguistic concepts from one language to another. 'Code-switching' theories also support the idea of two linguistic systems while arguing that bilinguals continually transgress those systems alternating languages autonomously (Heller, 2010; Milroy, 1995)

In contrast, translanguaging theories reject the idea of two separate linguistic systems, arguing that bilingual speakers possess one complex and dynamic linguistic system which they learn to separate into two languages for external social factors and in response to pervasive social forces, but not for linguistic reasons (García & Kleyn, 2016). Following this line of thought, Lin (2019) argues that "translanguaging theories emphasise a fluid, dynamic view of language and differ from code-switching/mixing theories by de-centring the analytic focus from the language(s) being used in the interaction by the speakers who are making meaning and constructing original and complex discursive practices" (p.5).

In terms of including translanguaging in instruction, Lewis, Jones, and Baker (2012) presented two modes of translanguaging, i.e., Universal Translanguaging and Classroom Translanguaging. Universal Translanguaging refers to typical bilingual behaviour: which occurs "irrespective of context and particularly for gaining understandings, everyday communication, and achievement in interactions irrespective of the site", and Classroom Translanguaging, which implies "planned" or "serendipitous" translanguaging in the classroom context, always "with a pedagogic emphasis", and which enables "a discussion about learning and teaching style and curriculum planning" (p. 650). This study used Classroom Translanguaging and 'translanguaging pedagogies' interchangeably. Scholars examining translanguaging have become increasingly convinced that Classroom translanguaging can be a tool for a deeper and fuller understanding of the subject content, faster development of a subject-related language, students' progress and self-confidence in

learning (Baker, 2011; Durán & Palmer, 2014; García-Mateus & Palmer, 2017; García & Kleyn, 2016; Karlsson et al., 2019).

CLIL is a pedagogical approach in which "subjects are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign [sic] language" (Darn, 2006, para. 4). The integration of language and content into a broad curriculum enhances employment of the target language, leading to proficiency gains while also achieving authentic knowledge of the content (Brinton, Snow & Wesche; 1989); keeps learners intrinsically motivated and interested in both aims (Grabe & Stoller, 1997); enriches intercultural understanding (Darn, 2006), and contributes to cosmopolitanism and multilingualism of a citizenship strategy encapsulated in the language policy of the involved countries (Hodgson, 2009).

Despite enjoying such merits, CLIL pedagogies are not without controversy. For example, Wang (2020) argued that more input of target language, i.e., L2, does not necessarily imply more comprehensible input in that language, as learners often struggle to process some of such input effectively. Lo (2015) argued that CLIL imposes considerable difficulties on L2 learners through its L2 academic language and abstract content knowledge. For instance, the exclusive use of L2 can deprive students of using L1 for mental processing, and the learning that results would thus be less cognitively demanding or using higher-order thinking skills (Macmillan & Turnbull, 2009). Several studies, however, envisaged CLIL classes as a space for emerging translanguaging behaviour where L1 plays a beneficial role in the disambiguation of disciplinary matters, acquisition of the target language through cross-linguistic comparison and contrast, and for eliciting students' responses in a spontaneous, impromptu and in-the-moment manner (Gierlinger, 2015; Lasagabaster, 2013; Stryker & Leaver, 1997; Wei, 2011). Other scholars recognised that, given the challenges of CLIL,

augmenting CLIL with an intersection of translanguaging in such linguistically diverse classrooms could be beneficial (Lin, 2019; Nikula et al., 2016; Nikula & Moore, 2019).

Few empirical studies have been conducted at the intersection of CLIL and translanguaging pedagogies. García and Flores (2014) demonstrated that translanguaging practices often occur naturally despite the often strict restriction of CLIL instruction language in the target language only. They argued that if the potential of translanguaging is not acknowledged, CLIL programs will (perhaps paradoxically and almost certainly unintentionally) contribute to the stigmatisation of such language practices of bilingual learners and reduce learning capacity (García & Flores, 2014; Wang, 2020). In the few studies so far reported in the literature, however, there are positive signs for shifting perspectives. Wang (2020) employed mixed methods to explore the translanguaging practices in CLIL classrooms in a Chinese university context and found that students are naturally exposed to critical content through translanguaging pedagogies, increasing learning outcomes. Nikula and Moore (2019) drew on illustrative extracts from a collection of CLIL classroom recordings in Austria, Finland and Spain. They argued that translanguaging practices serve various purposes ranging from orienting the learning (in the Vygotskian sense of building on prior knowledge) to the improved learning of both content and language, to ensuring the flow of interaction, or simply indicating that the learners comfortably treat the space as bilingual in CLIL classroom discourse. Finally, Li (2011) argued that translanguaging could effectively engage CLIL students and enhance their cognitive abilities, extend literacy abilities, and develop adequate academic language for specific academic tasks.

This study aims to contribute to the ongoing discussion on the intentional blended approaches of CLIL and translanguaging pedagogies. Drawing on a range of methodologies, the study provides both a teacher's and students' responses to the blended approach and the

researchers' analysis of the participant responses. While exploring the benefits of such an approach to teaching and learning motivation for home and target languages alongside quality content acquisition, the study also highlights the ideological challenges of implementing such an approach in the study context. Furthermore, it contributes insights from Bangladesh higher education which is an underrepresented area in translanguaging literature, where only Rafi and Morgan (2021, in press-d), so far, have carried out and reported on translanguaging pedagogical interventions in writing and reading skills development classrooms. Rafi (2020) also outlined the shortcomings of Universal Translanguaging in a content learning classroom. The few other studies related to translanguaging practices in Bangladeshi universities did not explore the classroom context as a site of investigation for pedagogical purposes, and certainly not the intersection of blended pedagogical approaches (Dovchin, Sultana, & Pennycook, 2016; Sultana, 2014; Sultana et al., 2015).

### **The Study**

This study is a part of a PhD project that explored the promises of translanguaging pedagogical approaches in eight Humanities and Social Sciences classrooms across four universities in Bangladesh. The study reported here addressed data collected from only the Anthropology department at the Fariha University of Bangladesh (FUB) (a pseudonym used). The first-named researcher conducted in-classroom research and pseudonymised all participating individuals and institutions to comply with the ethics approval protocols of the researchers' institutions.

### **Data Collection and Analysis**

The study collected four data sets drawing on a two-step ethnographic research design. In the first step, linguistic ethnography (Copland & Creese, 2015) was used to observe the entire cohort of an introductory Anthropology course offered in the first year of the undergraduate programme in two different sessions. Each session comprised around 50

students, along with their course teacher. The teacher, Dr Eyrin (a pseudonym used), holds a British PhD in Anthropology and chairs the department. In the second step, auto-ethnography (Ellis et al., 2011) was used to record a pedagogical intervention through translanguaging pedagogical approaches. Six students pseudonymised as Anik, Arif, Zia, Nimu, Tania and Raj participated in the pedagogical intervention. Only Anik studied in an English medium school prior to entry to university. The others studied at Bangla medium schools. After the intervention, students were invited to reflect on Classroom Translanguaging in a focus-group discussion.

Dr Eyrin, unfortunately, at the last minute, could not manage time to participate in the intervention class herself. Hence, she invited the researcher to her office during lunch break. Before conducting the interview, the researcher explained his research on translanguaging theory and pedagogical approaches to Dr Eyrin. He also showed her the lecture slides and student work generated from the intervention. The interview did not go as expected since Dr Eyrin answered only one question in which she rejected the approaches of translanguaging pedagogies. She used the remainder of the interview time to elaborate her stance, drawing on her personal experiences of study abroad, teaching experiences, and professional engagement in Bangladeshi universities. In that cultural and official setting, it seemed inappropriate to interrupt her to ask further questions since she was so passionately involved in recounting her own views. Since Dr Eyrin disapproved of the propositions of translanguaging pedagogies in the first place, the researcher did not consider arranging a follow-up interview and was grateful he had had the opportunity to conduct the intervention and to understand the teacher's views.

Given the dissimilar outcome of the teacher's interview and the focus group discussion with the students, the study employed two different coding methods to analyse the data. Values Coding and In Vivo Coding were used to analyse responses (Saldaña, 2015).

Values coding enabled the researchers to explore the values, attitudes and beliefs of Dr Eyrin and determine her positionality on the paradigm shift in her classroom. On the other hand, In Vivo coding enabled coding of actual language students used in the focus group discussion. Words or phrases that stood out as significant or summative of what was being said by the students were selected as the final codes (themes). Iterative analysis of these codes, observation and intervention data were triangulated and re-examined interactively, to generate the following themes:

- Linguistic ecology of the focal classroom
- Pedagogical intervention: The role of the blended approach
- Participant responses to the blended approach
- Implications for policy and practices.

The following section on results and discussion provides a detailed account of each of the themes and answers the study's research questions.

### **Results and Discussion**

#### ***Linguistic Ecology of the Focal Classroom***

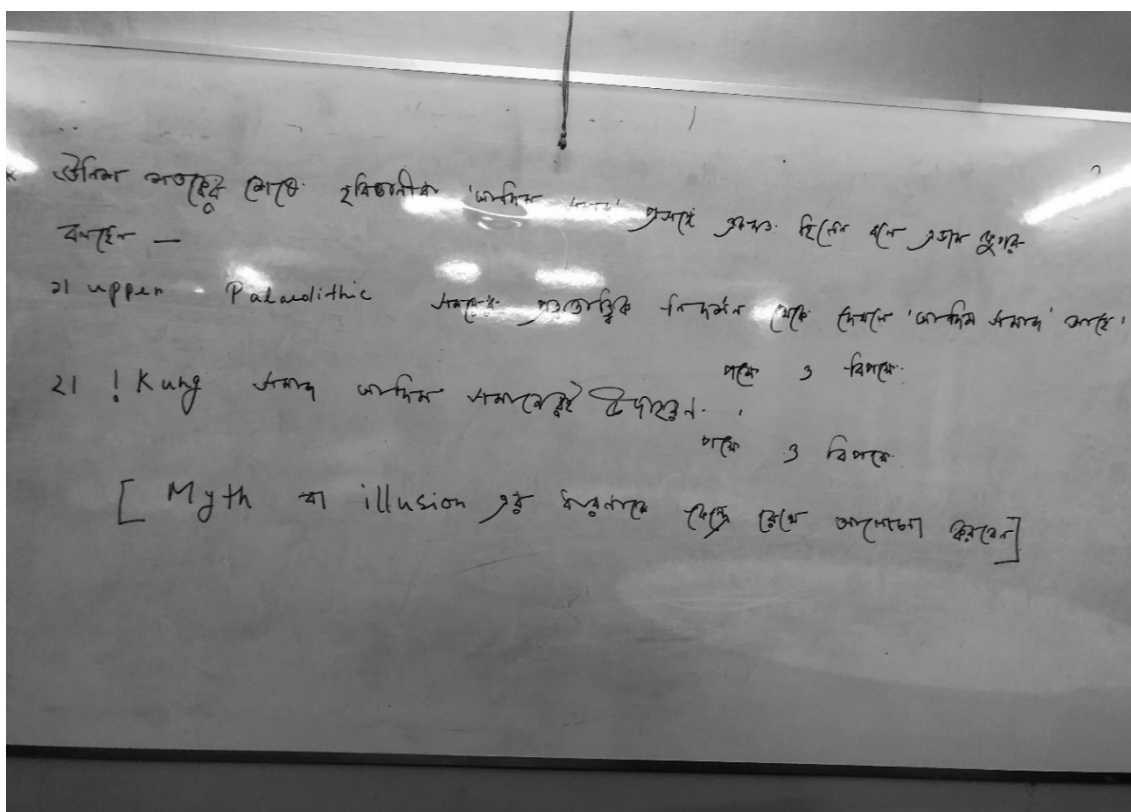
Two classes were observed from a course entitled "Anthropology 103: Other Cultures" that dealt with units such "Anthropological Concepts of 'Culture', 'Identity' and 'Otherness'", "From 'Primitive' to 'Other': Journey of Anthropological Enquiries in Europe and North America", the "Concept of 'Civilisation' and its Relation with Colonialism" and "Otherness in Local Context: 'Khandan', 'Borolok', 'Chotolok', 'Meyelok' 'Kulin' 'Bangali Jati' and their 'Others'" (intersectionalities in Bangladeshi class systems). In the observed classes, Dr Eyrin taught the last unit on otherness in the local context. The analysis of the linguistic practices and course materials of the focal classroom revealed abundant opportunities and arguably the need for integrating CLIL through translanguaging pedagogical approaches for

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enhanced comprehension and demonstration of understanding by students. The entire cohort adopted Universal Translanguaging as a norm in the classroom and used a compilation of both Bangla and English texts. Dr Eyrin provided both oral and written instruction utilising translanguaging as well. For an example of oral translanguaging, she explained the motto "make a distance from your own, own society, own subjectivity" that she set for the first class as *নিজেদের কে দিয়ে example দিলে বিষয়টা clear হয়* (It's easier to explain when you position yourself as an example). The following image demonstrates how she featured translanguaging in her written instruction where she used words such as "Upper Paleolithic", "I Kung", "Myth" and "illusion" in academic Bangla text:

**Figure 1**

*Translanguaging Featured Writing Instruction*



Dr Eyrin also informed the researcher that she used translanguaging in setting question papers for centralised examination. For example, while writing the transliterated

form of "discourse" in Bangla script, the department would write the English form of "discourse" alongside the transliterated one. Similarly, the first observed class comprised the study of a bilingual text with a few parts written in Bangla and others in English. While reading the English parts, the entire cohort translated extracts using translanguaging for enhancing comprehension. Nevertheless, Dr Eyrin provided a Bangla translation of only one difficult English word throughout the entire class, "homogenous" as "স্বরূপ". She also asked the Bangla meaning of "incest", to which students correctly responded in Academic Bangla as "অযাচার" (exact match of incest). Alongside the translanguaging practices, Dr Eyrin incorporated transcultural terms such as Arabic titles "আশরাফ" and "আতরাফ" refereeing to the higher and lower classes of Bangladeshi society. As can be seen, the entire cohort utilised their broader linguistic repertoires "orienting to the flow of interaction" (Nikula & Moore, 2019, p.242). Due to the lack of pedagogic focus, these naturally occurring translanguaging practices can be described as Universal Translanguaging. It requires further investigation to determine the success of such Universal Translanguaging, given its implications observed in the classroom activities. Dr Eyrin did not provide Bangla meanings of difficult words such as "Paleolithic", "conjectural", "nomenclature", but advised students to use a dictionary. There was no strategic deployment of languages, semiotic resources or teaching aids such as PowerPoint slides. A teacher-centred approach thoroughly dominated the first observed class and limited the student voices to only Bangla affirmatives such as "জী", "হ্যাঁ (Yes, yeah) alongside silent note-taking. One student, sitting next to the researcher, slept through a large part of the lesson.

Dr Eyrin organised a debate in the second class where one group of students eloquently debated against another on an Anthropology topic. Some students also critiqued some luminaries of the field. Students who did not participate in the debate demonstrated greater engagement in the discussion. Throughout the debate, the entire cohort demonstrated



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excellent academic Bangla proficiency while incorporating translanguaging now and then.

For example, one student started his speech with standard Bangla saying "শুভ দুপুর, উপস্থাপন করছি (Good noon, presenting now)" and another student provided an example in translanguaging saying "আরেকটা Society তে আমরা দেখতে পাই" (We can see in another society).

Although Universal Translanguaging appeared successful to the researcher as a layperson in the Anthropology classroom, Dr Eyrin expressed strong dissatisfaction with the student performances for the low-quality content presented. A possible explanation for this might be the lack of strategic support and sufficient multilingual scaffolding in the regular classroom that inhibited students from accessing the complex materials and developing subject-related language in the teacher-centred classroom. Dr Eyrin also lectured briefly on paragraph writing in the content learning class.

To sum up the observation findings, the participants were already using Universal Translanguaging as a bilingual practice in the classroom. In other words, their translanguaging practices were "spontaneous, impromptu and momentary" (Wei, 2011, p.1224) and thus not systematic at all. Neither the students nor the teacher demonstrated sustained efforts to develop language proficiency, particularly in English. Then again, the university lacked an explicit MOI policy, so this is not unexpected. All things considered, the observation component of this study revealed ample opportunities for employing intentional Classroom Translanguaging combined with CLIL in the unclear MOI landscape of the university.

### ***Pedagogical Intervention: The Role of the Blended Approach***

The pedagogical intervention combined Classroom Translanguaging and CLIL to teach extended family, nuclear family and relevant concepts. This cross-curricular teaching

approach also benefitted from the holistic linguistic, semiotic and cultural repertoires, personal stories, dynamic curricula and prescribed texts.

### **Cross-Curricular Teaching Through CLIL and Classroom Translanguaging**

Linguistically, two modes of student performance, language-specific performance and general linguistic performance, informed the pedagogical design of the intervention.

According to García and Kleyn (2016), language-specific performance refers to a bilingual student's ability to use the lexicon and linguistic structures of a specific-named language in socially and academically appropriate ways. On the other hand, general linguistic performance means if the same student can perform linguistically to engage in academic and social tasks regardless of the language features used.

In terms of language-specific performance, students must learn institutionally sedimented target language conventions for high-stakes situations like examinations that do not allow for translanguaging (Lin, 2019). For example, students used "joint family" to describe the picture of an extended family. Although "joint family" is colloquially used to describe this family orientation in Bangladesh but would not be considered appropriate in academic contexts. Hence the researcher asked if the students knew other ways of saying "joint family". One student responded in Bangla: যৌথ পরিবার (Joint family-a literal translation) and another hesitantly said: "বর্ধিত পরিবার (extended family). Both of the terms are appropriate in academic Bangla writing respectively carrying near-enough and exact meanings for the English term "extended family". The metalinguistic transfer between named languages such as Bangla and English enabled the third student to describe the picture as "extended family"- the academic term expected by the researcher. This dialogic meaning-making via translanguaging around multilingual inquiries was facilitated and prevalent throughout the intervention.

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As a consistent scaffolding technique, the researcher displayed the Bangla meaning of difficult English words on PowerPoint slides so that the students could immediately make sense of what they saw. In this process, they learned academic Bangla of several English words/terms such as "Primary arena", "reproductive", "enculturative function", "autonomy", "embedded", as well as more extended terms and concepts including "the family of orientation", "the family of procreation", and "neolocality". Knowing the meaning of these terms was essential to understanding the English texts used in the intervention.


Coupled with multilingual scaffolding, the researcher incorporated Bangla and English definitions of the same concept from different sources. For instance, students were provided with both Bangla and English definitions of family. Bangla or English medium background students would read only one version of such a definition in regular classrooms. One group of students would struggle to access that definition for the mismatch with their previous education medium. Mbirimi-Hungwe (2016) argued that when students are allowed to utilise translanguaging, they comprehend texts better than when a monolingual bias is used in the classrooms. The following slide demonstrated how the scaffolding technique of translanguaging, along with multiple definitions, was integrated into the content throughout the intervention:

**Figure 2**

*Translanguaging Pedagogy Featured Lecture Slide*

**Scaffolding! (Defining Family)**

---

- Ancestry, Descent: 
- বংশ, পূর্বপুরুষগণ
- Encyclopedia Americana গ্রন্থে বলা হয়েছে, পরিবার প্রথা সাধারণত কিছু ব্যক্তির সমষ্টিকে বোঝায়, যারা জন্ম এবং বিবাহসূত্রে একই আবাসগৃহে বসবাস করে। সাধারণত দেখা যায়, পরিবার প্রথা টি পূর্বপুরুষের ধারণা পর্যন্ত গ্রহণ করে।
- A **family** is a group of people (e.g., parents, children, siblings, grandparents, grandchildren, uncles, aunts, nephews, nieces, cousins, spouses, siblings-in-law, parents-in-law, children-in-law) who are considered to be related in some way, for example, by “blood” (common ancestry or descent) or marriage.

Projecting this slide, the researcher asked if the students could find any difference between the two definitions of family. In response, Anik focused on ancestry in the Bangla definition, which was absent in English. On the other hand, Tania concentrated on the details, saying that the Bangla definition described the family as a collective entity. In contrast, the English one elaborated the concept, providing examples such as parents, uncles, siblings, grandparents, etc. This purposeful meshing of content and both languages enhanced the learning scope as the student read the content in both languages, looked closely at both definitions, and found nuanced differences.

In terms of general linguistic performance, the researcher provided students with a "language comfort" approach for participating in different literacy activities. The English medium educated student responded in English, and Bangla medium educated students in Bangla, or translanguaging, to the questions asked. In one instance, the researcher asked Zia (Bangla medium student) to explain his translanguaging responses in English, but he expressed his incapability of doing so. The researcher did not enforce English on him;

instead, he involved the entire cohort in an interesting activity using Google translate. He asked the students to read the nuclear family's characteristics in English and its Google translation in Bangla. Students laughed at the Google translation since it failed to manage cultural nuances and contextual clues. Anik (English medium student) demonstrated his sociolinguistic awareness explaining that "Bangla language believes in ভাবানুবাদ (interpretation), so Google fails to translate". At this point, the researcher showed a revised Bangla translation and asked the students to assess if it was better than the Google translation. This activity provided students authority over the content and enhanced engagement to a greater extent and affirmed the use of all semiotic resources available to them, including increasingly sophisticated translation apps. The students compared and contrasted three versions of definitions while discussing the characteristics of the nuclear family. Once they finished discussing, the researcher went back to check that Zia could explain nuclear family characteristics in English now. Zia immediately explained in English.

The researcher also engaged students in writing activities based on language-specific and general linguistic performance. All six students provided complete answers to the questions asked. The following extract demonstrated how a Bangla medium student performed when asked to write specifically in English:

**Figure 3**

*Student Work*

1. What is a nuclear family? Briefly discuss two characteristics of a nuclear family (write in English).

Nuclear family ~~is~~ consists of a married couple and their children.

Ego-centric: Family members seem to care for other family members ~~and~~ mostly. They ~~think for the~~ are keen to develop their family which seems ego-centric.

Impermanent: Nuclear family is a continuous process of breaking and building new nuclear families.

The next section exemplified the general linguistic performance of the students. By and large, the intervention meshed content with the language-specific performance and general linguistic performance in a way that enhanced students' understanding of the content and provided them with the required academic words to explain a concept in a specific language. As a result, the student who previously could not explain the English task felt equipped with quality content knowledge and required English vocabularies to accomplish the same task later. In light of the overall findings, the combined approach of CLIL and Classroom Translanguaging seemed to offer fruitful learning results for both language and content areas.

### **Dynamism into Scripted Curricula and Prescribed Texts**

The pedagogical intervention transformed the scripted curricula and increased scope to take advantage of semiotic resources, diverse cultural materials, and students' lived experiences in mastering the Anthropology content of their lessons.

The researcher incorporated still images from an American TV show called "Modern Family" and real-life family photographs of Bangladeshi celebrities to discuss nuclear and extended families. The TV show photo was of an extended family comprising a traditional family of a married couple with three children, another married couple of significant age difference with a son from the wife's previous marriage, and a gay married couple with an adopted daughter. The researcher also used photos of Bangladeshi cricketer Sakib Al Hasan's nuclear family and Film actor Abdur Razzak's extended family. Images from different cultural contexts enabled students to look at the family structure beyond the textual definitions. The pedagogic design exposed students to cultural differences and potentially helped them obtain a broader perspective and understanding of what is acceptable in one society but which might not be in another. For example, referring to the gay family, Anik said, "It's natural to be gay, and obviously we have gay people in our country, but they are not bold enough to come out".

The researcher expanded the lesson to discuss the role of industrialisation on family orientations, drawing references from three cultural contexts, i.e., the Muslim families of Western Bosnia and nuclear families of North America and Bangladesh. In Western Bosnia, several families live together to form an extended family household called Zadruga, which is headed by a head male and his senior wife (the other families are of other wives and their children). Each family has its own sleeping room, but any Zadruga member can use all material possessions. In contrast, most North Americans are mobile, have smaller (two-generation) families, and are not tied to the land. They often move to places where jobs are

available, get married and start nuclear families. In conjunction with these family orientations in two different contexts, students read a Bangla text from an online portal that depicts how industrialisation led to family isolation in the Bangladeshi context. This text accounts for a private Bank officer born in an extended family but who had to leave that family to find a job. He reminisced about his extended household's loving memories, where he lived happily with grandfather, grandmother, parents, paternal uncles, and cousins. He lamented that he could not provide such a familial environment for his children. This pedagogic design of utilising authentic materials alongside prescribed text enabled students to connect among three diverse contexts and participate meaningfully in discussing the role of industrialisation (and other contemporary factors) on family structure. For instance, the researcher asked why this Banker reminisced about his childhood memories; students responded in the following manner:

### **Figure 4**

#### *Student Engagement*

Student 1: Because the mega family broke.

Student 2: What made him upset is that he got something which his children were not getting.

Student 3: ছোটবেলা নিশ্চিন্ত ছিল (Childhood was blithesome)

Student 4: নগরায়নের কারণে পরিবারের ভৌগলিক স্থানান্তর হচ্ছে। Suppose আপনি গাজীপুরে কাজ করেন, কিন্তু থাকেন Farmgate. You have to go. (The geographical displacement of the family is taking place due to urbanisation. Suppose you work in Gazipur but live in Farmgate. Hence you have to move.)

As can be seen, four students used their plurilingual resources to co-construct an explanation. This interdisciplinary/cross-curricular teaching visibly increased student



engagement and motivation for learning (Morton, 2018). Furthermore, the authentic material provided students with opportunities to connect their own lives and the scripted curricula. The researcher engaged the students in general linguistic performance through a writing activity as the following: "What kind of family do you belong to? How do you feel about it?" Students were allowed to write in any named language or to translanguage. Among six students, only one wrote in Bangla script, four students translanguaged, and two students wrote solely in English.

In the Bangla script below, the student used the transliterated form of the nuclear family instead of its Bangla equivalent and expressed his happiness for the benefits of living in a nuclear family. Due to the small number of family members, the father also does not struggle financially to provide for the family, and the family can take good care of their children.

**Figure 5**

*Student Work*

আমি নিউক্লিয়ার পরিবারে জন্মেছি। এতে আমার জে  
 টার সাথে আমার স্ত্রী। আমার নিউক্লিয়ার পরিবারে আমার  
 সন্তান আমি আমার সন্তানদের অতিরিক্ত সন্তানদের  
 জেও সন্তান, পরিবারে জেও সন্তানদের আমার সন্তান-সন্তানদের  
 ও আমার জেও জেও আমার সন্তানদের ও পরিবারে  
 পরিবারে আমার জেও জেও আমার সন্তানদের জেও।

English translation of the student work: I live in a nuclear family. I am satisfied and happy living in it. My parents lay eyes on me because of the nuclear family. They can take care of my sister and me because of the small size of the family. My dad also does not struggle to maintain the family.

In the following translanguaged script, the student comfortably translanguaged for expressions such as "cousin", "individual privacy", "individual freedom", and "impressed" in a mostly Bangla script:

**Figure 6**

*Student Work*

3. What kind of family do you belong to? How do you feel about it? (Write in any language or translanguaged)

আমি আমার পরিবারকে একটা ঘনিষ্ঠ পরিবার  
বলতে। আমার নানা নানি থেকে শুরু করে  
পাঁচ মামা (তার ভ্রাতৃপুত্র), আমার ~~ছ~~ cousin  
এবং আমার ~~ভাই~~ ভোন দেও নিচে- বই পরিবার।  
পরিবারে সদস্য সদস্য ~~ভাই~~ ভ্রাতৃপুত্র আমার  
মনে হয় ~~এ~~ Individual Privacy বস,  
~~এ~~ Individual Freedom এও অত্যন্ত মনোযোগী  
যদিও এটি পরিবারে তার সদস্যের  
বই পরিবার - পরিবার বৃদ্ধি - এ ~~স্ব~~ স্ব  
কিন্তু আমি খুব ~~ই~~ Impressed নই।

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English translation of the student work: I would describe my family as an extended one. We live with our maternal grandparents, five uncles and their wives, my cousins and siblings in this family. I feel I have limited individual privacy because of the large number of family members. There is a lack of individual freedom, as well. Although the rest of the family members are happy with this kind of family, I am not very impressed.

In this extract, the student described her family as an extended one. Although her family members are happy living in such an extended family, she is not "impressed" since she does not have "individual privacy" and "individual freedom".

The third example briefly demonstrates the development of a nuclear family. The student reflected on such development, subsequent consequences, such as the effect of family isolation on an individual and coping strategy for such challenges of living in a nuclear family.

**Figure 7**

*Student Work*

I do come from a nuclear family. My father, was from an extended family in Chittagong who left his family to make a fortune in the capital city. I feel these kind of nuclear families make some of us, the younger part of the family, as a loner, because parents being busy with work and having none to talk around in home. But it worked positively as I enrolled myself in various extra-curricular activities to make friends and staying busy.

These three examples demonstrate how the intervention enabled students to look at their own families beyond reading textual references on diverse cultural contexts. The scripted curricula came alive during the intervention and created a dynamic learning space for the students, which provided them with a strong understanding of the family orientation.

***Participant Responses to the Blended Approach***

**Student Responses**

Given the bilingual nature of the course content that comprised both Bangla and English reading materials, many students struggled to understand the texts written either in Bangla or English for the incompatibility with the skills developed from the medium of

instruction learning in their pre-tertiary education. Hence, the students appreciated the transdisciplinary teaching to meet diverse linguistic proficiencies. According to them, this approach was "user friendly" for its multilingual scaffolding, multiple versions of the same text and translations. It allowed them "multiple language options" and scope for "choosing the better alternatives" while making the content "reachable". Bangladeshi public universities often have been criticised for catering to memorisation-based education that precludes students from demonstrating their actual knowledge (Rafi & Morgan, 2021). The strategic design of the intervention required them to use, compare and mesh multiple languages, modalities and semiotic resources in developing conceptual understanding. Arif commented: "যখন আমরা এই process এ পড়ছি, মুখস্ত করছি না, আমরা বুঝে পড়তেছি। যা পড়ছি translate করতে হচ্ছে আর অর্থটাও জানা হচ্ছে। (When we are being taught in this process, we are not blindly memorising the lesson, but making an effort to understand it since we have to translate the text as well. In this process, we are learning the texts' meanings as well). This finding reveals how the combination of CLIL and Classroom Translanguaging diverged from traditional memorisation-based practices. When Nimu said that he found the Bangla meaning of "headed" more complicated than the English word, Tania added that she did not even know the Bangla meaning of "headed" (as in "headed the family"). Reflecting on such responses, Anik argued that this approach could retain the words of a language no longer used by people. The strength of the pedagogical intervention has been aptly summarised in Zia's comment:

### **Figure 8**

#### *Student Response*

আপনি দুইটা perspectives নিয়ে কাজ করছেন। আপনি আমাকে knowledge দিচ্ছেন  
আবার আমাকে ভাষাও শিক্ষা দিচ্ছেন। আপনি যখন আমাকে knowledge শিক্ষা

দিচ্ছেন তখন আপনার গুরু দায়িত্ব হলো আপনি আমাকে content টা বুঝাতে পারছেন কিনা। সেক্ষেত্রে আপনি যখন দুইটা ভাষা এক সাথে বলেন, তখন আমাদের choice করার option থাকে। (You're teaching with two goals in mind. You are teaching me both content and language. When you are teaching content, it becomes your responsibility to make me understand it. In that case, using two languages provides options to choose from and aids understanding.)

To sum up, all six students reacted positively towards integrating languages into content through the combined approaches of CLIL and translanguaging pedagogy. They commended the potential of this blended teaching approach that went beyond the traditional disciplines, encompassed interdisciplinary spaces and potentially enhanced Anthropology content acquisition while attaining linguistic skills in specific named languages such as Bangla and English.

### **Teacher's Response**

Dr Eyrin rejected both CLIL and Classroom Translanguaging as pedagogical techniques and provided several reasons to support her stance. The following discussion provides a critical analysis of the teacher's response towards the blended approach.

Firstly, she explained that the objective of the Anthropology course as described is to develop "analytic abilities of the students", not linguistic proficiency. A focus on the linguistic aspect of the lecture will divert students from the primary content learning goal. Nevertheless, the observation data revealed instances where the lack of focus on difficult words might have impeded the students' understanding. The student responses also demonstrated the benefits of the scaffolding technique to make the content accessible to all students regardless of diverse proficiency levels in both Bangla and English. Rafi (2020) argued that multilingual scaffolding on a teaching supplement such as PowerPoint slides

could support the students by clearly displaying written information in support of the (wholly oral) lecture. Swain and Lapkin (2013) highlighted the need for languaging content and language learning use together, as the "language serves to construct the very idea that one is hoping to convey" (p.105).

Secondly, Dr Eyrin demonstrated strong attitudes against the dominance of English and an education model of additive bilingualism that caters to proficiency in standardised Bangla and English and leaves dialects and indigenous languages out of the spectrum in the classroom environment. According to her, universities focus on language skills since they depend on "western donors". She added that pressure is already prevalent in the Anthropology department to adopt English medium instruction, but she is firmly against such a decision. She argued that a conscious decision to develop Bangla and English language proficiencies would create additional pressure on students who do not speak those languages in the prescribed forms. Instead, she preferred introducing critical reading and writing courses (to develop English skills) in the future. In other words, she referred to the traditional language teaching methodology, which centres on the learning of a target language in isolation (Wang, 2020). Existing studies demonstrate that integrating language learning into the study of disciplinary matters provides the conditions for effective learning since students see the value of the language skills to explore, write and speak about what is being taught and become more actively engaged, which in turn leads to enhanced critical skills and language (oral and written) skills in all languages, including the target language (Morton, 2018; Wang, 2020).

Thirdly, Dr Eyrin encouraged the researcher to examine the feasibility of translanguaging in Bangladesh from a cultural dominance perspective. She provided the example of Bangladeshi ethnic minorities who have to learn the language of majorities, i.e., Bangla, which does not work the other way around. Nikula and Moore (2019) provided a

similar argument on their observations of domination of English, which can diminish the importance and value of other languages in European CLIL. Dr Eyrin concluded that translanguaging would ultimately feed into the linguistic hegemony of Bangla and English only. While the theory of translanguaging acknowledges the real and material effects of named languages or dominant languages in our case, it is also important to realise that the flexible design of translanguaging pedagogies can also incorporate dialects and indigenous languages alongside dominant languages in a regular classroom, and encourage students to bring forward examples of language meaningful expressions of relevance to a learning context, from any language. García and Kleyn (2016) argued for "a transformative stance" that teachers can develop to invert the power positions of the named school languages, accommodate languages that require protection, and by undertaking this transformative stance, teachers can restore "the power of language to the communities and to the bilingual students they teach" (p.21). This argument aligns with the student comment on the potential of translanguaging pedagogy to protect endangered vocabularies.

Fourthly, Dr Eyrin argued if the purpose of translanguaging is to cater to the "natural" linguistic practices of bilingual students, a policy level decision to utilise these practices in a planned manner would no longer be natural. Nikula and Moore (2019) argued that both Classroom and Universal Translanguaging might occur in the classroom where "the former, prompted by teaching/learning intent, we could gloss as learning bilingually and the latter, with a more broadly defined communicative intent, as "simply" behaving like a bilingual (p.242). Furthermore, Cenoz and Santos (2020) argued that "Translanguaging practices can take many shapes, even when only focusing on practices that have been designed and planned by the teacher" (p.2). In light of the existing literature and the discussion on general linguistic performances of this study, the intervention evidenced the successful accommodation of both natural and pedagogic use of translanguaging in the Anthropology classroom, noting that



intentional and planned pedagogical approaches need not specify "naturalness". Furthermore, the intervention design consciously extended translanguaging to writing practices which are not acknowledged in regular classroom practices.

Lastly, Dr Eyrin argued that translanguaging might gain momentum in the English-speaking countries for creating spaces for languages other than English but will not gain traction in Bangladesh because of its linguistic nationalism and the proud history of the Bangla language movement of 1952. UNESCO celebrates International Mother Tongue Language day worldwide, commemorating this movement. Dr Eyrin's argument is in line with students who refer to the "language pride" that Bangladeshi people encounter from the country's political history and the subsequent success relating to the adoption of its language. However, the observation data and participant responses revealed Universal translanguaging as a common practice in the Anthropology department. Tania also confirmed that teachers provide lecture sheets in English, but except for one or two, most of them translanguage like everyday communication to deliver their lecture. Nevertheless, recognising these naturally occurring translanguaging practices in the policy discourse and designing a coherent pedagogical approach in the content learning classroom would face backlash. Arif addressed this dichotomy between practice and policy as a "hypocrisy". The following section outlines implications for policy and practices in this particular context.

### **Implications for Policy and Practice**

In reflecting on the findings of the study and expressed perspectives, the three following steps could be taken for the successful implementation of translanguaging pedagogies and CLIL in particular and similar contexts in Bangladesh.

Firstly, it is crucial to initiate a discussion among teachers, students, policymakers and related stakeholders to look at the existing linguistic practices in bilingual classrooms and acknowledge their differences from their idealised monolingual policies. The gap between

policies and practices need to be addressed to allow authentic voices and inclusive instruction (Kiramba, 2017), make space for learners' bilingualism and ways of knowing and supporting learners' bilingual identities and socioemotional development (García, Johnson & Seltzer, 2016).

Secondly, it is essential to educate teachers about the innovative approaches of translanguaging pedagogies. Rafi (2020) drew on three representative moments from a content learning classroom to demonstrate that Universal translanguaging did not adequately serve the pedagogic goals in a content learning classroom. As discussed in the observation section, Dr Eyrin was also not happy with students' performance in her Universal Translanguaging classroom. In contrast, Classroom translanguaging can enhance understanding of the complex materials and ensure higher cognitive engagement in content-matter learning when pedagogically manipulated (Duarte, 2016; Mbirimi-Hungwe, 2016; García, Johnson & Seltzer, 2016).

Thirdly, prestige planning of translanguaging practices is fundamental, given the linguistic nationalism and language pride reported by the participants. Such initiatives can lead policymakers and educators to view translanguaging as legitimate cognitive tools and resources for communication to balance the power relations among languages in the classroom (Allard, 2017, p.117), protect and promote minority languages (Cenoz, 2017), develop new language practices and sustain old ones in higher education (García & Kleyn, 2016; Mazak & Carroll, 2016; García & Kano, 2014, p. 261).

### **Conclusion**

In answer to the first research question on the classroom's linguistic ecology, the observation data analysis revealed ample opportunities for incorporating a blended approach of translanguaging pedagogies and CLIL. The entire cohort spontaneously translanguaged in

their classroom interactions. The teacher utilised translanguaging to provide oral and written instruction, and students translanguaged in response.

The course content also included a compilation of scholarly works written in English, Bangla and both. However, these naturally occurring translanguaging practices did not have a pedagogic focus or strategic deployment for teaching and learning purposes. The cohort translanguaged in an impromptu manner like everyday bilingual practices. They did not demonstrate any intention or effort to develop English proficiency or retain proficiency in academic Bangla. The lack of pedagogic use of translanguaging, semiotic resources or teaching aids apparently inhibited students' understanding of complex materials and development of subject-related language resulting in a teacher-centred, didactic teaching style with limited student engagement, as the students did not know how to contribute in the language available to them, or without further exploration of meaning.

Given the prevalent translanguaging practices, lack of pedagogic manipulation and resultant problems, it can be argued that the focal classroom provided abundant opportunities for incorporating a blended approach of translanguaging pedagogies and CLIL. Furthermore, the unclear MOI policy landscape of the university also increased the scope for designing a coherent MOI policy informed by the blending of translanguaging pedagogies and CLIL.

In answer to the second question on the role of the blended approach of translanguaging pedagogies and CLIL, the purposeful meshing of content with the language-specific performance and general linguistic performance catered to students' diverse proficiency levels, enabled them to read the content in both languages and allowed scope for exploring the nuanced differences. Students learned subject-related vocabularies required to explain a concept in both languages. The inclusion of cultural repertoires, semiotic resources and personal stories contributed dynamism and student-centred content relevance to the

scripted curricula enhancing students' understanding of the content, which kept them intrinsically motivated and interested throughout the intervention.

In answer to the third research question on the implications for policy and practices, the teacher and students demonstrated contradictory stances towards the transferability of the blended approaches of translanguaging pedagogies and CLIL to existing practices. The teacher rejected the intersection of translanguaging pedagogies and CLIL in her classroom and recommended the more traditional approaches of teaching language in isolation. This rejection might ensue from the lack of experience of a clearly articulated translanguaging pedagogical approach, nor exposure to its use in practice, since she was not physically present in the intervention. The researcher's brief description of translanguaging theory and pedagogical approach and the monologic pattern of the interview possibly did not provide her with a complete understanding of the innovative approach of translanguaging. This finding can potentially be considered a limitation of the study's methodology and remains a challenge if the study is to be replicated in like contexts. The students welcomed an interdisciplinary policy based on CLIL but raised concerns in line with the teacher's. Given the challenges presented, the study recommended initiating conversation among the education community to address the gaps between the existing practices and desired policies; prestige-planning of translanguaging and introducing teacher-education programs for CLIL, and translanguaging pedagogical approaches.

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### **Section 3: Complete Responses to the Four Research Questions of the PhD Project**

Section 3 addresses the research questions of the PhD project through a cross-case analysis of

the two case studies on private and public universities reported in sections 1 and 2.

The following four research questions guided the PhD project:

1. How does the linguistic ecology of Bangladesh, along with cultural diversities, provide opportunities for incorporating translanguaging pedagogies in higher education?
2. What is the role of translanguaging pedagogy in improving reading comprehension and academic writing skills?
3. What is the role of translanguaging pedagogy in facilitating effective content learning across disciplines?
4. What translanguaging-based education policy can be developed to inform a uniformed medium of instruction policy for Bangladeshi higher education?

Section 3 includes five articles to address the project's research questions comprehensively.

#### **Data Analysis, Articles Development and Presentation**

- Research question 1: Presented in a Russian Doll or nested multi-case study approach, Article 9 answers research question 1 on the linguistic ecology of Bangladeshi higher education by drawing on the existing literature and three datasets (classroom observations, interviews, and focus group discussions) as analysed in Sections 1 and 2. The *Teaching in Higher Education* journal published article 9.
- Research question 2: Articles 10 and 11 were written to address research question 2 on the role of translanguaging pedagogy in improving reading comprehension and academic writing skills, based on analysing four reading and writing articles present in Sections 1 and 2. Various inductive coding techniques, such as Versus Coding, In

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Vivo Coding and Open Coding, were utilised to generate meta perspectives on the role of translanguaging pedagogies in reading and writing classrooms in articles 10 and 11. Article 10 addresses the reading part of research question 2, while article 11 addresses the writing part. Both articles are in the process of being submitted to journals.

- Research question 3: The two English literature and two Anthropology articles from sections 1 and 2 were analysed using the said inductive coding techniques to produce article 12. This article provided a comprehensive solution to research question 3 on the role of translanguaging pedagogy in facilitating effective content learning across disciplines.
- Research question 4: The complete examination of all 12 articles, which included several rounds of coding and themes development, yielded Article 13. This article 13 directly addressed research question 4 on what translanguaging-based education policy can be developed to inform a uniformed medium of instruction policy for Bangladeshi higher education.

### **Research Question 1**

**How does the linguistic ecology of Bangladesh, along with cultural diversities, provide opportunities for incorporating translanguaging pedagogies in higher education?**

Article-9 provides a complete answer to research question 1, drawing on the existing literature and analysing the findings of three datasets (classroom observations, interviews, and focus group discussions) as presented in sections 2 and 3.

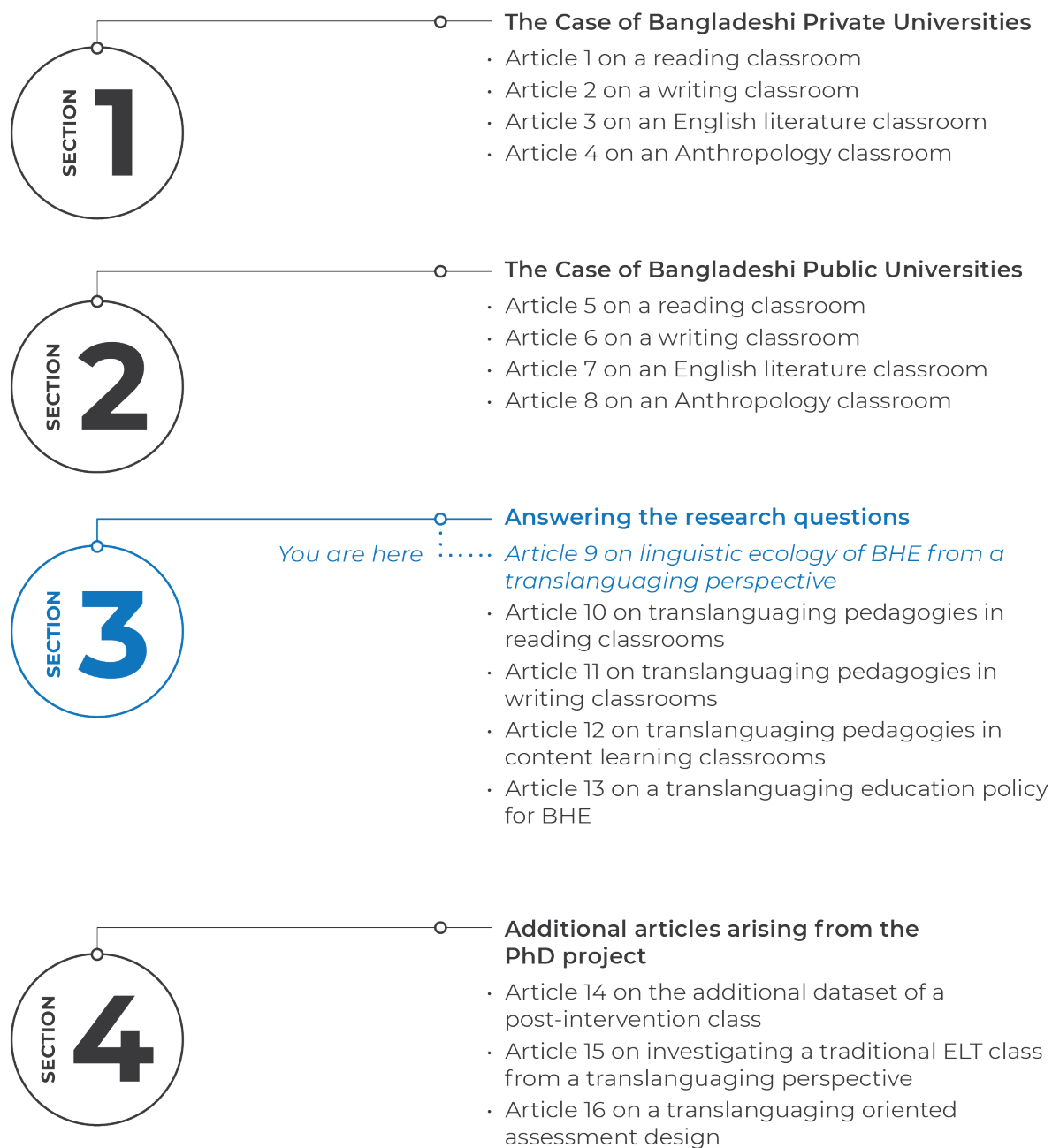
This article was originally published in the *Teaching in Higher Education* journal.

### **Article 9 Reference**

Rafi, A.S.M., & Morgan, A.M. (in press-e). Linguistic ecology of Bangladeshi higher education: A translanguaging perspective, *Teaching in Higher Education*, 27(4), 512–529, <https://doi.org/10.1080/13562517.2022.2045579>

**Figure 11**

*Article 9 Navigation Key*



**Article 9**

**Linguistic Ecology of Bangladeshi Higher Education: A Translanguaging Perspective**

**Abstract**

This article reports on findings from a larger study that explored the promise of translanguaging pedagogies at two public and two private universities in Bangladesh. Four language learning and four content acquisition courses offered in the first year of undergraduate programmes were observed. A 'Russian doll approach' was employed to analyse the macro, meso and micro levels of policy decisions and implementation to build two robust case-studies on public and private universities. Findings reveal a disconnect between macro-level language policy and actual practice at meso and micro-level within universities. The study demonstrates varying degrees of natural translanguaging practices in the classrooms of both public and private universities. Under the particular contextual circumstances, this study recommends promoting translanguaging pedagogies in higher education to enhance language and content learning of Bangladeshi students while also developing bilingual identities through such practices.

তরলাভাষিক (ট্রান্সল্যাংগুয়েজিং) দৃষ্টিকোণ থেকে বাংলাদেশী বিশ্ববিদ্যালয়গুলোতে ভাষা ব্যবহারের উপর প্রতিবেদন প্রদানই এই গবেষণাপত্রের মূল প্রতিপাদ্য বিষয়। সে উদ্দেশ্যে দুইটি সরকারি (পাবলিক) এবং দুইটি বেসরকারি বিশ্ববিদ্যালয়ের স্নাতক প্রথম পর্বের চারটি ভাষা শিক্ষা এবং চারটি বিষয়ভিত্তিক শ্রেণীকক্ষে ভাষার ব্যবহার পর্যবেক্ষণ করা হয়েছে। পর্যবেক্ষণলব্ধ তথ্যাদি 'রাশিয়ান ডল' পদ্ধতিতে বৃহৎ (ম্যাক্রো), মধ্যম (মেসো) এবং ক্ষুদ্র (মাইক্রো) স্তরে ভাষানীতি এবং প্রায়োগিক দিক বিশ্লেষণ করে সরকারি এবং বেসরকারি বিশ্ববিদ্যালয়ের উপর দুইটি কেইস স্টাডি তৈরি করা হয়েছে। কেইস স্টাডি অনুযায়ী বিশ্ববিদ্যালয়গুলোর উক্ত তিন স্তরের ভাষানীতি এবং ভাষার প্রয়োগে যথেষ্ট অসামঞ্জ্যতা এবং

শ্রেণীকক্ষগুলোতে তরলা ভাষার বহুমাত্রিক ব্যবহার পরিলক্ষিত হয়েছে। এমতাবস্থায়, গবেষণাপত্রটি তরলাভাষিক শিক্ষাপদ্ধতির (ট্র্যান্সল্যাংগুয়েজিং পেডাগোজি) প্রচলন করার সুপারিশ করছে যেটি বাংলাদেশী শিক্ষার্থীদের ভাষা এবং বিষয়ভিত্তিক জ্ঞান বৃদ্ধির পাশাপাশি দ্বিভাষিক সত্ত্বা বিকাশে সহায়তা করবে।

**Keywords:** translanguaging; EMI; Bangladeshi higher education; language learning; content acquisition

**Keywords:** তরলা ভাষা; ইংরেজি মাধ্যম শিক্ষা; বাংলাদেশী উচ্চশিক্ষা; ভাষাশিক্ষা; বিষয়ভিত্তিক জ্ঞানার্জন



## **Introduction**

Recent developments in sociolinguistics have demonstrated that translanguaging has great promise as a pedagogical approach for systematically teaching bilingual students, enhancing their language learning and quality content acquisition, alongside co-constructing bilingual identities (García, 2011; García-Mateus & Palmer, 2017; Rafi & Morgan, 2021; in press-c; in press-d). This article addresses how the linguistic ecology of Bangladeshi higher education (BHE), including explicit recognition of cultural and linguistic diversity, provides opportunities for modelling the incorporation of translanguaging pedagogies in HE settings in Bangladesh and elsewhere.

Existing literature denotes two policy discourses in the medium of instruction (MOI) landscape of public and private universities. Whereas public universities have adopted either 'Bangla', 'bilingual' or 'a balance between Bangla and English', private universities have emerged as English MOI institutions, with English used for both content instruction and assessment across all disciplines (Akareem & Hossain, 2012; Hamid, Jahan, & Islam, 2013; Rahman, Singh, & Karim, 2020). These studies reveal that linguistic nationalism, protectionism, and additive bilingualism underpin public university MOI policy decisions, whereas internationalisation, globalisation, and the perceived economic benefit of English inform the MOI policy decisions in private universities. Since all discourses are not adopted equally, nor have they espoused ideas that are necessarily compatible in diverse classroom contexts, the current study adopts a 'Russian doll' approach to investigate the macro, meso and micro levels of embedded policy decisions and implementations while documenting any translanguaging practices featured in the two public and two private universities in this study. The following questions guided the study:

1. How are MOI policy discourses represented in two public and two private universities in Bangladesh?

2. How does the linguistic ecology of the four focal universities provide scope for incorporating translanguaging pedagogies?

From an ecological perspective, 'language is not a rule-governed system, but a form of patterned behaviour arising from the needs of human sociality: communication, culture, and community' (Garner, 2005, p.91). In that sense, ecological approaches to language teaching and learning envisage language use and learning as an engagement with a complex system of interconnected parts and processes (e.g., Creese & Martin, 2003, Hornberger, 2004; Kramsch, 2008). This article utilised this ecological conceptualisation of language to provide a sociolinguistic description of the linguistic ecology of BHE. It begins by discussing the MOI discourses and 'translanguaging', which could both be described as 'travelling theory' (Said, 1983), i.e., theories that change through meeting both acceptance and resistance in their development and implementation. Two nested case studies are built, comprising policy discourses (macro), policy decisions of each university (meso) and implementation in eight classroom contexts (micro). The study enhances our understanding of translanguaging through the nested case study approach, drawing empirical evidence from BHE, which remained underrepresented in translanguaging literature (Rafi & Morgan, 2021; in press-c; in press-d).

### **Travelling Theory 1: Medium of Instruction Policy**

Medium of instruction (MOI) policy can be defined as an institutional decision to adopt a particular language or languages for communication in classroom contexts. Hamid et al. (2013) identified three MOI 'periods' from the perspective of colonial history. In the early modern period, colonisers promulgated western education through colonial languages to functionally and symbolically facilitate colonial rule in colonial regimes. The colonised communities embraced or resisted this political imposition of colonial MOI or a combination of both (Pennycook, 2017). The decline of colonial rule initiated the modern MOI period that

reacted against colonial education and language policies and prioritised national, and occasionally, but less often, local languages (if different from national languages) to express national identity and aspiration. Hamid et al. (2013) identified the current period as the post-modern period of MOI in which English has returned as an MOI in post-colonial societies because of its dominance in the global economy both in developing human capital and enhancing national participation. Alongside these three periods, the study identified the fourth period that can be characterised by the provision/access to global economic and mobility in which MOI is a crucial means for power (re)distribution and social (re)construction to determine access to political and economic opportunities for particular social and linguistic groups while disenfranchising others (Tollefson & Tsui, 2004, p. 2).

In a global survey of 54 countries, Macaro et al. (2019) found English as a medium of instruction (EMI) is on the increase but operating in various forms such as English as a foreign language (EFL); full or partial immersion; English for academic purposes (EAP); English for specific purposes (ESP); English for examination purposes; content and language integrated learning (CLIL); content-based teaching; content-based language teaching; and so on. EMI has been rapidly expanded in HE among all education sectors worldwide because of the perceived need for internationalising institutions and expanding international collaboration in teaching and research. Nevertheless, EMI institutions are often only accessible to the affluent members of society. Thus, the expansion of EMI in the international context has been controversial for its potential to construct social elites. EMI also undermines the rights of home languages in education and perpetuates social inequalities based on English language proficiency- a saleable skill that opens up numerous opportunities (Macaro et al., 2019).

In any context, HE can be considered as one of the key stakeholders in relation to solidarity and status dimensions (Kircher, 2014). Concerning the solidarity dimension, HE

develops, preserves and upholds a given national language and culture through its role as an academic language (Soler & Vihman, 2018). Regarding the status dimension, HE serves national(istic) ends, such as educating graduates who will play influential roles in the national job market (Ali & Hamid, 2018; Solar & Vihman, 2018). Given these two dimensions, Rahman et al. (2020) noted that many countries such as Malaysia, Sweden and Denmark have adopted parallel use of English and national languages as MOI in HE to gain the best of both worlds.

### **Travelling Theory 2: Translanguaging**

Situated within the critical post-structural sociolinguistics movement (García & Kleyn, 2016), theories of translanguaging emphasise 'a fluid, dynamic view of language and differ from code-switching/mixing theories by de-centring the analytic focus from the language(s) being used in the interaction to the speakers who are making meaning and constructing original and complex discursive practices' (Lin, 2019, p. 5). In an educational context, Lewis, Jones, and Baker (2012) differentiate translanguaging in terms of two distinct modes: Universal Translanguaging and Classroom Translanguaging. Universal Translanguaging relates to typical bilingual behaviour 'irrespective of context and particularly for gaining understandings, everyday communication, and achievement in interactions irrespective of site'; and Classroom Translanguaging enables 'a discussion about learning and teaching style, and curriculum planning' (Lewis et al., 2012, p. 650). A large number of studies demonstrate the benefits of Classroom Translanguaging for raising participant confidence and motivation (Creese & Blackledge, 2010), as a maximiser of learning literacy skills (Hornberger & Link, 2012), for empowerment and language learning (Mary & Young, 2017) and higher cognitive engagement in content-matter learning (Duarte, 2016). However, uncritical use of translanguaging has also been contested in diverse contexts. In EMI contexts, Kuteeva (2020) argues that translanguaging can be used to exclude those who lack

necessary linguistic resources and reinforce language standards by an 'elite' group of translinguals who consider academic English more sophisticated than their everyday English. Cenoz and Gorter (2017) argue that uncritical deployment of translanguaging can endanger already marginalised minority communities rather than empower them.

The literature search revealed few studies on translanguaging in the Bangladeshi context. In the domain of Universal Translanguaging, Dovchin, Sultana, and Pennycook (2016) analysed translanguaging practices of young adults concerning their social class, wealth and power. In terms of Classroom Translanguaging, Rafi and Morgan (2021; in press-a; in press-b; in press-c; in press-d ) implemented translanguaging pedagogies in several language learning and content acquisition classrooms to explore the possibilities and challenges of a translanguaging education policy in the focal universities.

### **The Study**

#### *Selection of Universities*

In this study, the authors used a purposive sample to recruit two public and two private universities, ensuring equal representation from the public and private sectors of BHE.

They adhered to university ethics guidelines by pseudonymising all participating institutions and individuals. The following sections refer to the participating universities as public university-1, public university-2, private university-1, and private university-2.

The old and large universities in Bangladesh are represented by public university-1 and private university-1. In contrast, public university-2 and private university-2 are relatively new but fastest-growing institutions in BHE. Nevertheless, each university has its own revenue stream, vision and mission. Public universities receive funding from the government and set minimum tuition fees for students. Public university-1, one of the large four public universities governed by the 1973 charter of Independent Bangladesh's aboriginal

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assembly, enjoys autonomy. It aspires to be a national leader in teaching, learning, and research. Public university-2, on the other hand, is a new military-run university. It aims to become a global leader by developing civil and military human capital through education and research.

Private universities in Bangladesh are non-profit institutions founded by philanthropists, private entrepreneurs, and social leaders. These universities rely heavily on student tuition fees and design curricula to international standards. Both private university-1 and private university-2 have prioritised sustainable development in their strategic plans. Nonetheless, private university-1 emphasises liberal arts combined with marketable skills, while private university-2 focuses on innovation and entrepreneurship to prepare graduates for a rapidly changing world.

The universities' geographical locations may have little effect on their student cohorts, as public universities are highly competitive for their low tuition fees regardless of location, and private universities are primarily located in and around the capital city of Dhaka. Students may be influenced in selecting a university based on prestige factors: public universities are regarded as more prestigious and desirable, as are well-established private universities. Private university-1, for example, as a well-established private university, enjoys greater prestige than newer public universities.

To summarise, the project selected universities based on their public-private orientations, size, and growth to provide an end-to-end picture of BHE. Internal differences in the universities' vision and mission, revenue streams, and strategic priorities shed additional light on the organisational diversity that prevailed in BHE. While university locations were not significant, their prestige and tuition fees may reflect the preferences of BHE students.

### *Data Collection*

The project drew on a two-pronged ethnographic design to collect data from the four universities. All necessary ethics approvals were obtained from the authors' and participating universities. The first-named author collected data for the project. In the first step, linguistic ethnography (Copland & Creese, 2015) was used to undertake an observational study of eight Humanities and Social Sciences classrooms. In the second step, auto-ethnography (Ellis et al., 2011) was used to record eight translanguaging pedagogical interventions in language learning and content learning classrooms. Later, semi-structured interviews with the teachers and focus group discussions with the students were organised to garner their responses on translanguaging pedagogies used in classroom interventions. Altogether approximately 400 participants took part in different stages of data collection of the project and provided written consent.

The project produced four sets of data: classroom observation, pedagogical interventions, interviews, and focus group discussions. This article focuses on the observation data, with quotes from interviews and focus group discussions supporting the findings. The data used in the article are listed below. The textboxes for language learning data have been coloured to differentiate them from the content learning dataset.

**Table 1***Collected Datasets*

Universities	No of Classroom Observations	Interviews	Focus Group Discussion (FGD)
Public university 1	One reading class in the English department	One interview with Dr Alpana	One FGD with seven students
	Three Anthropology content classes at the Anthropology department	One interview with Dr Eyrin	One FGD with six students
Public University 2	Two writing classes in the English department	One interview with Ms Shila	One FGD with seven students
	Two poetry classes in the English department	One interview with Ms Rokeya	One FGD with six students
Private University 1	Two writing classes in the English department	One interview with Ms Eyvi	One FGD with six students
	Two Anthropology classes in the Anthropology department	One interview with Mr Azad	One FGD with five students
Private University 2	Two reading classes in the English department	One interview with Ms Bithy	One FGD with five students
	Two poetry classes in the English department	One interview with Ms Shapla	One FGD with six students
Total	Four Universities  (Participants: 400 approximately)	Observed classes: 17	Interviews:8  FGDs: 8



As indicated above, data were collected from English and Anthropology departments of public and private universities. However, English language and Anthropology classes at private university-1 and English reading classes at private university-2 enrolled students from various disciplines, including the humanities, social sciences, science, technology, and business. These academic language learning and introductory social science courses are mandatory for all first-year students in BHE.

### *Data Analysis*

The study adopts a 'Russian doll', or nested multi-case study approach (Chong & Graham, 2013) with macro, meso and micro layers of analysis and a systematic funnelling effect. These three layers provide a framework for probing the national agendas in BHE, beginning with an in-depth investigation of each focal university's policy structure and then investigating the implementation of such policies in actual classrooms. Using this framework, existing literature and three datasets (classroom observations, interviews, and focus group discussions) are categorised and coded using NVivo software and then interpreted through a three-phase analysis as discussed below:

- Phase 1: The first phase examined the discourses of language planning and policy in BHE. The authors utilised Knopf's (2006) two key elements to review 12 articles on the MOI policy of BHE published in Q-1 journals. They summarised the key findings from these studies; and then utilised critical judgments to conclude 'what's right, what's wrong, what's inconclusive, and what's missing in the existing literature' (Knopf, p.127).
- Phase 2: The second phase considered educational decision-making and governance strategies in the four universities. The authors read and re-read relevant pages of university websites and fieldnotes to group relevant extracts into two major categories: MOI policy; and implementation of MOI policy in offered programmes.

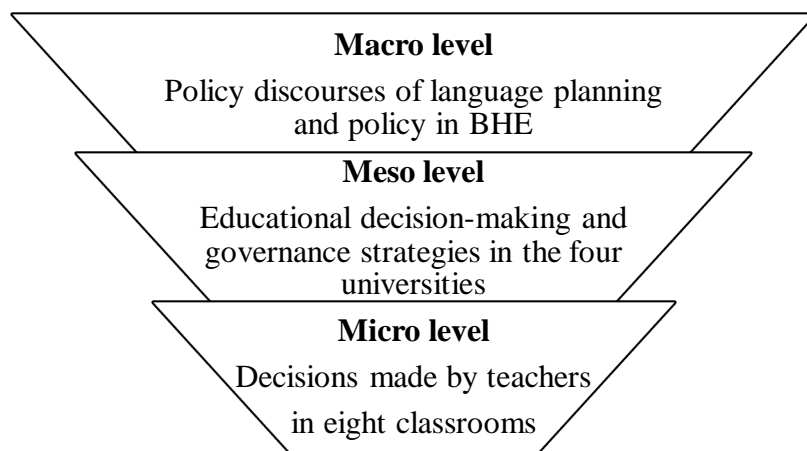
Other information gathered included the universities' history, mission statements and strategic priorities.

- Phase 3: The third phase investigated the implementation of institutional policy through decisions made by teachers in eight classrooms, providing a real-time perspective on the relationship between policy and practices. The authors analysed the observation data in two steps. In the first step, In Vivo coding method was used to code the transcripts of class observations based on the actual language used by the participant (Saldaña, 2015). Analysis of the codes yielded two major themes: student language choice, separation, and functions, and teacher language choice, separation, and functions. To enhance the validity and obtain a rigorous analysis of these themes, Saldaña's (2015) 'versus coding' was used in the second step to triangulate observation themes with the interview and focus group transcripts. Versus coding enabled the authors to observe the conflicts, struggles, and power issues in social action, reaction and interaction in dichotomous codes such as monolingualism vs translanguaging, English vs Bangla, students vs teachers and teachers vs university policies.

Altogether this three-tiered vertical analysis of the 'Russian Doll' approach resulted in the emergence and examination of two nested case studies on public and private universities. Finally, a cross-case analysis on the dominant trends was conducted to provide a snapshot of the manifestations of the macro, meso and micro levels of policy decisions and implementations in BHE. To sum up, the following figure illustrates the elements analysed in the macro, meso and micro levels in the study:

**Figure 1**

*A Three-Phase Analysis*



***Researchers' Positionalities***

The first-named author graduated from the public university-1 and taught as a Senior Lecturer at the private university-2. His educational and professional background provided an 'early familiarity with participating organisations' culture to enhance the study's trustworthiness (Shenton 2004, p. 65). The triangulation of multiple datasets such as interviews and focus groups with observation data compensated for any potential limitation in the first-named author's classroom observation (Shenton 2004). The second-named author, an academic leader in language and literacy education in Australia, reviewed the data analysis and findings.

**Results and Discussion**

***Phase 1: Dominant Policy Discourses in Bangladeshi Higher Education***

Higher education in Bangladesh is mainly organised into the public and private sectors. There are 46 public universities in Bangladesh, funded by the government. In 1992, to meet the growing demand for HE that public universities could not provide, the Bangladesh government introduced 'The Private University Act' to register private HE institutions. Currently, Bangladesh has 107 private universities approved by the University

Grant Commission (University Grants Commission of Bangladesh, 2020). There are also three international universities established and funded by international organisations. The government does not manage these last three universities, nor were they established under the Private University Act (1992). This study focused on public and private universities only.

An explicit MOI policy for Bangladeshi higher education is not available. However, scholars have located a macro-level distinction in the instructional approaches of public and private universities. Rahman et al. (2020) claim that public universities adopted Bangla as their MOI while private universities adopted English. Akareem and Hossain (2012) provided similar, earlier evidence for private universities while arguing that the MOI in public universities is usually bilingual – Bangla and English. Hamid et al. (2013) provided further insights, noting that a random mixture of the two languages in classroom interactions is typical in public universities, with Bangla dominating humanities and social sciences and English is prevalent in science, technology, engineering and medicine. Nevertheless, this evidence is still largely 'anecdotal', and there have been calls for more empirical studies in the sphere of language policy in higher education (see Hamid et al., 2013, for example). Furthermore, all previous studies on BHE reviewed MOI policy from traditional bilingualism and monolingualism perspectives that discounted the metalinguistic, cultural and intellectual resources students bring to the universities (Charalambous et al., 2020; Rafi & Morgan, 2021; in press). Against this backdrop, the current study contributes to the existing literature on MOI, drawing from a translanguaging perspective.

### ***Phase 2: Policy Decisions***

All four universities in the study attract students from diverse pre-tertiary language education backgrounds, including Bangla-medium and English-medium instruction, as well as an English version of Bangla-medium instruction (a stream parallel to the Bangla medium comprising the same national curriculum and examination but through the medium of

English) and Madrassa (Islamic school) education. The following section provides an overview of the institutional policy of each university as manifested on university websites and in participant responses.

### **Public Universities**

The public university-1 comprises 36 departments under six faculties along with four institutes. The university website presents no information on MOI policy but provides information written in Bangla, English, and English words in Bangla script. Dr Eyrin (Anthropology teacher, public university-1) stated that all Bangladeshi public universities, including her university, use Bangla as MOI. However, the Anthropology department allows students to choose between Bangla and English in the examination. Teachers in that department also provide Bangla or English translation in parathesis for difficult words written in the examination questions. In the same fashion, Dr Alpana (English teacher, public university-1) noted that a teacher could use a mixture of Bangla and English in delivering lectures in the English department. In terms of conducting examinations, they need to follow specific rules set by the university. In effect, these rules also vary across courses and departments. For example, the Anthropology department conducts examinations in subjects such as Economics and Other Cultures in English. Similarly, the English department conducts Bangla literature examinations in Bangla, and students can choose the best fit between Bangla and English in assessments of a few subjects such as Anthropology and Philosophy.

The public university-2 has been described as a 'unique' public university in Bangladesh in its English-only website. This university provides undergraduate and postgraduate degrees solely through EMI. Unlike other public universities, this university does not have any Bangla department and discourages the Bangla language in academic congregations. Furthermore, it enforced an embargo on using Bangla and explicitly displayed 'English please' signs on the classroom walls to strictly maintain an English-only

environment. Nevertheless, Ms Rokeya (English teacher) said that students who struggle in such an environment could seek help in Bangla from teachers during their counselling hours.

### **Private Universities**

Private university-1 was established, focusing on research and global partnerships. It describes itself as a full service, a meritocratically elite university with 38% of faculty members holding North American PhDs. It offers undergraduate and postgraduate degrees through its six schools. This university designed its academic curriculum based on the North American model and enforces English as the de facto language for all activities on university premises. The stark linguistic difference between inside and outside the university premises surprised a student participant, who said:

ইউনিভার্সিটিতে আসার পর আমরা অন্য একটা জগতে আসছি যেখানে সবকিছুই ইংলিশে হয়

(After coming to the university, I realised I had entered a new world where everything functions in English).

Mr Azad (Anthropology teacher) argued that EMI had been 'a selling point' for all private universities in the local context and was instrumental in strengthening competitiveness and an increasingly global outlook. Private university-1 appears to cater to the dominance of the English language and westernisation of higher education rather than forging its own distinct identity by harmoniously embracing westernisation and Bangladeshi values.

The private university-2 was established as an information technology (IT)-based university to produce IT-savvy graduates to meet the challenges of the fourth industrial revolution. This university offers undergraduate and postgraduate degrees in five faculties solely through EMI. It symbolically celebrates a particular day of the week as an 'English-speaking day' for all employees (academic and administrative). Ms Shapla (English literature teacher) stated that this university reserves the right not to provide services on those English-speaking days if not requested in English. The emphasis on teaching English has given the

other teacher, Ms Bithy, the impression that all her colleagues are apparently teaching English regardless of their designated department. Nevertheless, Ms Shapla argued that non-English major teachers tend to disrupt the EMI policy and use Bangla to meet students' varying English proficiencies, resulting in it being reinforced by the senior management.

### ***Phase 3: Linguistic Ecology From a Translanguaging Perspective***

Based on an analysis of classroom observation data, the following discussion presents two case studies on the linguistic ecologies of public and private universities.

#### **The Case of Public Universities**

##### *Public University-1: Varied Linguaging Across Departments*

At public university-1, the linguistic ecologies of the focal classrooms appeared to be fashioned around the orientation of the departments. The English department's reading cohort adopted EMI, with Dr Alpana using a lecture-focused approach to teach grammar rules and the students being treated as passive learners. The observation data collected in this classroom featured only one moment of student-teacher interaction when a student translanguaged to seek clarification of a dangling modifier. In this case, Dr Alpana did not require the student to speak English. Instead, she took advantage of the mutual multilingual repertoires of both parties involved. For example, she advised the student to translate across languages while jointly constructing answers. While this translanguaging moment does not represent the entirety of the observed classes, it does indicate possible affordances for implementing translanguaging pedagogies. Apart from this translanguaging moment, the students spoke only once to respond to roll call, saying: 'yes, ma'am' in English, although they quietly translanguaged among themselves with close-by students during the lecture.

For the content learning cohort in the Anthropology department, Universal Translanguaging was the norm. Dr Eyrin translanguaged to provide oral and written instruction. For instance, she began her lecture in translanguaging to explain:

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'নিজেদের কে দিয়ে example দিলে বিষয়টা clear হয়' (it is easier to explain when you set yourself as an example).

In addition, the textbook of this course is a collection of English and Bangla articles. While reading an English text, the entire cohort translated the chosen extracts into Bangla for better comprehension. Dr Eyrin also accommodated transcultural elements such as Arabic titles 'Ashraf' and 'Atraf' to explain their respective connotation as higher and lower classes in Bangladeshi society. These Universal Translanguaging practices require further investigation to determine whether they served useful purposes for the students. Dr Eyrin often did not translate potentially problematic words such as 'nomenclature' or 'conjectural'. The student engagement in this class was also limited to a few affirmative Bangla words to agree with the teacher alongside taking written notes.

The second observed class comprised a debate on a topic from an Anthropology article. In this debate, the students demonstrated excellent proficiency in academic Bangla, in which student groups eloquently argued against one another. Nevertheless, Dr Eyrin criticised the students' arguments, saying they lacked substance.

This particular finding might indicate that the lack of strategic design to use, compare and mesh multiple languages, modalities, and semiotic resources did not adequately serve the content learning goal. Dr Eyrin also acknowledged the lack of focus in the linguistic aspect of her lecture. She defended herself by claiming that the course's goal is to improve content knowledge rather than language skills. Such an argument might not be pragmatic for effective content acquisition as Swain and Lapkin (2013) argued for the need for languaging content as the 'language serves to construct the very idea that one is hoping to convey' (p.105).

### *Public University-2: Inflexible Implementation of EMI*

At public university-2, both English language and English literature cohorts supported the strong monolingual ideologies of EMI policy that the university promotes. The



observation component in the English literature classroom comprised student-presentation assignments in which only English was used. Ms Rokeya reminded students of the embargo public university-2 had placed on Bangla use in the classroom. Under this embargo, both the teacher and students seemed to struggle to carry out their academic activities efficiently. For example, throughout the entire class, Ms Rokeya inadvertently used only one Bangla word but immediately translated it into English to conform to the norm, despite the Bangla word being the first to come to her mind and providing clarity of meaning. She was also observed repeating the same question several times or paraphrasing it in simpler English to ensure the student presenters grasped her meaning when a translanguaged sentence might have immediately portrayed the desired meaning. Among the student presenters, very few could present in spontaneous English, with the majority demonstrating low proficiency and high states of nervousness. Although the presentations raised many questions and prompted discussion, most students read out questions from written scripts in notebooks in front of them, in a dull monotone. The strict implementation of the English-only policy apparently affected most students' spontaneity, motivation, and interest, while barring the demonstration of their full knowledge about the subject area, without sufficient language to do so.

In writing classes, Ms Shila actively discouraged translanguaging as well as the use of the standard Bangla language. For example, when a student asked a question in Bangla, she said (in English), 'I will not tell you the rule unless you ask the question in English.' Students often spoke in Bangla but had to translate into English what they had already said in response to Ms Shila's enforcement of English only. When a student challenged this restriction on the free expression of ideas that might occur naturally to them in one or other of their languages, Ms Shila justified her stance by saying, 'If you practice English in the classroom, you will speak English better when you go outside', indicating the need for English proficiency in study abroad programmes. Regardless of the English only rule, both the student cohorts at

public university-2 featured translanguaging, standardised Bangla and the use of mixed language colloquialisms in interpersonal interactions. Nevertheless, these practices were seen as outside acceptable practices since this languaging occurred surreptitiously and often 'behind the backs' of the teachers (Heller, 2007; Martin-Beltrán, 2010).

### **The Case of Private Universities**

#### *Private University-1: Conformist and Non-Conformist Stances on Language use in the Classroom*

At private university-1, both cohorts, English language and anthropology classes, contradict each other in complying with the institutional EMI policy. The language learning cohort used American resources and adhered to the English-only rule. Ms Eyvi demonstrated a solid English-only ideology both in and out of the classroom. She delivered the lecture and asked all questions in English in the classroom, and in her office, she continued speaking English with the author and students. The students were also seen speaking English inside the classroom. This strict implementation of EMI might have subsequently marginalised the less proficient students in the classroom since teacher-student interaction was limited to only a few students who could speak fluently in English. While strictly following EMI policy, Ms Eyvi seemed aware of her emergent bilingual students' needs. For instance, she repetitively encouraged her students to come to her office if they required additional help to understand what she was teaching in the classroom. The language of her encouragement, however, was also English. Despite such a strong manifestation of EMI, students translanguaged during group work activities.

The cohort learning anthropology content presented a completely different picture. Neither the teacher nor the students conformed to the norms of EMI policy at all. Mr Azad shaped his discursive practices to correspond with the students' different English proficiencies and preferences. For instance, when a student spoke English to respond to Mr

## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

Azad's translanguaged query, he spoke English to interact with the student. Mr Azad also expanded his pedagogical discourse using colloquial expressions and locally nuanced references to access curricular contents and connect students with western theories. A few examples of such items are given below:

Colloquial expressions: 'হাল্কা পাতলা বলি' (speaking casually)

Locally nuanced references: 'মামা' (maternal uncle), 'চাচা' (paternal uncle),

রিকশাওয়ালা (rickshaw puller).

### *Private University-2: Language separation in teachers' discourse and translanguaging in students' discourse*

Both private university-2 cohorts of English language and English literature classes demonstrated different language ideologies and practices. The language-learning cohort presented an interesting mixture of monolingual ideologies, flexible bilingualism, and translanguaging practices. In contrast, the literature teacher and students showed an entrenched monolingual English ideology. Nevertheless, both cohorts dealt with materials divorced from their linguistic and cultural realities, and the teachers adopted different strategies to mitigate the challenges of EMI policy. When English-only instruction failed, Ms Shapla (English literature teacher) did not utilise students' home languages but incorporated multimodal resources, such as photos and YouTube videos. In such critical situations, Ms Bithy (reading teacher) directed students to peer-talk, inadvertently creating a translanguaging space. Both teachers tended to conform to the English-only policy to provide instruction and feedback, but none required language separation in students' interactions. For example, both of them accepted Bangla answers from the students despite asking the questions in English. Students were also advised to use bilingual English/Bangla dictionaries. Regardless, the tendency to speak in English remained firm among Ms Shapla's students. In

Ms Bithy's class, English dominated the beginning stage, but gradually translanguaging took over English in students' languaging practices.

### **Participants' Acknowledgment of Translanguaging: Tensions Between Policy and Practices**

Detailed analysis of the classroom observation revealed that six of the eight teachers from the two public and two private universities were aware of their translanguaging practices in classroom contexts. Interestingly the number increased as seven out of eight teachers interviewed admitted to allowing translanguaging in their classrooms. The interview and focus group transcripts analysis revealed three significant reasons for such translanguaging practices: meeting the students' diverse proficiency levels, keeping students engaged throughout the lecture, and achieving quality content learning goals.

From three EMI universities, Ms Bithy, Mr Azad, and Ms Eyvi concentrated on their students' varied English proficiency levels. Students in pre-tertiary education study in diverse mediums of instruction, and each medium produces students with varying degrees of Bangla and English proficiency, posing distinct challenges to the teachers in BHE. Mr Azad further explained that even within each stream, students' proficiencies vary:

You cannot compare students' proficiency from Scholastica or Mastermind (leading private EMI schools in Dhaka) with that of x y z EMI schools mushroomed here and there. Then we have Bangla medium students who do not speak English well. We also have international students in many of our classes. If I speak only in English or only in Bangla, some students will not understand anything.

Unlike Mr Azad, the other two teachers who strictly administer EMI in their classrooms dedicate additional counselling hours for the students. For example, Ms Eyvi said students frequently came to her office frustrated at not understanding other lectures since the

## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

teachers always spoke English. Her repeated encouragement for students to come to her office if they do not understand her lecture reveals that similar issues may exist in her class as well. In these circumstances, EMI established an environment of privilege and discrimination for students in these universities. A private university-2 student participant said:

যারা English version তারা ভালো বুঝতিছে আর বাংলা medium রা চুপ হয়ে আছে। আর teacher রাও English support করতিছে. So ওরা বলে যাচ্ছে আর আমরা ভয়ে চুপ থাকতেছি (While the English version students understand well, the Bangla medium students keep quiet. Since teachers also support English, English version students keep talking, and we remain silent in fear).

This view is prevalent among students in all three English-medium universities. Furthermore, these young adults develop a 'reputation' or sense of self-esteem during their transition to tertiary education and are hesitant to ask questions due to their limited English proficiencies and, in some cases, dialects. Teachers also struggled to keep the students engaged in the EMI classrooms. Even Ms Shila, who demonstrated an extreme monolingual EMI ideology in the observed classes, admitted to translanguaging to keep her students enthused, as she said:

Actually, when we speak in English for an hour and 30 minutes in the classroom without using any Bengali, I find when students are feeling sleepy and sometimes just losing their attention, not being able to get the meaning, and most of the time, I do use Bengali as a kind of icebreaker. When I find them feeling sleepy, I start speaking in Bengali.

Ms Bithy and Ms Eyvi emphasised the importance of student participation in acquiring high-quality content. The course materials in the English department are bereft of students' language and culture. Ms Bithy, for example, used IELTS materials in her reading lessons, while Ms Eyvi copied materials directly from a website, demonstrating instances from an American context. Since the course content did not match their context or language

proficiency, Ms Bithy created a translanguaging space for her students. Ms Eyvi described her lesson as 'boring' and was observed omitting textual references and relying on students' prior knowledge.

Scholars have credited culturally relevant materials as a means for enhancing engagement, comprehension and proficiency in content learning (Rafi, 2020; García & Kleyn, 2016). Drawing on students' cultural and linguistic backgrounds and experiences was deemed inevitable in Anthropology departments at both public and private universities. Hence, both Mr Azad and Dr Eyrin used cultural references through translanguaging to connect students to western theories. In contrast, EMI seemed to be the norm in the English department, but it also led to a teacher-centred setting with minimal student interaction, as in Dr Alpana's classes at public university-1. Nevertheless, Dr Alpana said in her interview: 'In my classes, I usually use English, But I utilise Bangla to clarify crucial elements of my discussion'. This acknowledgement aligns with the single translanguaged moment in her class.

The following table provides an overview of translanguaging (*italic bold texts*) in focal classrooms.

**Table 2***Manifestation of Translanguaging in Focal Classrooms*

Universities	Department	Teachers (Ts)	Students
Public University-1	English	T1: Lecture-focused approach in EMI with one <i>translanguaging</i> moment.	No interaction except that one in the <i>translanguaging moment</i>
	Anthropology	T2: <i>Translanguaging</i>	<i>Translanguaging</i>
Public University-2 (EMI)	English	T3: EMI was observed throughout, but the teacher acknowledged <i>translanguaging</i> in the interview	Forced to conform to EMI but <i>translanguaged</i> behind the back of the teacher
		T4: EMI	EMI
Private University-1 (EMI)	English	T5: EMI	EMI but <i>translanguaged</i> in group works
	Anthropology	T6: <i>Translanguaging</i>	<i>Translanguaging</i>
Private University-2 (EMI)	English	T7: EMI	Mostly EMI with <i>translanguaging</i>
		T8: EMI	<i>Translanguaging</i>

To sum up, seven out of eight teachers accommodated translanguaging in their pedagogical discourses. The study argues that this mode of translanguaging practice is Universal Translanguaging, lacking pedagogic focus, design and materials. A combination of participant responses also indicated a persistent motivation to limit these translanguaging practices in classrooms. For example, Ms Shapla stated, 'We simply do it. It is not always present, as it is not always present'.

From a policy implementation perspective, only teachers at the public university-1 exercised their agency in language use due to the university's lack of a coherent language education policy. Public university-2 diverged from the structural image of linguistic nationalism that informed the public sector of BHE and adopted EMI following its two private university counterparts. Inadvertently, these three EMI universities reduced the agentive power of the teachers and students. Both teachers and students struggled to make sense of English materials in EMI classrooms, affecting spontaneous class participation and necessitating additional counselling hours for clarification. Then again, four of the six teachers in these three EMI universities occasionally translanguaged, thus disrupting the existing EMI policy. The author inquired whether teachers had ever attempted to discuss these concerns with the university's senior management in light of the challenges. In response, Ms Faiza said, 'Who will take the risk of being the whistle-blower?', which metaphorically captured the sentiment of the other teachers as well. This sentiment can be interpreted as fear, guilt, or shame for expressing the need to use translanguaging practices to be fully understood in these strictly EMI universities. Hence, these teachers did not wish to see themselves as translanguaging agents (Rafi & Morgan, 2021; in press).

### **Conclusion and Implications for International Higher Education**

The overall knowledge acquisition of the study demonstrated a disconnection between the perceived macro-level language policies and actual practice at the meso and micro levels within the focal universities. According to the macro-level analysis of existing literature, the public university adopted Bangla, bilingual or an interesting mixture of Bangla and English, and the private universities took up English as the medium of instruction. Nevertheless, the meso-level analysis of the policy decisions in focal universities demonstrated a deviation in public universities, where the public university-2 adopted English as its MOI. The micro-level analysis of the classroom observation and interview data revealed diverse

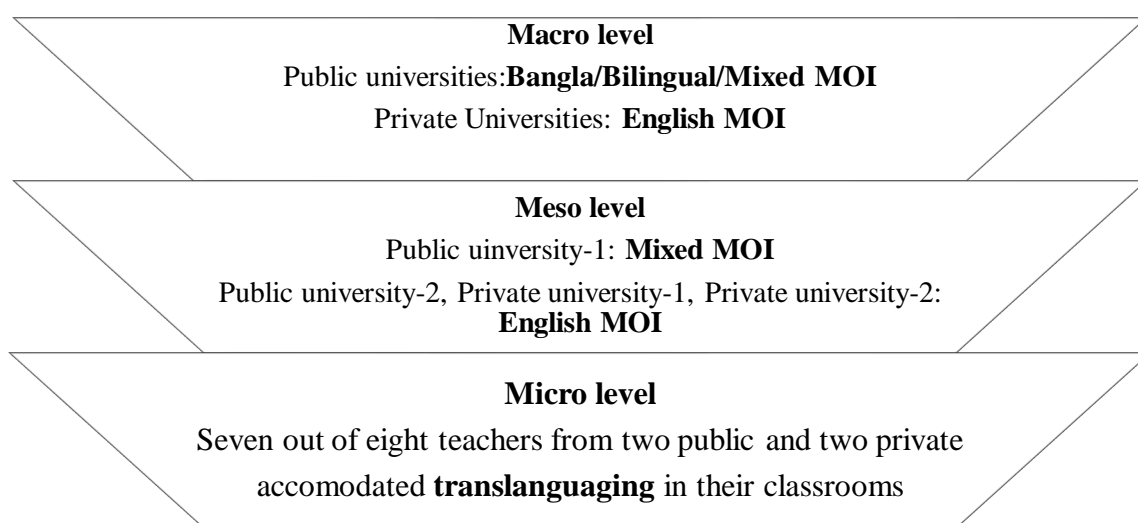


implementations of such meso-level policy decisions across departments and courses.

Altogether, seven out of eight teachers accommodated translanguaging in their classrooms. In the systematic funnelling effect of the Russian doll approach, Figure-2 demonstrates the summary of findings from the macro, meso and micro levels of analysis of the policy decisions and implementations.

**Figure 2**

*Summary of Findings in the Three-Phase Analysis of the Russian Doll Approach*



From a methodological perspective, the divergence of public university-2 problematised the scaled measures of the 'Russian doll' approach that looks for 'an opportunity for mutual policy reference' (Chong & Graham, 2013, p.26). This university is 'unique' in macrolevel policy discourses due to its strict adherence to EMI, which appears to prioritise needs-based education and research to compete in the global HE market over nationalistic ideologies.

This article has important implications for BHE and institutions in English-as-Foreign-Language (EFL) or English-as-Second-Language countries that adopted EMI for the internationalisation and marketisation of higher education in the crowded HE market worldwide. Such educational initiatives overlooked the practical challenges such as

students'/teachers' lack of English proficiency to benefit from EMI (Gao & Wang 2017; Rafi & Morgan, 2021; in press-c). Furthermore, the promulgation of colonial monolingual and anglonormative practices spread a nexus of unfairness and inequity for ghettoising local languages and cultures (Hamid et al., 2013; Rafi & Morgan, 2021; 2022b). Last but not least, the strict implementations of EMI policy discounted students' metalinguistic, cultural and intellectual resources, affected engagement, created a classroom environment of privilege and discrimination based on English proficiency, and resulted in hesitation, guilt and shame for such policy disruptions (Charalambous et al., 2020; Rafi & Morgan, 2021; 2022b). In contrast, teachers who exercised their agency in linguistic practises due to an ambiguous MOI landscape did not fully benefit from their translanguaging practices due to the absence of pedagogic focus and design.

Nonetheless, the disconnect between perceived macro-level language policies and actual meso- and micro-level practices indicates leeway for scrapping these MOI policies altogether. Additionally, it provides hopeful glimpses into the possibilities for developing a more accessible medium of instruction based on translanguaging pedagogies in the focal universities. However, the larger project identified four critical areas that require further exploration for translanguaging pedagogies to inform the medium of instruction policy successfully. These areas include translanguaging oriented assessments in multilingual universities, teacher education and development programmes on translanguaging pedagogies, policy consultation and public engagement and prestige planning of translanguaging practices among the wider community. Considerable achievements in these areas can successfully implement a translanguaging based education policy in BHE, and such a policy could, we argue, be transferred to other similar contexts in the world where EMI faces critical challenges to its legitimacy and efficacy.

**Acknowledgement**

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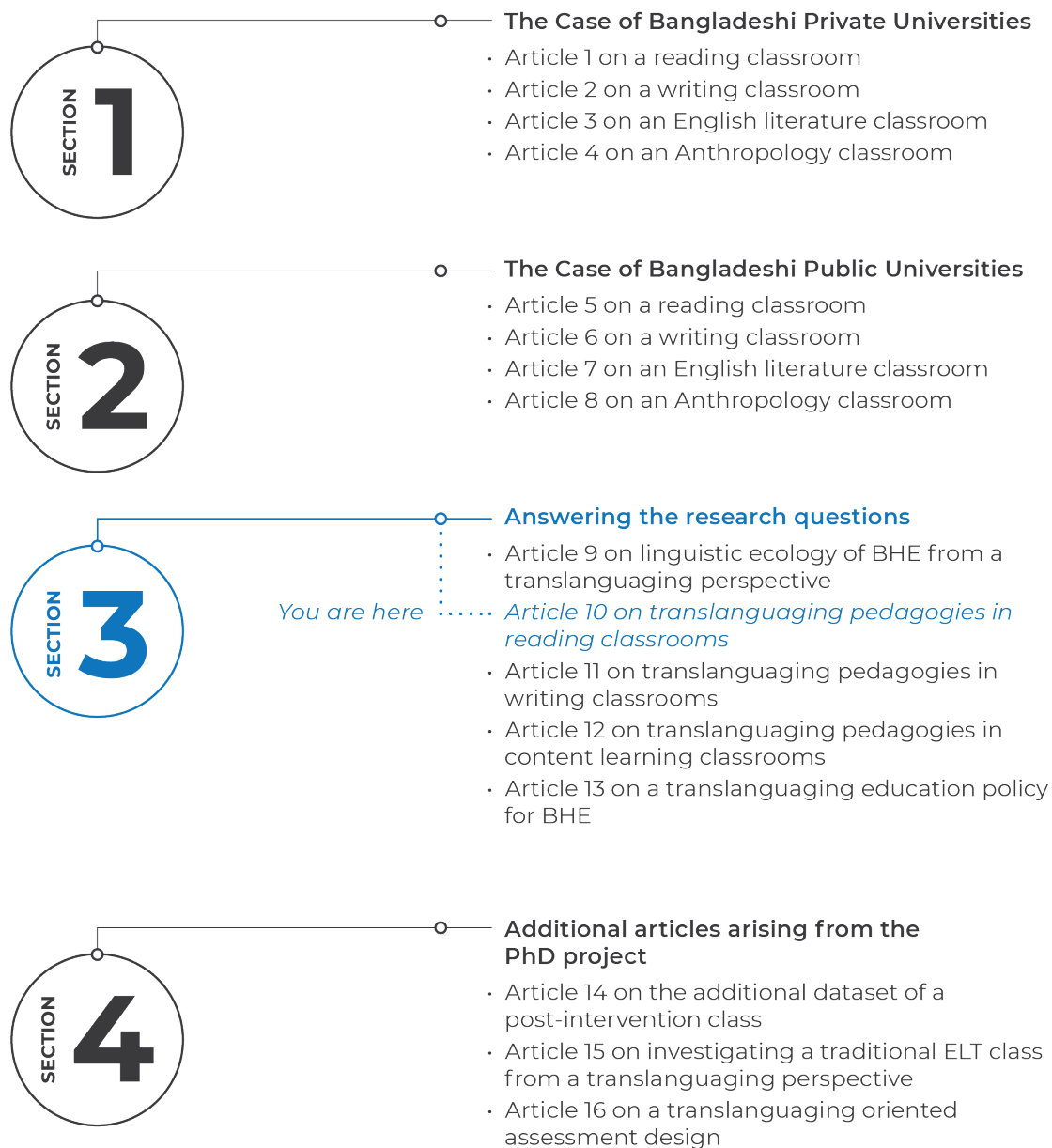
**Research Question 2**

**What is the role of translanguaging pedagogy in improving reading comprehension and academic writing skills?**

Answers to research question 2 were provided in Articles 10 and 11. Article-10 explores the role of translanguaging pedagogy in improving reading comprehension, while Article-11 explores the role of translanguaging pedagogies in academic writing development.

**Figure 12**

*Article 10 Navigation Key*



### **Article 10**

The second research question of the PhD project was “what is the role of translanguaging pedagogy in *improving reading comprehension* and academic writing skills?”

Article-10 provides a comprehensive answer to the *reading comprehension* part of the research question drawing on the two reading articles 1 (Rafi & Morgan, 2002c) and 5 of the project.

Article 10 was formatted for a Q-1 journal.

### **Article 10 Reference**

Rafi, A.S.M., & Morgan, A.M. (2022c). *A translanguaging pedagogical design for reading comprehension development and implications for bilingual classrooms* [Manuscript in preparation]. College of Arts, Society & Education, James Cook University.

**A Translanguaging Pedagogical Design for Reading Comprehension Development and  
Implications for Bilingual Classrooms**

**Abstract**

The study explored the potential implications of a translanguaging pedagogical design for enhancing reading comprehension in two ELT classrooms of Bangladeshi higher education. Data were collected from classroom observations, pedagogical interventions, focus group discussions with students and semi-structured interviews with teachers. Analysis of the findings demonstrated the potential of translanguaging instructional design to enable students to utilise, beneficially, their complete linguistic repertoires and to maximise their participation in class discussion. The purposeful selection of Bangla and English texts in the intervention supported reading development in both languages, deepened comprehension of reading materials, facilitated richer discussion, and enhanced students' agentive power and confidence.

## **Introduction**

Translanguaging as a pedagogical approach has gained considerable momentum with positive outcomes in the fields of literacy and second language acquisition. As a pedagogical approach, translanguaging can move “beyond traditional notions of linguistic creativity and creative pedagogy to formulate new ways of imagining creativity in language learning based on encouraging learners to make use of the full range of their semiotic resources and social experiences when communicating” (Jones 2019: p. 3). The pedagogical benefits of translanguaging have been celebrated to the extent that recent research has begun to view ELT classrooms as sites for translingual interaction (Anderson 2017). Other than English linguistic resources were previously ‘left at the door’ of English only classroom learning environments, there is now acknowledgement that abilities in many languages can be used in ways previously not considered in ELT classrooms (Authors 2021; Author forthcoming).

ELT practitioners are increasingly looking for pedagogical designs that can foster a translingual environment for their students (Hirsu, Zacharias, & Futro 2021). This study presents a translanguaging pedagogical design that enabled ELT students in Bangladeshi universities to explore, through two interventions using a range of texts and classroom discussions and activities, the implications of the colonial construction of beauty in their communities and beyond. The interventions were conducted in the English reading skill development classrooms of one public university and one private university in Bangladesh. The findings of these interventions demonstrate how the pedagogical design incorporating texts in both Bangla and English and activities designed to utilise students’ full range of linguistic and semiotic skills through translanguaging assisted students in embracing a more active and collaborative role in the ELT classrooms. The activities enhanced their comprehension of complex English texts and provided opportunities for students to transform

their racial ideologies about the construction of beauty through the challenge of colonial norms made possible through translanguaged discussion.

### **Research Background**

Bangla (or Bengali, in colonial parlance) is the national language and the lingua franca of Bangladesh. Pre-tertiary education in Bangladesh comprises three major streams: Bangla medium, English medium and Madrassa education (Islamic school), and the newly introduced 'English version'. The English version teaches the same national curriculum of Bangla medium but through the medium of English. In contrast, the mainstream English medium teaches a different curriculum following the University of London's General Certificate of Education (GCE) or the Senior Cambridge curriculum and O/A level examinations (Authors op.cit.). Despite these diverse education stream availabilities, the majority of the student population in Bangladesh learns to read, write and understand subject content in Bangla throughout their 12 years of schooling before seeking admission to Bangladeshi universities (Rahman, Singh, & Karim, 2020). Public universities in Bangladesh do not have an explicit medium of instruction (MOI) policy, but private universities have adopted an English medium of instruction (EMI) policy since their inception.

Regardless of the macro-level divide in the MOI landscape, English departments in both types of universities adopt an English only environment. Existing research demonstrates that students struggle to understand English lectures and fail to perform well in English assessments in this monolingual environment (Murtaza, 2016; Sultana, 2014). Teachers in Bangladeshi university English departments also lack the training to utilise the students' bilingual (or multilingual) abilities to create interactive, learner-centred and activity-based classrooms (Authors op.cit.). Despite the intended English only policies, recent studies have demonstrated a disconnect between institutional/macro level language policy and actual practices across departments and courses in both public and private universities (Authors

op.cit.). An observational study of two public and two private universities revealed that six out of eight classrooms accommodated translanguaging as the norm or separated language practices in the teachers and students' pedagogical discourses, i.e., English in teachers' and translanguaging in students' discourses, at least in oral activities. These classrooms demonstrated excellent opportunities for utilising naturally occurring (as well as planned) translanguaging practices to design coherent pedagogical approaches that could transform the existing policies and practices in Bangladeshi higher education for increased learner benefit (Author forthcoming).

### **The Study**

This study is a part of a larger project that collected four sets of data, including classroom observation, pedagogical interventions, focus group discussions with students, and semi-structured interviews with teachers. The current study mainly addressed the data collected from two pedagogical interventions in the classrooms of two reading comprehension development courses. These courses were offered in the first year of the undergraduate programs of one public and one private universities, respectively pseudonymised as the Medha University of Bangladesh (MUB) and the Fariha University of Excellence (FUB). Approximately 100 students, i.e., 70 MUB and 30 FUB students, and two teachers, one at each university, participated in the interventions. Both the interventions adopted the same translanguaging design, using one Bangla and two English stimulus texts, exploring the construction of beauty across languages and cultures. A brief thematic discussion of the texts is as follows:

English text 1: This is an online article that explores how celebrity images influence the concept of beauty among young boys. It argues that these images project an

inflated idea of beauty that contradicts the notion of beauty that these boys experience with a close female friend, family member or aunt.

English text 2: Written in a black woman’s perspective, this text explores the role of skin colour, body shaming, and social media in the dating culture of American youth.

Bangla text: This blog post critically explores and challenges the role of colonisation in the construction of beauty in Bangladeshi culture and girls’ subsequent suffering if they perceive they do not fit that colonial standard. It provides examples from the first Bengali Nobel laureate Rabindranath Tagore’s literary works that arguably accepted colonial norms as the beauty standard. For example, Tagore appreciated dark skin in a song, but none of the female protagonists was dark-skinned in his novels.

The following table reproduced from Author (forthcoming) demonstrates how the intervention was designed:

**TABLE 1**

*Intervention Design*

Phases	Activities
Phase 1: Translanguaging theory and pedagogical approaches	<ul style="list-style-type: none"> <li>• Introduced the translanguaging theory of education</li> <li>• Briefed on the strategies of translanguaging pedagogy</li> </ul>
Phase 2: Tell me now activity	<ul style="list-style-type: none"> <li>• An activity comprising a picture of five young people and three questions</li> </ul>



Phase 3: Reading the first English text	<ul style="list-style-type: none"> <li>• Provided an English definition of beauty</li> <li>• Explored cognates of the proverb “Beauty is in the eye of the beholder” across languages and cultures</li> <li>• Bangla scaffolding for difficult words in the text</li> <li>• Used a photo of a Bangladeshi actress to connect with English text.</li> <li>• Completed the reading of the first English text.</li> <li>• Researcher-students interaction:             <ol style="list-style-type: none"> <li>1. What is this text about?</li> <li>2. Do you agree with this author? Why/Why not?</li> </ol> </li> </ul>
Phase 4: Reading a Bangla text	<ul style="list-style-type: none"> <li>• Used the Bangla text as a guided reading</li> <li>• Reflected on the struggle of Bangladeshi parents to get their dark-skinned daughters married off</li> <li>• Asked students’ opinions on the messages of the text</li> </ul>
Phase 5: Reading the second English text	<ul style="list-style-type: none"> <li>• Providing scaffolding for difficult words</li> <li>• Paraphrasing to enhance students’ access</li> <li>• Researcher-students interaction:             <ol style="list-style-type: none"> <li>1. What is this passage about?</li> <li>2. Do you agree with this author? If so, please share.</li> <li>3. What do you think beauty is?</li> </ol> </li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>• Two sets of multiple-choice questions</li> </ul>

After the intervention, two focus groups with ten students and two semi-structured interviews with the teachers were organised to elicit participant responses on each translanguaging intervention. Transcripts of these datasets were imported into the NVivo data management program for several rounds of inductive coding. A thematic analysis of these codes was conducted to generate a metaperspective on the role of translanguaging in enhancing reading comprehension in two ELT classrooms.

### **Findings and Discussion**

Both pedagogical interventions produced homogenous findings, i.e. there was consistency across both groups in public and private universities. Results were grouped in two broad themes: the 'Face-value' component and engagement as one theme, and enhancing comprehension and transforming the students' subjectivities as the other.

#### ***'Face Value' Component and Student Engagement***

Translanguaging pedagogies allowed the students to compare the intervention with their regular classes. Students consistently indicated that they discovered a sanctioned 'comfort zone' in the intervention class not previously experienced in a stated (if not always enforced) English only environment. Most students were from Bangla medium pre-tertiary education, in both groups. Most do not possess the English language proficiency required in the English departments, and hence these students are routinely subjected to an environment of structured linguistic inequality. English medium and English version background students always outperform and, consciously or unconsciously, subjugate the Bangla medium students in such an environment, rewarded by a system that allows for such inequality despite Bangla nationalist sentiment and purported pride in the national language and culture. Furthermore, these students are young adults who develop a 'Face value' component of self-esteem in the transition period from pre-tertiary to tertiary education, as reflected in the comment of a MUB student:

We are university students now. We could accept if people made fun of our mistakes in our childhood, but it's not the same anymore. We're very conscious of our face value now.

Under those circumstances, the enforcement to adhere to EMI policy and practices sour and even emotionally wound these students. Little or no attention has been paid to young

adults' reputational or status value, but this component of their education has significant consequences on their psycho-social and academic development. For example, two FUB students revealed that many students suffer from low self-esteem and chronic depression arising from their sense of failure and inability to achieve good results. These universities offer 'remedial English courses' for identified (publicly known) 'weaker' students. However, this approach considers students from a deficit perspective and, further, does not necessarily serve the need of all students whose English language abilities fall across a wide range and with different language knowledge 'gaps' (Sultana 2014). Under such circumstances, many students struggle to remain motivated in ELT classrooms, are reluctant to seek assistance, and some eventually drop out of the courses that strictly adhere to the English only policy (Author forthcoming).

In contrast, the purposeful design of translanguaging pedagogy created an academic space that valued bilingual students' natural and characteristic languaging practices and the diversity of experience, accommodating differing proficiencies without shame or loss of face value. The systematic incorporation of varied semiotic and multilingual resources in the interventions maximised the students' participation in the classroom. For example, the 'Tell me now' activity designed on an image of five multicultural young adults invited students to interact with content immediately from the beginning of the intervention. Students at MUB could not provide a Bangla cognate of 'Beauty lies in the eyes of its beholder', unlike their counterparts at FUB, who came up with a famous Bangla saying: *যাঁর চোখে যাকে লাগে ভালো*, a metaphorical expression that does not translate well in English but perfectly captures the essence of the English cognate. Nonetheless, 'permission' to translanguage allowed the MUB students to initiate a conversation effectively, in which four students spontaneously participated and contributed to the discussion.

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The purposeful inclusion of both Bangla and English texts on the same topic enabled students to go back and forth between languages and cultures while maintaining their attention and engagement and developing ideas throughout the intervention. In terms of dealing with advanced English texts, students spontaneously joined the researcher in paraphrasing each sentence, translinguaging to express their understanding of the topic under discussion. Students who had never had a voice in English only classrooms felt encouraged to talk in the intervention, and possibly for the first time in their university study experienced a sense of self-esteem as what they brought to the class was both valued by others and assisted their own meaning-making. For example, a MUB student commented on the performance of her classmates who previously had hardly participated in regular class discussions:

I noticed the boy, Imtiaz, who sat on the last bench, provided an excellent definition of beauty. I liked Mou's definition too. They were able to organise their thoughts because they were allowed to translanguage.

Analysis of the observation data characterised the MUB classroom as lecture-focused, featuring only one translinguaging moment of teacher-student interaction. The FUB classroom teacher described her course, which also could be characterised as didactic and teacher-focused, as 'boring', and held a lack of student engagement and participation responsible for this description. In contrast, the pedagogical design of the translinguaging intervention brought multiple voices, languages, and modes of contribution from the students. Having witnessed the researcher's interventions, both teacher participants acknowledged the benefits of translinguaging. For example, the FUB teacher said the students were more engaged in the intervention than in her regular classes. The MUB teacher explained such high engagement arguing that translinguaging created a 'congenial classroom environment since the students were in less stress and anxiety regarding the use of language'. What is implicit in

these teacher statements is that, in fact, teacher enjoyment could also be enhanced through the increased engagement opportunities provided by a translanguaging approach, avoiding the development of teacher cynicism (and comments on her class as ‘boring’) and potential burnout. In short, the analysis of four datasets demonstrated an interactive learning experience for teachers and students in ELT classrooms, with benefits for all (Author, forthcoming).

### *Enhancing Comprehension and Transforming Subjectivities*

This section discusses the second thematic category finding, related to the functions of intervention steps in enhancing English text comprehension while harnessing students’ critical and high-order thinking and reasoning skills about the historical and cultural constructs of beauty. Each intervention activity comprised several translanguaging strategies, including vocabulary introduction in two languages using semantic attributes of the words, cognate expressions across languages, context clues, and semiotic resources as learner-centred objects. Students were instructed to use bilingual dictionaries on their phones to look up the meanings of difficult English words alongside the researcher’s multilingual vocabulary support. They learnt the academic Bangla meaning of difficult English words such as ‘inflated’, ‘subjective’, ‘wondered’, and also the contextual meaning of the English word, ‘haunted’. Semiotic resources such as using a picture of a Bangladeshi actress helped students explore how the entertainment & media industry project the concept of beauty from their cultural backgrounds.

The first activity, ‘Tell me now’, comprised of viewing a picture of five young people from different ethnic origins and skin colours, followed by a discussion around three questions. In answer to the first question on ‘Who is the most beautiful person here?’, most of the students considered the white persons as the most beautiful, providing a simplified explanation: ‘because they are white’. They even laughed when the researcher suggested the

possibility of considering a black person as the most beautiful. Nevertheless, one student resisted her classmates' racist remarks or conditioning, with a one-word response, 'No!'. The second question, 'What is the concept of beauty in your culture?' required the students to take a step back and provide a more in-depth look into their own reality and question the feasibility of such colonial beauty standards in their own context. They suggested that despite having brown skin colour, most Bangladeshis consider fair skin the dominant defining feature of being beautiful. The third question, 'How much money and time do you spend on beauty and appearance?' challenged the gender-based stereotypes related to the beautification process. For instance, a male classmate inadvertently acknowledged spending more time than his female classmate on beauty preparation.

The first English text included the proverb, 'Beauty is in the eye of the beholder', which enabled the researcher to engage the students in exploring its cognates across languages and cultures. Interestingly, a private university student knew the Hindi cognate of that proverb as well, which is *खब सुरति देखनेवालो की औखों में होती है*, meaning 'Individuals have different beauty standards' in English. The example demonstrates how the pedagogic design of translanguaging actively resists the structured environment of western ideologies in the EMI classroom, maximising the scope of understanding of the English text, including languages that were not even taught in Bangla schools- a situation common in most classrooms around the world, given the diversity of backgrounds of students in a super-diverse world (Vertovec, 2010).

The Bangla text enabled the students to examine the impact of the colonial beauty standard, drawing evidence from Bangla literature and common practices of the Bangladeshi people. They understood how the colonial standard discriminates against Bangladeshi women in marriage based on their dark skin colour. After reading the text, the students became socially and cognitively engaged, as reflected in their immediate expressions such as 'oh my

God', 'terrible', 'bitter truth', and so on. Both cohorts agreed with the message that the text conveyed around challenging colonial stereotypes. The researcher then asked if similar discrimination prevails in the US context. Interestingly, both cohorts disagreed, given that the USA is a developed country where people should have a more generous attitude towards skin tones. The second English text allowed students to compare and contrast the concept of beauty and discrimination from an American context. This text dealt with how skin colour and body shaming discriminate against many young people in the American dating culture. This text was written in advanced English; hence the students struggled to access it. As soon as the researcher elected to paraphrase the text, students immediately joined him in paraphrasing each line, using both Bangla and English. They translanguaged to think and speak seamlessly across languages to navigate language-intensive and cognitively demanding real-life inquiries. This phenomenon of active collaboration of students with the researcher to understand a complex phenomenon was prevalent in both interventions.

The question 'What do you think beauty is?' posed in the intervention placed the students as co-constructors of meaning. The following examples demonstrate how students orally produced their own definitions of beauty:

FUB student-1: Beauty is a concept that changes in people's perception.

FUB student-2: I think beauty is not only your physical appearance but also your inner beauty.

MUB student-1: The things which make us feel better are beauty.

MUB student-2: A beautiful person is (one) who is comfortable in his/her own skin. colours or body type, hair colours or whatever s/he has naturally; that is beauty.

Interestingly, the students spontaneously produced these definitions in English, indicating that translanguaging pedagogy served the school's English language requirement.

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Furthermore, it added a strong educational focus on nurturing the individualism of English major students, which the English departments promote by exploring explicitly targeted content on the subjective psychological and social consciousness of the literary characters. A MUB student noticed this unintended positive outcome of translanguaging pedagogy. She said:

We all are seeing physical beauty from different angles. This is individualism.

Translanguaging gave us the platform to express our different perspectives.

Contrary to the English only environment, translanguaging fostered students' bilingual ways of knowing the world and reaching their own conclusions about such a complicated topic as beauty. Upon completing the intervention, a FUB student said, 'We learned something fantastic today!'. His teacher did not overlook this joy of learning something new that transformed an age-old belief for the students. She praised the pedagogic design of the intervention saying: 'It was marvellous! They clapped for you at the end!!' In the same fashion, a MUB student expressed her excitement in the focus group discussion, saying, 'this is the type of class we want more'. Given the restrictions the students had previously been under, this very first encouragement to use all their resources revealed how this initial change could lead to greater possibilities in the longer term. The findings indicate several things, such as a natural release of previously pent-up feelings/understanding and an instant resistance to/flouting the (unjust) rules, which did not need much encouragement. Furthermore, the pedagogical design has the potential for much deeper engagement when students are more used to working in this way and can come prepared for lessons, think about things overnight, ponder on their way home, and live their lives. The personal sides explored in the study are crucial since they undeniably allow for richer academic and personal outcomes.



In an EMI classroom, students might get away with answering questions with responses they have drawn from the Internet, adapted from a textbook or through repeating the teacher's dictation without really understanding the meaning (Baker 2011). In contrast, students in this intervention used the Bangla text as a guide and utilised their metalinguistic and metacognitive resources to process the English texts more deeply. Most importantly, even in a short intervention, students moved away from the preconceived colonial beauty standard and produced their own definitions that challenged the stereotypes and prejudices for a better world.

### **Conclusion**

The study explored the potential of a translanguaging pedagogical design in two ELT classrooms of Bangladeshi higher education. The design enhanced student participation and ensured higher cognitive engagement in the reading classrooms. Students mobilised their metalinguistic resources, metacognitive skills and prior knowledge to make meaning of English texts. The instructional design offered students opportunities to be authorities on the concepts explored in the materials, made them feel confident, fostered their individualism and placed them as co-producers of meanings. These findings have crucial pedagogical implications for the international context and 'Centers' of ELT, where classes tend to be multilingual (Phillipson 1992 in Anderson 2017). Alongside the targeted outcome of enhancing reading comprehension in the ELT classroom, a robust design of translanguaging pedagogy can help students break racial stereotypes, tackle inequalities and fight for social justice (Author forthcoming).

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**Figure 13**

*Article 11 Navigation Key*



**Article 11**

The second research question of the PhD project was “what is the role of translanguaging pedagogy in improving reading comprehension and *academic writing skills*?”

Article-11 provides a comprehensive answer to the *academic writing skill* development part of the research question, drawing on the two writing articles 2 and 6 of the project.

The second revision of Article 11 is in preparation for submission to a Q-1 journal.

**Article 11 Reference**

Rafi, A.S.M., & Morgan, A.M. (2022d). *Translanguaging in writing instruction: What works and what doesn't?* [Manuscript submitted for publication]. College of Arts, Society & Education, James Cook University.

**Translanguaging in Writing Instruction: What Works and What Doesn't?**

**Abstract**

This article drew on two interventional studies to determine the extent to and ways in which translanguaging pedagogies can be introduced into the academic writing classrooms of Bangladeshi universities. Utilising an ethnographic research design, data were collected from classroom observations, pedagogical interventions, focus group discussions with students and semi-structured interviews with teachers from two universities. The findings suggest the benefits of translanguaging include enhancing students' cognition of writing concepts, developing metalinguistic awareness and multicompetence, practising home and target languages, affirming bilingual identities, and stimulating active participation in the act of writing. Despite acknowledging the benefits of translanguaging approaches, most participants were hesitant to make use of or promote translanguaging in academic writing for reasons including a preference for the aesthetics of monolingual writing form, tensions between students' agency and disciplinary norms (both within and beyond their academic institutions), and the power of the broader social structures and milieux on the rules of academic writing. The study recommended intentional planning of translanguaging practices to navigate the complexity of integrating translanguaging pedagogies in academic writing classrooms and to begin to shift, through evidential experience, acculturated negative perspectives about translanguaging as a pedagogical practice in bilingual classrooms.

## **Introduction**

Recent research in literacy and second language acquisition has acknowledged the value of translanguaging—the pedagogical use of full linguistic repertoires, modalities, and other meaning-making tools—in bilingual classrooms (Daniel, Jiménez, Pray, & Pacheco, 2019; García & Kleyn, 2016). Nevertheless, the value of translanguaging has mainly been discussed in relation to oral pedagogical contexts, and academic writing has remained underexplored (Siegel, 2019; Authors, 2021; 2022). This study integrated translanguaging within the 'remedial' (pathway) writing coursework of first-year undergraduate classrooms of two Bangladeshi universities. These universities have administered English medium instruction (EMI) but enrol students from diverse pre-tertiary education backgrounds such as Bangla medium, English medium and Madrassa (Islamic) schools. The levels of English language proficiency vary considerably among these students. Hence, both universities require these students to enrol in these courses to improve their English. These courses ignore the complexities of multilingualism in language production and in writing in particular, perpetuating the myth of linguistic homogeneity (Matsuda, 2006). Students are placed in an unreasonable position in these courses, being required to perform following monolingual English language standards for which they are insufficiently prepared, and simultaneously are denied use of other language resources (McBride & Jiménez, 2021).

The study integrated translanguaging pedagogical approaches in two first-year composition courses, intentionally challenging monolingual language ideologies while also providing for the language differences of the students. Prior studies have already argued the benefits of translanguaging pedagogy as a more equitable approach to remedial writing instruction and have called for further research and identification of additional strategies to address this issue in academic writing discourse (Matsuda, 2006; McBride & Jiménez, 2021; Siegel, 2019). This study employed the concept of general linguistic performance and

language-specific performance of translanguaging theory in academic writing and assessed the implications of such performances on theoretical and practical levels (Garcia & Kleyn, 2016).

### **Literature Review**

English instruction in remedial courses typically emphasises the English language and the cultures of English-speaking countries, ignoring the complexities for bi- or plurilingual students in writing production and learning through and about a single language and culture for which they have a limited framework of reference or exposure (Blumenthal, 2002; Matsuda, 2006). Moreover, many of these courses unintentionally "normalise and legitimate the very deficits and positions of disadvantage" that they aim to mitigate, exposing the students to even greater vulnerabilities while navigating their way through coursework entirely in English (Harklau, 1999, p. 259). Students feel intimidated by language difficulties and cultural barriers in such coursework (Campbell & Li, 2008). Furthermore, their often non-standard uses of language and grammatical errors influenced by other languages or simply a lack of knowledge slow down their writing and frustrate the eloquence of their ideas (Zhang & Hadjioannou, 2021).

Contrary to English-only monolingual approaches, scholars have underscored students' developmental progress when using translanguaging pedagogical approaches (McBride & Jiménez, 2021). Carroll and Sambolín Morales (2016) demonstrated that translanguaging enabled students to demonstrate more accurately their reading comprehension since the proficiency of a particular language did not restrict the expression of their understanding. It was also shown that students leveraged both their experiences and background knowledge, related more deeply to "themes that connected to their cultural and linguistic experiences" (Carroll & Morales, 2016, p. 258) and gained agency over their learning (Pujol-Ferran, DiSanto, Rodríguez, & Morales, 2016). Furthermore, Zhang and

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Hadjioannou (2021) found translanguaging was ubiquitously present in the English academic writing of Chinese graduate students. These students accessed their Chinese repertoires to support the initial thinking and drafting of English composition. Translanguaging pedagogies provided students with a space to assess different rhetorical and communicative effectiveness levels and question their choices while developing metacognitive awareness (Canagarajah, 2011; Marshall & Moore, 2013). In another study, students overcame reticence by taking greater risks while also interacting with fellow students and teachers in Japanese, which supported a positive perception of the use of home languages (Adamson & Coulson, 2015).

A few studies have also demonstrated challenges in embracing the benefits of translanguaging in academic writing. For instance, Zhang and Hadjioannou (2021) illustrated how monolingual ideals of languaging practices (the aesthetics of the monolingual form of writing) induced students to devalue their translanguaging practices and question the need to involve these additional resources in English writing. According to these authors, such monolingual ideologies contributed to 'ambivalent' bilingual identities and actually hindered students' progress as writers. Canagarajah (2011), and Sebba, Mahootian, and Jonsson (2012)<sup>2</sup> have also argued that resisting or transgressing established academic writing norms could be costly to the students, since the teaching of writing has strict gatekeepers, and authors using multilingual resources can be treated as lacking proficiency and penalised accordingly (Canagarajah, 2011; Sebba, Mahootian, & Jonsson, 2012). Authors (2021; 2022) and Garska and O'Brien (2019) explored students' perceptions of language writing processes using translanguaging at tertiary institutions. These studies highlighted the issues of struggle and resistance between institutional and disciplinary norms and bilingual students' desire to demonstrate uniqueness and have agentic roles in academic writing.

This study extends the discussion on the benefits and challenges of using translanguaging pedagogical approaches for writing through presenting findings from two



pedagogical interventions that explored ways translanguaging theory can assist in understanding language performances in writing assessment. Garcia and Kleyn (2016, p.24) explained:

Translanguaging theory helps teachers separate language-specific performances in the named language—English, Spanish, Russian, Chinese or others—from general linguistic performances, that is, the students' ability, for example, to argue a point, express inferences, communicate complex thoughts, use text-based evidence, tell a story, identify main ideas and relationships in complex texts, tell jokes, and so forth.

In light of these two types of assessment in academic writing- language-specific and general linguistic performance-and through teaching content employing translanguaging pedagogical approaches, this study contributes more definite conclusions on the extent to which translanguaging pedagogical approaches can inform writing instruction in higher education classrooms.

### **The Study**

This study is a part of a larger project that drew on a two-step ethnographic approach to collecting four sets of data, including classroom observations, pedagogical interventions, focus group discussions, and interviews with course instructors from two public and private universities in Bangladesh. It presents findings from two pedagogical interventions on academic writing, two focus group discussions and two interviews from a public university pseudonymised as the Ariya University of Bangladesh (AUB) and a private university pseudonymised as the Yeehan University of Excellence (YUB). The focal remedial English courses were offered in the first year of the undergraduate programs. The first-named researcher collected in-class data. Approximately 92 participants were observed, i.e., 60 AUB and 30 YUB students and two class teachers. Then seven AUB students and all 30 YUB

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students along with their class teachers, participated in the interventions. Both of the interventions followed the same translanguaging design on paragraph writing. The following table demonstrates the intervention steps:

**Table 1**

*Intervention Steps*

Step 1	The researcher provided a Bangla definition of 'topic sentence'.  Students read the definition and translanguaged (across Bangla and English) to explain what they understood.
Step 2	The researcher translanguaged to discuss two essential components of a topic sentence, i.e., 'topic' and 'controlling idea'.  Students completed a worksheet to identify topics and controlling ideas from five topic sentences. The worksheet was written in English catering to students' proficiency levels and designed on culturally relevant themes.
Step 3	The researcher reviewed the entire discussion in English and asked the students to explain the topic sentence in English.
Step 4	Students, regardless of pre-tertiary medium of background, i.e., Bangla or English, provided answers in English.
Step 5, 6, 7, 8	Similar translanguaging approaches were used to discuss the other two literary elements, i.e., 'supporting details' and 'concluding sentence'.
Step 9	A translanguaged definition of 'transition' or linking words (such as, 'and', 'but', 'because') was provided.  The researcher drew a cross-linguistic perspective on Bangla transition words.
Step 10	Writing task 1: Students were asked to comment on the organisation of a Bangla paragraph and allowed to write in their preferred language/langaging practices.

The purpose of this task was to introduce how assessment of general linguistic performances could offer an accurate understanding of emergent bilingual students' comprehension of key ideas and concepts regardless of any named language bias.

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Step 11      Writing task 2: Students were asked to write a paragraph in English, i.e., language-specific performance, to meet the language requirement of the department for summative assessment.

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Each intervention lasted for 60 minutes. After the interventions, two focus group discussions with seven AUB students and six YUB students were organised. Two teachers were also interviewed to elicit responses on translanguaging pedagogical approaches to writing instruction. The researcher asked ten questions in both focus group discussions and interviews on the participants' overall attitudes towards translanguaging pedagogical interventions, functions of translanguaging in writing instruction and possibilities and challenges of adopting translanguaging as an acceptable practice and policy in written discourse. Participants were free to speak in their preferred language/languageing practices. The duration of each focus group discussion was around 25 minutes, and each interview was 35 minutes long. The focus group discussions and interviews transcripts were imported into the NVivo data analysis software. Inductive open coding was employed to identify patterns in code occurrence and generate broader themes on what works or what does not work to incorporate translanguaging approaches in academic writing of higher education.

### **Findings and Discussion**

Both of the interventions in the two universities produced similar kinds of findings regarding the role of translanguaging pedagogies in writing instruction. The following discussion reports the benefits and challenges of integrating translanguaging pedagogical approaches in academic writing discourse exemplified through the interventions.

*Translanguaging in Academic Writing: What Works?*

The benefits of translanguaging pedagogies identified in the two interventions were classified into the following themes:

- Enhancing metalinguistic awareness and developing multicompetence in home and target language structures
- Utilising prior knowledge as instructional support
- Benefits of assessing general linguistic performances as a preparatory tool and problem-solving strategy for later English proficiency assessment, and as a valid assessment tool in its own right to measure understanding of concepts
- Stimulating sociolinguistic awareness of cultural conventions in academic writing.

The inclusion of Bangla and English definitions of the essential components of a standard paragraph created the scope for the students to read the same concept in both languages. English medium students read definitions in Bangla as well as English. The researcher actively encouraged Bangla medium students to utilise their multilingual repertoires in accessing the English definitions. Both of these approaches are uncommon and often prohibited in English medium classrooms. A Bangla medium student at YUB said:

**Figure 1**

*Student Response*

এটা যথেষ্ট help করেছে। কারণ এখানে comfort এর একটা বিষয় থাকে। পড়াশোনায় যদি comfort এর বিষয়টা না থাকে, এটা যদি শুধু ইংরেজি বা শুধু বাংলায়- একটা language এ হয়, সেক্ষেত্রে আমরা কম শিখি। (It indeed helped us since it adopted an approach that is comfortable for everyone. If the learning process is not comfortable because of a monolingual teaching approach, i.e., only English or Bangla, we learn less).

In other words, she criticised the existing English-only monolingual approach to education for the impediments such an approach creates to gaining a complete understanding of the class lecture. An English medium student at YUB commended translanguaging pedagogies saying, "If I don't understand something in English, then there's the Bangla part and vice versa". In short, the students approached the writing instruction in a two-dimensional approach instead of the severely limited perspective of the monolingual English language standard in place that ignores the inherent linguistic complexities of bilingual students and denies their daily experiences of working across languages to problem-solve and make meaning.

Translanguaging pedagogy expanded traditional writing instruction that often limits bilingual students to isolated exercises solely in the target language (Fu, 2009). The cross-linguistic analysis of transition words such as "firstly," "secondly", "thirdly" revealed how students tapped into their complete linguistic repertoires and assessed different rhetorical conventions to enhance communicative effectiveness. For example, the AUB focus group preferred the transition words in British and Australian Englishes to American English for the affinity with the Bangla language. Bangla language uses transition words in the adverbial sense like British and Australian Englishes do, unlike the adjectival sense, such as "first", "second", and "third" of American English. An AUB student elaborated, 'প্রথমত' বলি আমরা, 'প্রথম' বলি না" where the suffix "ত" in "প্রথমত" is an equivalent of "ly" in "firstly." This cross-linguistic analysis enabled students to discuss the different Englishes and the nearness to or distance from Bangla, which is an additional metalinguistic skill. Students also demonstrated critical awareness, questioning how some transition words vary across written and spoken discourses in Bangla. For example, the more standard forms such as তথাপি (However) and অতঃপর (henceforth) are used in writing respectively for other forms such as অথচ and তারপর in speaking. Similarly, students leveraged different linguistic resources

while working with multilingual vocabularies, cognates, derivatives, compounds, etc. Even on this small scale, and as only two examples, the pedagogical interventions enhanced the students' multicompetence and metalinguistic awareness while enabling them to practice both Bangla and English with (at least) two grammars (and potentially an inter-grammar or comparative grammar) in mind.

English instruction and the coursework in the focal classrooms emphasised either British or American culture while ignoring students' contextual realities in Bangladesh and their funds of knowledge from their intercultural and inter-lingual experiences through family, school, community and social media contexts. For example, the YUB teacher used materials directly copied from an American website, demonstrating instances from the American context. The first-year students might not be aware of such contexts or have English proficiency to tackle such materials, or have interpreted English-medium websites in their private lives through different lenses, as websites accessed would have been for different purposes. Furthermore, the AUB teacher made fun of students when they tapped into their prior knowledge to access English grammar. For instance, when a student used a Bangla translation "পুরাঘাটিত" of present perfect/continuous tenses, the teacher pretended not to understand that translation as a way of discouraging Bangla in the classroom. Nevertheless, she used that same Bangla term later on, but sarcastically, to explain perfect/continuous tenses, as it did, in fact, capture the meaning and provided immediate access to understanding the concept. In contrast, the intervention activities used students' prior knowledge as a natural resource to facilitate writing instruction. The following task demonstrates how familiar themes and culturally relevant topics became an integral part of the pedagogical design:

**Figure 2**

*Example of a Writing Task*

**Activity 2: Choose four supporting details**

• Learning English is very difficult. Firstly, \_\_\_\_\_ . In addition, \_\_\_\_\_. Also, \_\_\_\_\_ . Finally, \_\_\_\_\_ . I think it will take a long time to learn English well.

1. I don't like speaking English.
2. we don't have the chance to practise with native speakers.
3. many people in the world learn English.
4. the grammar is very different from my native language.
5. the pronunciation is difficult to get right.
6. it is easy to learn English vocabulary.
7. I have only one English class a week.

While completing this task, a YUB student enthusiastically expressed that all of these examples were related to their experience of the subject. Such pedagogic design corresponding to the cultural and linguistic experiences of the students gave rise to the "social and intellectual epiphanies that become catalysts to strong motivation in their overall learning" (Pujol-Ferran, DiSanto, Rodríguez, & Morales, 2016, p. 534). The students gained agency over their learning, were actively and enthusiastically involved, and required less instructional support. On completing the lecture on paragraph writing and related activities, the researcher assessed the students' general linguistic performances in the first written activity. Students were asked to evaluate a Bangla paragraph entitled এ বছর ফিরবে সত্তরের স্টাইল (Return of 1970s style clothing in 2019) based on their newly gained knowledge of topic sentence, supporting details and concluding sentence. The following table summarises the number of students who utilised translanguaging in this activity:

**Table 2***Students' Use of Language/Languaging*

Translanguaging/ Named languages	Public university (AUB)	Private university (YUB)
Translanguaging	1 of 7 students	7 of 30 students
Bangla	0	2 of 30 students
English	6 of 7 students	20 of 30 students

As can be seen, most of the students in both cohorts resisted translanguaging in academic writing even when it was allowed. This choice must, of course, be seen in the context of this likely being the first time they were provided 'permission' to do so. The only translanguaged script from the public university given below demonstrated that the student confused the topic as the title, misunderstood the supporting details and left no comment on the concluding sentence.

**Figure 3***Example of Student Work*

• **Activity-4: Evaluate the paragraph এ বছর ফিরবে সতরের স্টাইল (Return of 1970s style clothing in 2019) based on topic sentence, supporting details and concluding sentence. You can write in Bangla or English or translanguaging.**

এই paragraph এ আমরা title sentence পাই। এর  
 জন্ম হতে পারে। "এ বছর ফিরছে পতনের সাজাফা কিন্তু এই  
 paragraph থেকে আমরা "supporting details"  
 পাই না। কারণ সাজাফা চিকিৎসা করা হবে এখানে  
 তার উল্লেখ নেই। আমরা স্বীকার না মানুষ  
 এটা গ্রহণ করতে কিন। তাই আমরা বলতে পারি  
 এ বছরের ফিরে আসবে নাও হতে পারে।



## TRANSLANGUAGING EDUCATION POLICY FOR HIGHER EDUCATION

Translation of the translanguaged script: We find the title sentence in this paragraph, which could be "the return of 70's clothing this year". But we can't find supporting details since it does not mention any specifics of this trend. Hence, we are not sure if people will accept it. So, we can tell that this style might not get momentum.

From the private university cohort, seven among 27 students took advantage of general linguistic performances in the first written task. Two students provided explicit comments on the paragraph's organisation, and the rest five students provided their general impression of the theme. The following extract demonstrated a translanguaged script of how a student commented on the organisation of the paragraph:

### Figure 4

#### *Example of Student Work*

- \* ~~Topic~~ Topic sentence চরিত্র clear and শক্ত পাঠ্য।
- \* Supporting details ও মোটামুটি অর্থাৎ বর্ণনা  
বুঝা যায়, বেশ ভাল details বলা হয়েছে।
- \* concluding sentence এর উল্লেখযোগ্য গুরুত্ব বলা  
হয়েছে।

Translation of the student work:

- \* The topic sentence could have been more focused.
- \* Supporting details covered pretty much everything.
- \* Concluding sentence is better than other elements.

This translanguaged response did not demonstrate a more unrestrained movement between English and Bangla as the English terms are retained in English, and all the opinions are provided in Bangla. The choice of Bangla words is academic in tone. In the other three

scripts, two students used mostly academic Bangla language with transliteration of English words, and one student wrote monolingually in Bangla. A comparative analysis of these scripts demonstrated a higher degree of content and syntactic complexity in the transliterated scripts. Although fewer students elected to translanguage in the first written task, the focus group discussion revealed several benefits students derived from the first task on general linguistic performances.

English language proficiency remained a barrier for both cohorts. They considered general linguistic performance as a problem-solving strategy for cases of not knowing or forgetting a particular Bangla or English word while writing monolingually. Such strategy exhibits ways bilinguals make sense of their worlds, understandings and analyses of which are yet to surface in the discourse (and teaching) of academic writing (García & Kleyn, 2016; Authors, 2021; 2022). This study reframes this argument from the students' perspective. Given that oral translanguageing is a common practice in teacher's speech, despite the English-only policy, an AUB student argued for keeping the provision to translanguage in written assessment. Such provision would ensure the fair assessment of the student's overall understanding since bilingual students often struggle to find legitimised vocabulary items in their writing despite having a fuller understanding of the content. García and Kleyn (2016) argued for this kind of assessment to 'level the playing field' between bilingual and monolingual students on the premise that traditional assessment allows monolingual students to use most of the features of their language repertoire but asks bilingual students to suppress likely half or more of the features in their repertoire for expressing what they know. Aside from indicating the benefits of translanguageing in the general linguistic performance in writing, students also argued that the strategic manipulation of languages in the intervention helped them *understand* the lecture, *organise* their ideas in the first task and *provide well-rounded responses* in the second task on language-specific performance. The data support

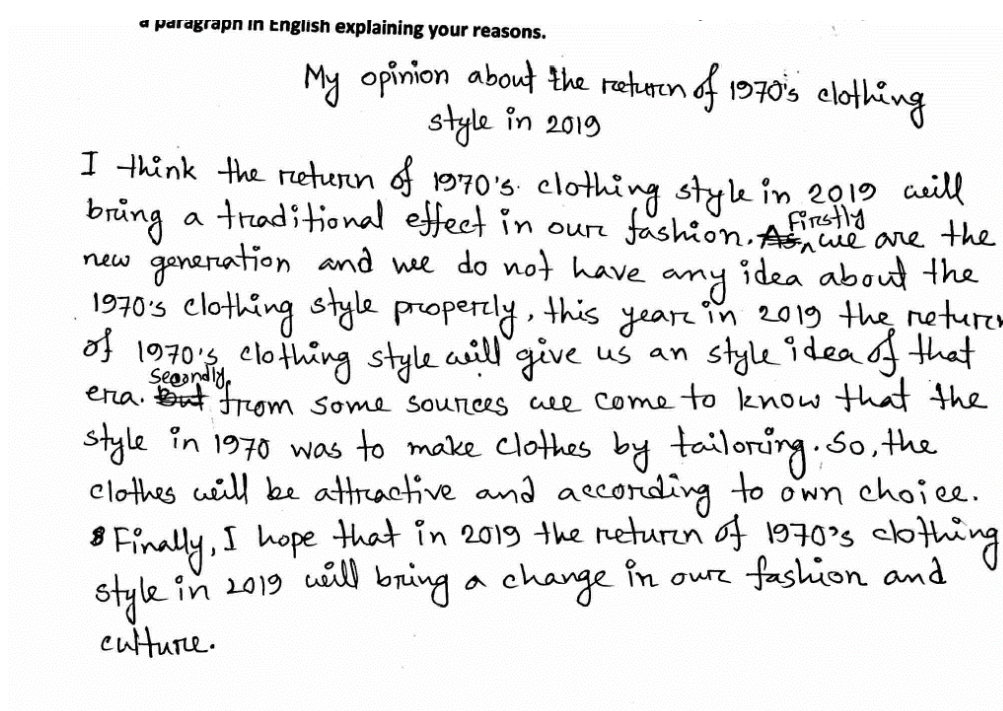
these claims since both interventions produced a 100% turnout of responses in the second activity.

Another perceived benefit was that translanguaging pedagogy allowed for integrating the effect of culture on writing conventions. A YUB student stated that the Bangla paragraph successfully conveyed the message to its (Bangladeshi) readers regardless of having no precise topic or concluding sentences nor what would normally (in English literary discourse) be required as a sufficient number of supporting details. The researcher took this opportunity to explain the inductive and deductive style of writing that varies in different cultures (Kubota, 1998). The students learned that UK and US writing conventions generally follow a deductive writing style placing the thesis statement in the introductory paragraph. In contrast, the common Bangladeshi writing convention is inductive, requiring a high level of reasoning to draw inferences and make connections external to the text. If these conventions were not explained, students could become confused and disaffirm identity positions from their diverse linguistic backgrounds (Motlhaka & Makalela, 2016). In contrast, the public university students said that they felt "more dignified" and "proud" to read materials written in Bangladeshi fashion in this English-only classroom. They added that incorporating such Bangla material made them feel like promoting their culture through writing in an international language like English. Furthermore, they now understood how to recognise and articulate this difference in discourses as a metalinguistic perspective on academic writing discourses. Such understanding creates scopes for enjoyable linguistic activities such as transfiguring a US/UK structured paragraph into a relative Bangla style one and vice versa. Such activities allow students to 'play' with the concepts, transition words, etc., giving them practice and reinforcing perceived essential knowledge and significantly increasing agency with language. The AUB university teacher argued that her students were more interested in the intervention than her regular class, saying: "they thought that they are learning something

different. So that's why they became more interested. And they felt *involved*". This "something different" is the intervention design that fully embraced linguistic diversity as the norm for basic writing instruction against the monolingual English language standard in existing practices. The YUB teacher commended the strategic use of translanguaging for facilitating students' understanding of paragraph organisation and different writing conventions. Since the school's requirement was deductive writing, the final task entitled "What do you think about the return of 1970s clothing style in 2019? Write a paragraph in English explaining your reasons." required the students to write in English, conforming to the deductive style of writing. The following example (also reported in Authors, 2021) demonstrates how a public university student explained the change 1970s clothing style could bring in 2019 and organised the components of her paragraph in a deductive style using tight connections between various supporting details by drawing on the transition words they learned from the intervention:

## Figure 5

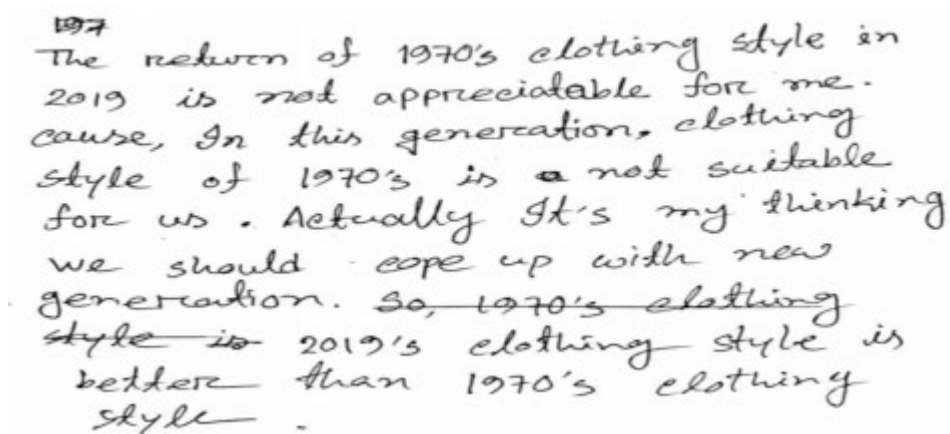
### Example of Student Work



On the other hand, a private university student did not appreciate the return of 1970s clothing style and organised the supporting details to write a paragraph in a deductive style:

**Figure 6**

*Example of Student Work*



To sum up, the integration of general linguistic performances was less evident in the final task, which was still seen, by the students, as confined by monolingual language ideologies in academic writing instruction. Nevertheless, the prior exploration of general linguistic performance through translanguaged approaches facilitated writing monolingually, tapping into the multilingual resources in the classrooms. Furthermore, translanguaging created a conducive environment for expressing identities and pride in one's own identity. Finally, it provided an approach that is capable of integrating the diverse language profiles of students in writing classrooms.

***Translanguaging in Academic Writing: What Doesn't Work?***

The majority of students from both cohorts did not elect to translanguage in the general linguistics performance task, despite licenses to do so. The following table summarises how this group of students performed in the first writing task.

**Table 3***Students' use of Language/Languaging*

Public University (AUB)	Private University (YUB)
6 of 7 students wrote only in English	18 of 27 students wrote only in English
All students demonstrated a stronger understanding of paragraph organisation in their writing, reflecting the translanguaged discussion prior to the writing task.	3 students wrote in academic Bangla with a few transliterated words of English
	11 students directly commented on the paragraph's organisation
	4 students talked only about the theme
	1 student provided an incomplete answer, and another apologised for his short-sightedness

As can be seen, the number of students providing critical responses in English to paragraph organisation is higher than that of the students who translanguaged in the first writing task. The following section discusses potential reasons for resistance to translanguaging from participants' responses and then considers these findings in relation to existing literature.

The English medium students from the private university cohort did not elect to translanguage in writing, likely because of the dominance of the aesthetic of monolingual form of writing as the paradigm of the academy that does not accommodate the messiness of translanguaging writing and students' previous experiences and expectations of them. One student explained that they were not *habituated* to see the "picture" (visually) of words from different named languages mixed in a single script. The students argued that while this kind of languaging in writing was common and accepted on social media platforms in an informal circle of friends. They had never been encountered translanguaged writing before in an

academic context. They even argued that it would be considered deficient and that 'translanguagers' would be judged as less proficient in both languages in the formal environment of higher education.

Similarly, an AUB student argued that their teachers might not accept a student translanguaging in a written script. The students also speculated that as the linguistic repertoire varies across individuals, expressions at a student's disposal might be absent for the teacher- especially colloquial language. Such a mismatch might confuse the teacher, who might penalise the students for digressing from standard language use in classroom discourse, despite demonstrating rich content knowledge, and (potentially) having been given 'permission' to use the breadth of resources. These responses reveal the tensions multilingual students encounter in balancing personal authorial intentions and authoritarian single-voicedness required by the school (Kiramba, 2017). Entrenched cultural perspectives will not be changed overnight, and students rightly would need to see evidence of acceptance of changing discourses before they feel comfortable and trusting in using them.

Previous research has demonstrated that students in other contexts have also expressed preferences for monolingualism over translanguaging to maintain the focus of the discussion and write the final product in the target language, again potentially reflecting the cultural orientation of their institutions and their unfamiliarity with alternative discourses (Turnbull, 2019). While this fear of "slippage" and its consequences was not expressed explicitly by the participants of this study, the broader learning purpose of buying into English medium instruction and the English language's utilitarian values potentially restrained the participants from appreciating possibilities of benefits from translanguaging in writing, as to do so would challenge the familiar discourse for which they are 'signed up' in attending the university. For example, the AUB teacher discarded the idea of assessing students' general linguistic performance at all, as a useful measure of success, saying: "If the

medium of instruction says that all the things should be taught in English, then the assessment system should be only on that particular language, I mean if my focus is teaching English only, then I should assess them in English." (Authors, 2021, p.34). It was at this stage such a challenge to the status quo and entrenched structures that, even though she recognised the higher levels of engagement, interest and achievement of the students, after only one short intervention, it remained a step too far to adopt an alternative pedagogical approach at this stage.

An AUB student also found that such an assessment (of general linguistic performance) would be unfair to those high-achieving students who had worked hard to master the language (English) and benefit those who did not. Again, the student is unfamiliar with a view that in fact there is entrenched unfairness for students who had attended Bangla medium or Madrassa schools in an English only university, and that assessment of general linguistic performance attempts to *reduce* inequity by levelling this form of assessment to an operational paradigm that allow *all* students to contribute and demonstrate their understanding (García & Kleyn, 2016).

This expression from both teacher and students acts to restore and reinforce the standard language ideology that persists in multilingual classrooms and promotes inequity and denial of rich intellectual resources out of the scope of such a monolingually oriented ideological paradigm. Furthermore, it diverges from the studies that considered translanguaging as a vehicle towards social justice and against appreciating the effort of mastering a named language (García-Mateus & Palmer, 2017; Ndlhovu, 2017).

Finally, the private university teacher was surprised to learn about the concept of assessing students' general linguistic performances, again reflecting the paradigm in which she is situated. She said: "In our country, it never happened before that someone has told us to use Bangla and English together. And some people might get even offended". Her



reflection relates to the linguistic nationalism of Bangla that shaped the national discourses in Bangladesh and decolonised education, stripping the English language from the higher education curriculum after the independence of the country. The broader social structure of Bangladesh works against the multilingual turn in international academia that goes against the long-lasting traditions of language separation in language learning classrooms (Cenoz, 2019).

Under these circumstances, translingual writing can probably not be fully appreciated and incorporated in Bangladeshi and other universities faced with similar conditions until there is a further building of the prestige and evidence of the benefits of translanguaging practices. The glimmers of interest by the teachers and students and recognition that there were tangible benefits, even in small interventions, seeds hope for the future. In the meantime, the language chosen as the medium of instruction in higher education institutions continues to have tremendous symbolic and practical implications (Carroll in Mazak & Carroll, 2016). A prestige planning mechanism of translanguaging can potentially deconstruct the idea of monolingual aesthetics in academic writing and diminish the power of traditional gatekeepers on the "standard convention" while fully embracing linguistic diversity in academic writing discourse (Fairclough, 2001; Garska & O'Brien, 2019; Lillis, 2001). Further evidence, interventions and dissemination of outcomes will be needed to topple these towers of tradition.

### **Conclusion**

This study showcased the benefits and challenges of integrating translanguaging in academic writing discourse. The benefits include *enhancing metalinguistic awareness* and *developing multicompetence, leveraging experiences and background knowledge, assisting the understanding* of the contents of lectures, *raising sociolinguistic awareness of cultural conventions, facilitating writing monolingually* and for students *gaining agency* over

learning. The study also demonstrated translanguaging in writing as a problem-solving strategy to address the multilingual complexities in the monolingual classroom and the level-playing mechanism between multilingual and monolingual students in accessing the complete linguistic repertoires of both student categories. Nonetheless, the majority of students did not elect to translanguage, revealing entrenched challenges including the persistence of perceived aesthetics of monolingual writing, the fear of being judged as less proficient in named languages and being penalised accordingly in academic discourse, the power of traditional gatekeepers to prevent alternative pedagogies, discourses and ideologies, and the broader social structures in relation academic writing in and out of the academy. This study argued for planning for the prestige of translanguaging practices, evidenced through continuing studies and dissemination of results, to embrace linguistic diversity in the academic writing discourses of higher education.

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**Research Question 3**

**How can translanguaging be used to inform the medium of instruction that will facilitate effective content learning across disciplines?**

Article 12 addresses research question 3 by merging the findings from the two units of analysis on English literature with the two units of analysis on Anthropology contents.

Article 12 is in preparation for submission to a Q-1 journal.

**Article 12 Reference**

Rafi, A.S.M., & Morgan, A.M. (2022e). *Translanguaging pedagogies and content learning classrooms: Perspectives from Bangladeshi higher education* [Manuscript in preparation]. College of Arts, Society & Education, James Cook University.

**Figure 14**

*Article 12 Navigation Key*



**Article 12**

**Translanguaging Pedagogies and Content Learning Classrooms: Perspectives From  
Bangladeshi Higher Education**

**Abstract**

This article explores how a translanguaging pedagogy supports quality content acquisition in higher education classrooms. Drawing on a two-pronged ethnographic research design, data were collected through classroom observations, pedagogical interventions, focus group discussions with students and semi-structured interviews with teachers in two English literature and two Anthropology content learning classrooms of four Bangladeshi universities. The analysis revealed that translanguaging pedagogies strategically foregrounded the linguistic aspects of content area subjects, provided solutions for overcoming language barriers and enhanced cognitive engagement with the contents. In English literature classrooms, translanguaging ensured a holistic understanding of English literary works, providing alternative and additional perspectives from students' cultural backgrounds. In Anthropology classrooms, the pedagogic design expanded the epistemological landscapes to enhance the learning of anthropology content while broadening students' transcultural disposition and developing proficiency in academic language. These findings have broader implications for the sociocultural identification processes of students and for creating transdisciplinary spaces disrupting the socio-educationally constructed structures of academia.



## Introduction

Bangladeshi higher education (BHE) is mainly divided into public and private sectors. Although a medium of instruction (MOI) policy is not available for BHE, existing literature denoted a macrolevel divide in the MOI landscape from a traditional perspective of monolingualism and bilingualism (Hamid, Jahan, & Islam, 2013; Rahman, Singh, & Karim, 2020). Public universities adopted Bangla or a random mixture of Bangla and English in classroom interaction. However, recent studies recognised these practices as *natural translanguaging*, a characteristic discursive practice of bilingual speakers that enhances their communicative potential (Rafi & Morgan, 2021; in press-a; 2022b; in press; Sultana, Dovchin, & Pennycook, 2015). In contrast, private universities adopted English medium instruction (EMI) for classroom practices and assessments across disciplines. Anecdotal evidence and a few studies based on participant responses revealed that public universities prioritise developing students' content knowledge through natural translanguaging practices, whereas private universities place an excessive emphasis on English proficiency development in order to compete in a globalised world (Rafi & Morgan, 2021; in press-a; 2022b; in press).

Pre-tertiary education in Bangladesh comprises three major streams: Bangla medium, English medium and Madrassa medium. The mainstream student population study in Bangla medium institutions before enrolling into the universities. In the private university context, these students lack sufficient English proficiency to understand English lectures and experience the simultaneous challenges of learning language and quality content (Rafi & Morgan, in press-a; in press; Sultana, 2014). In the public university context, teachers lack pedagogic training in utilising natural translanguaging practices and often fail to create interactive, learner-centred and activity-based classrooms (Rafi & Morgan, 2021; Murtaza, 2016). For instance, Rafi (2020) and Rafi and Morgan (in press) examined translanguaging moments in English literature and anthropology classrooms, respectively, in which teachers

accepted natural translanguaging practises as the norm but was dissatisfied with her students' performance. Several translanguaging scholars differentiated natural translanguaging from pedagogical translanguaging (Cenoz & Gorter, 2022; Lewis, Jones, & Baker, 2012). The pedagogic use of translanguaging create purposeful opportunities to use, compare, and mesh languages while participating in academic activities. Since the pedagogic use of translanguaging has been widely researched for improving learning outcomes (Canagarajah, 2011b; García & Kleyn, 2016), the current study investigated the effectiveness of translanguaging pedagogies in four content learning classrooms of Humanities and Social Sciences in two public and two private universities.

To this end, the study reviews the literature on translanguaging pedagogies referring to higher education content learning classrooms. Then it overviews the methodologies, followed by a thematic discussion generated from the comparative analysis of the findings. The study concludes by outlining the larger meanings and implications of translanguaging pedagogical approaches in content learning classrooms of first-year undergraduate programs in Bangladeshi universities.

### **Literature Review**

The term translanguaging was originally used as *trawsieithu* in Welsh form to describe the purposeful practice of alternating two languages for reception and production in Welsh bilingual schools. Since then, many scholars have expanded the conceptualisation of translanguaging, providing new definitions. For example, Canagarajah (2011a, p. 401) defined "translanguaging as the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system". According to García (2009, p. 140), translanguaging is "the act performed by bilinguals of accessing different linguistic features of various modes of what are described as autonomous languages, in order to maximise communicative potential". Wei (2011, p. 1224) described

translanguaging as "the full range of linguistic performances of multilingual language users". Overall, the theories of translanguaging emphasise "a fluid, dynamic view of language and differ from code-switching/mixing theories by de-centring the analytic focus from the language(s) being used in the interaction to the speakers who are making meaning and constructing original and complex discursive practices" (Lin, 2018, p. 5). Translanguaging practices are often evident in bilingual classrooms to differentiate and facilitate instruction while allowing students to "cognitively connect with learning and act on learning" (García & Wei, 2014, p. 79).

Scholars proposed several distinctions for systematically incorporating translanguaging practices in educational settings. Lewis et al. (2012, p. 650) differentiated between "Classroom" and "Universal" modes of translanguaging where *Universal Translanguaging* relates to typical bilingual behaviour: "irrespective of context and particularly for gaining understandings, everyday communication, and achievement in interactions irrespective of site". In contrast, *Classroom Translanguaging* facilitates discussions regarding learning and teaching styles, as well as curriculum development. In the same fashion, Cenoz and Gorter (2022) distinguished between spontaneous translanguaging and pedagogical translanguaging. In this distinction, spontaneous translanguaging is the reality of bilingual usage in naturally occurring circumstances where borders between languages are fluid and constantly shifting, whereas pedagogical translanguaging is "planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students' resources from the whole linguistic repertoire" (Cenoz, 2017, p. 194). Furthermore, García and Kleyn (2016) proposed two ways of assessing the linguistic performances of multilingual students from a translanguaging perspective, as explained below:

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Translanguaging theory helps teachers separate language-specific performances in the named language—English, Spanish, Russian, Chinese or others—from general linguistic performances, that is, the students' ability, for example, to argue a point, express inferences, communicate complex thoughts, use text-based evidence, tell a story, identify main ideas and relationships in complex texts, tell jokes, and so forth (p.25).

These two types of linguistic performances, along with other constituents of translanguaging pedagogies such as semiotic and cultural resources, have been explored in the study. A large number of studies documented the benefits of translanguaging pedagogies in offering "communicative and educational possibilities to all" (García, 2009, p. 148), raising participant confidence and motivation (Creese & Blackledge, 2010), maximising literacy learning abilities (Hornberger & Link, 2012) and facilitating higher cognitive engagement in content-matter learning (Duarte, 2016). While most of these studies were in primary or secondary classrooms, the higher education context remained relatively underexplored. Wang and Curdt-Christiansen (2018) observed the linguistic practices in an undergraduate Business Management Programme of a Chinese university and categorised them into four groups: bilingual label quest, simultaneous code-mixing, cross-language recapping, and dual-language substantiation. They noticed an emerging ideological reorientation towards flexible bilingualism in traditional teaching-English-as-a-foreign-language and content-subject courses that used English medium instruction in Chinese-English bilingual education contexts. Wang and Curdt-Christiansen (2018) argued for recognising these flexible bilingual practices through a translanguaging pedagogical perspective for enhancing learning outcomes. Muguruza, Cenoz, and Gorter (2020) explored a flexible language policy for allowing for the use of three languages in a social education subject titled *Language Planning: Social and Educational Perspectives*. The flexible

language policy, which included pedagogical translanguaging, arguably alleviated concerns for low proficient learners, lowering anxiety levels compared to a course taught entirely in English.

Rafi and Morgan (2021; in press-a; 2022b; 2022d; in press) conducted a series of translanguaging pedagogical interventions in the first-year classrooms of Bangladeshi higher education. Among those studies, Rafi and Morgan (2021) demonstrated how a translanguaging approach in a writing skill development class could challenge monolingual approaches to academic writing and relate English content to learners' local language(s) and experience. In an anthropology class, Rafi and Morgan (in press) employed a combined approach of translanguaging and transculturalism in an anthropology classroom. The pedagogic design of this study created a contact zone of diverse cultural and ethical systems for students to draw on and receive a holistic learning experience. The other study in this series used varied linguistic and semiotic resources to put students at ease, enhance their epistemic access to and comprehension of complicated English texts and balance reading development both in English and Bangla languages. Along with language development, the purposeful design of the intervention, which also included cultural elements and subjects relevant to students' lives, transformed their knowledge and subjectivities about the topic taught in the intervention (Rafi & Morgan, in press-a).

While altogether these studies noticed a shift in attitude toward flexible bilingualism in support of translanguaging (Wang & Curdt-Christiansen, 2018), sought participant responses towards translanguaging approaches for mitigating the problem of low proficient learners (Muguruza, Cenoz & Gorter, 2020), outlined the benefits of coherent pedagogical designs in language learning classrooms (Rafi & Morgan, 2021; in press-a), translanguaging pedagogies remain largely underexplored in the content learning classrooms in higher education (Rafi & Morgan, in press). The current study contributes to the limited number of

studies drawing evidence from four content learning classrooms of Bangladeshi higher education. It presents two pedagogical designs to demonstrate how translanguaging pedagogies can be implemented systematically and purposefully in higher education classrooms to benefit multilingual students.

### **The Study**

The study is a part of a larger project that explored the promises of translanguaging pedagogical approaches in the first year classrooms of two public and two private universities in Bangladesh. The researchers obtained ethics approval from their university and collected permissions from four participating universities. The first-named researcher employed a two-step ethnographic approach to collect data for the study. In the first step, linguistic ethnography (Copland & Creese, 2015) was used to observe the linguistic practices inside and outside the classrooms in the focal universities for six months. Then auto-ethnography (Ellis et al., 2011) was used to record translanguaging pedagogical interventions, organise focus group discussions with students and semi-structured interviews with class teachers. Approximately 400 participants took part in different stages of the project and provided written consent. The entire dataset was pseudonymised to conform to the ethics guidelines of the researchers' university.

### **Data Collection**

The current study drew on data collected from two English literature and two Anthropology subjects offered in the first-year undergraduate programme. The English literature data stem from two English departments in one public and one private universities, respectively pseudonymised as Ariya University of Excellence (AUE) and Fariha University of Bangladesh (FUB). Both universities utilise English medium instruction (EMI) across disciplines regardless of their public or private university orientation. The focal subjects

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included similar contents to introduce students to English (language) poetry of representative poets from the early modern period to the twentieth century. The researcher observed both cohorts in four separate sessions and conducted two translanguaging pedagogical interventions using an identical design to teach metaphysical elements in John Donne's poem, *The Sunne Rising*. The intervention was carried out in the following five major steps:

**Table 1**

*Intervention Steps in Humanities Intervention*

Intervention steps	Activities
Step 1	Explaining translanguaging pedagogical approaches
Step 2	Using scaffolding technique with multilingual vocabularies and negotiations around meanings of words to study four metaphysical elements: "colloquial style". "abrupt opening", "thoughts and feelings", and "metaphysical conceit."  Using Bangla translation as a translanguaging strategy to access exemplars from the English text
Step 3	Listening to a Bangla pop song "তুমি যদি বলো-if you say so" by Kumar Bishwajit and reading its Bangla lyrics.
Step 4	Writing task 1: Metaphysical conceit এর সংজ্ঞা দাও। Define metaphysical conceit in any language.
Step 5	Writing task 2: Do you think "তুমি যদি বল (if you say) has metaphysical elements? Justify your stance in reference to "The Sun Rising". (Instruction: Write in English. One example from each text will suffice)

After the intervention, two focus group discussions with students for 25 minutes and two semi-structured interviews with the course teachers for 30 minutes were organised to elicit participant responses towards the pedagogical intervention.

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In the same fashion, the Anthropology data came from the first-year classrooms of the Anthropology departments in one public and one private universities, respectively pseudonymised as Medha University of Bangladesh (MUB) and Yeehan University of Bangladesh (YUB). The researcher observed classes of two introductory anthropology subjects in four sessions in these universities before conducting two pedagogical interventions on the concepts of extended and nuclear families. The following table demonstrates the pedagogical design:

**Table 2**

*Intervention Steps in Social Sciences Intervention*

Intervention steps	Activities
Step 1	Explaining translanguaging pedagogical approaches
Step 2	Using photos from the American sitcom "Modern Family" and family photos of Bangladeshi celebrities to start a discussion on extended and nuclear families and related concepts.  Scaffolding with Bangla vocabularies and translations for difficult English words and concepts such as "ancestry", "ego-centric", "enculturative function", "family of orientation", "family of procreation", "neolocality", etc
Step 3	Reading a Bangla magazine article dealing with the concepts such as extended family, nuclear family and neolocality.
Step 4	Reading two English texts on the Muslim family of Western Bosnia and the structure of the American nuclear family in relation to industrialisation.
Step 5	Writing task 1: What is a nuclear family? Discuss any two characteristics of a nuclear family (In English).  Writing task 2: What kind of family do you belong to? How do you feel about it? (Write in any language or translanguaging)



Approximately 160 students and four class teachers participated in the study. The following table demonstrates the participant distribution in different steps of data collection.

**Table 3**

*Participant Distribution*

Humanities classrooms				
Universities	Observation	Pedagogical intervention	Focus group discussion	Teacher's interview
AUE	57 students + teacher	6 students + teacher	6 students	1 teacher
FUB	24 students + teacher	24 students + teacher	7 students	1 teacher
Social Sciences classrooms				
Universities	Observation	Pedagogical intervention	Focus group discussion	Teacher's interview
MUB	50 students + teacher	6 students + class teacher	6 students	1 teacher
YUB	28 students + teacher	28 students + teacher	6 students	1 teacher

### **Data Analysis and Presentation**

A unit of analysis design was adopted to address the data collected from the four content learning classrooms producing four units of analysis. Each unit included two classroom observations, one pedagogical intervention, one focus group discussion with students, and one semi-structured interview with a teacher. Transcripts of each dataset were imported into NVivo qualitative data analysis software for inductive coding. Analysis of these codes yielded several themes from each unit. Several rounds of inductive coding of the themes generated two case studies on humanities and social sciences classrooms. To provide

a metaperspective on the function of translanguaging pedagogies in content learning classrooms, each case study includes a brief description of the context, a detailed discussion of the intervention outcomes, and participant reactions.

### **Findings and Discussion**

#### ***The Case of Humanities Classrooms***

The introduction to poetry subject offered at AUE and FUB comprised the works of English poets including William Shakespeare, John Donne, John Keats, T.S. Eliot, and Seamus Heaney from the early modern period to the twentieth century. These materials are decontextualised, bearing little relevance to contemporary or historic Bangladeshi culture, or the lives of the students (typically all [age], and fresh from school), without reference points for English culture and history which, for example, students in the United Kingdom would understand. The teachers also did not have any strategic plan to benefit students in making sense of this literature by leveraging their full linguistic repertoires to access the content and find points of comparison with their own culture(s), language(s) and literature(s) (Rafi, 2020). The FUB teacher occasionally provided alternative perspectives from Bangladeshi culture to connect the poems with students' experiences but strictly maintained language separation to speak English in her pedagogical discourses, even about Bangladeshi comparison points. The AUE teacher strictly adhered to the English-only policy, made no reference to Bangladeshi comparison points, and in her entire instruction, used only one Bangla word (apparently accidentally) but translated it into English immediately. Nevertheless, teachers' monolingual ideologies did not resonate with students' pedagogical discourses in both cohorts. In most cases, the interpersonal communication between teacher and students and between students came down to translanguaging. The FUB teacher also accepted the students' answers in Bangla despite asking most of her questions in English. Due

to such separationist ideologies, translanguaging had not gained any interpersonal or emancipatory traction in classrooms (Rafi, 2020; Allard, 2017). For example, one of three students was observed to withdraw from teacher-student interactions in the FUB cohort due to a lack of English proficiency or failure to understand the English-only lecture. The AUE student cohorts identified English-only policies as the reason for intimidation and hesitation in asking questions, processing received knowledge and affecting their spontaneous participation in class discussion (Rafi & Morgan, in press; Rafi, in press). Both student cohorts characterised EMI in English literature classrooms with the simultaneous challenges of acquiring the language while mastering the concepts and skills entailed in educational standards (Poza, 2018).

### **The Role of Translanguaging Pedagogies in Humanities Classrooms**

Translanguaging pedagogical approaches strategically foregrounded the linguistic aspects of teaching English literature which usually remains unnoticed in the regular classrooms of both universities. Due to the rigorous implementation of the English medium policy, the students are not provided sufficient access to linguistic, cultural and knowledge structures alternative to English, which needed to 'unpack' English meanings and make sense of them. In contrast, the overall findings of the pedagogical interventions in English literature classrooms about translanguaging pedagogies appear encouraging.

The AUE cohort found a comfort zone in the pedagogical intervention and viewed the strategic approaches of translanguaging pedagogy as a feasible solution for overcoming language barriers in English-only classrooms. On the other hand, the FUB cohort estimated the translanguaging *pedagogy* as different from naturally occurring translanguaging practices in their classroom. According to the students, the natural translanguaging practices are not pedagogically manipulated; that is, incidental use of linguistic repertoires is not translated into teaching and learning strategies for improved learning. Furthermore, a strong motivation,

consistent with university policy, persists in limiting their use in the regular classroom. Under these circumstances, both student cohorts appreciated the translanguaging pedagogy for enabling students to freely perform their authentic linguistic practices, enhance interactions with teachers and peers, increase linguistic and cognitive engagement with the content, and learn at their own pace (Garza & Arreguín-Anderson, 2018).

The scaffolding technique with multilingual vocabularies and negotiations around the meanings of words helped students connect with the English text and develop proficiency in both languages (Karlsson et al., 2018). The AUE students stated that the scaffolding technique saved them time in looking up meanings of difficult English words in a fast-paced English literature classroom. It extended the possibility of learning contextual use of different words and exploring literary terminologies in Bangla and English to draw cross-linguistic analysis. Such analysis can provide alternative and additional cultural perspectives to their learning and ensure a holistic understanding of literature contents while increasing their learning motivation (Creese & Blackledge, 2010; Ushioda & Dörnyei, 2017). For example, while explaining the colloquial phraseology of metaphysical poetry, the researcher asked students to provide examples of Bangla colloquialism and sought their perceptions of such language use. This strategic discussion about Bangla colloquialism helped students connect with metaphysical poetry's colloquial phraseology and foregrounded students' language and cultural backgrounds making foreign items appear less foreign and more accessible. Furthermore, it built connections with their own lives and deepened their understanding of works of literature for the students.

Reintroducing translation as a translanguaging strategy served several purposes in the interventions. Firstly, it provided students with immediate access through Bangla to the metaphysical elements in English language poetry. While reading Bangla translations of early modern English texts, students translanguaged to enhance their collaboration with the

researcher, reducing the time and instructional support otherwise needed to impart intricate knowledge in EMI classrooms. Translation also "levelled the playing field" for all students regardless of mixed medium of instruction backgrounds in pre-tertiary education, catering to their diverse proficiencies in English. Moreover, translation also worked as an intercultural tool in an activity where the researcher included an imperfect Bangla translation of a metaphysical element generated through Google Translate. This activity tapped into the sociolinguistic awareness of the students as they wanted to assist Google Translate in producing better translations using their linguistic and cultural knowledge. Also, students viewed translation as a feasible solution to battle the unintended outcome of EMI that already affected the academic Bangla proficiency of many students (Rafi, in press).

Both interventions included the general linguistic performances of students, which allowed them to write, going beyond simply assessing language performance in the named languages. From an equity and social justice perspective, assessing general linguistic performance can also reduce differences between bilingual students and monolingual (i.e., English-speaking) students, creating opportunities for wider participation. It transforms traditional assessments that permit monolingual students to use the totality of their linguistic repertoires but require the bilingual students to suppress the so-called non-English features in their repertoires (García & Kleyn, 2016). In doing so, traditional exercises typically ignore the close relationship between multilingual resources and the writing practices of multilingual students. In the study's context, translingual writing helped students who struggle to communicate their ideas in the EMI classroom of English literature. The FUB teacher argued that this innovative approach of translanguaging pedagogy could support a more accurate assessment of student performances as some of her students have great ideas but cannot express those ideas eloquently in English. Then again, some other students who demonstrate excellent English language proficiency often produce shallow responses in the written

examination but write well (with correct grammar and sentence structures) and are rewarded for such. Under those circumstances, translingual writing through general linguistic performance can help teachers go beyond English proficiency, assess students' content understanding more accurately and allow for individual nuances in interpretation expressed across the linguistic repertoires (Rafi & Morgan, 2021; Rafi, in press).

Finally, the inclusion of a popular Bangla song by Kumar Biswajit to check students' understanding of metaphysical elements in their home languages and cultures ultimately aided them in accessing new and unfamiliar curricular content written in early modern English. It also disrupted the traditional purposes of learning for bilingual students while disrupting the preoccupation of teachers concerning how well the emergent bilinguals performed in English only and contributed to the bilingual identity development of the students (García & Kleyn, 2016; Rafi & Morgan, in press-a; Ushioda & Dörnyei, 2017). The benefits of translanguaging pedagogical approaches were reflected in the students' comments, such as "we understood the topic better" and "we will do good in the exam".

### *The Case of Social Science Classrooms*

Since the mainstream public universities in Bangladesh lack a stipulated medium of instruction (MOI) policy, the MUB cohort adopted natural translanguaging practices in their pedagogical discourses (Rafi & Morgan, in press). These naturally occurring translanguaging practices can be described as universal or spontaneous translanguaging for their lack of pedagogic focus. For example, while discussing complex concepts such as "Paleolithic", "conjectural", "nomenclature", the teacher did not provide Bangla meanings. She also did not deploy languages, semiotic resources and teaching aids such as multimedia to support her lecture strategically. A teacher-centred approach dominated the class. Still, the teacher was also dissatisfied with the low quality of the content in student performances. Last but not least, the cohort showed little to no effort in developing English language proficiency.

On the other hand, the YUB cohort constantly deviated from its English MOI policy. Like its public university counterpart, the cohort also adopted natural translanguaging to make teaching and learning effective (Rafi & Morgan, in press-a). The student population of this class can be divided into Bangla medium and English medium based on their pre-tertiary medium of instruction background. Since these mediums produce different degrees of English proficiencies, the teacher shaped his linguistic practices to correspond to the students' needs. When a student spoke English with the teacher, the teacher responded in English with the student and vice versa. Despite demonstrating considerable sociolinguistic awareness, the teacher also did not provide Bangla meanings of the problematic terminologies such as "consanguineal" and "affinal." Overall, the translanguaging practices were used in this class, particularly for understanding everyday communication without any pedagogic focus and coherent design.

### **The Role of Translanguaging in Instruction in Social Science Classrooms**

The findings from MUB and YUB cohorts support the benefits of translanguaging pedagogies in Anthropology classrooms. Two major themes, learning the institutionally appropriate language conventions, and enhancing quality content acquisition, have been emerged from the comparative analysis of the findings.

#### ***Institutionally Sedimented Language Learning***

Linguistically, two modes of performance, language-specific performance and general linguistic performance informed the pedagogical design of the intervention for faster development of subject-related vocabularies and deeper understanding of content (García & Kleyn, 2016).

In terms of language-specific performance, translanguaging pedagogies enabled students to learn institutionally sedimented target language conventions for high-stakes situations like examinations that do not allow for translanguaging (Lin, 2019). For example,

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the scaffolding technique of Bangla meanings of difficult English words improved vocabulary building and reading comprehension of English texts. Bangla and English translations of the "exact" definitions (or interpretations of the meaning) allowed both Bangla and English medium background students to read, write and explore the ideas in both languages. These pedagogical approaches of translanguaging scoped a cross-linguistic analysis through compare and contrast strategies enabling students to disambiguate disciplinary matters and acquire the appropriate language in academic contexts. In this process, students learned English words and discipline-specific expressions such as "nuclear family", "extended family", "enculturative functions of both types of families", "the family of orientation", "the family of procreation", and "neo-locality" in both Bangla and English while exploring these concepts in three different cultural contexts.

Additionally, incorporating general linguistic performance provided students with a "language comfort" approach for participating in different literacy activities. Students were not required to perform in any named language in the activities of the interventions. Such episodes, where the alternative language was used, allowed students from diverse medium backgrounds to perform in the language of their choice, which eventually gave them authority over the content while developing language proficiency at their own pace. For example, a MUB student participant expressed incapability to answer in English when the researcher asked him to explain a concept in English. However, he spontaneously spoke English to explain the same concept by the end of the intervention. Such an instance demonstrates the potential of a coherent design of translanguaging pedagogy in developing English language proficiency to explain complex ideas comfortably. The study's findings converge with existing literature that advocated for intersecting translanguaging in linguistically diverse classrooms to acquire the target language spontaneously (Lin, 2019; Nikula & Moore, 2019; Wei, 2011).



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The intervention design extended literacy activities scoping translanguaging to provide students with linguistic freedom in academic writing. One among six students from the MUB cohort chose translanguaging in the writing activity- for their first venture into a learning space where the range of linguistic resources was permitted. From the YUB university cohort of 27 students, three students decided to write in Bangla, three translanguaged, and the remaining 21 students wrote in English. Despite the limited number of translanguaged scripts, the activity demonstrated learners' agency, created scope for performing identities, and presented translanguaging in writing as an "alternative" type of assessment for students from diverse linguistic backgrounds who might lack proficiency in the target language (Kubota, 1998; Motlhaka & Makalela, 2016; Rafi & Morgan, 2021; Ushioda & Dörnyei, 2017)). Furthermore, the analysis of turnout and participant responses towards the tasks on general linguistic performance and language-specific performance demonstrated that the first task facilitated a 100% participation rate of the students from both cohorts in the second task in English. To sum up, the pedagogical design allowed students from both cohorts to perform spontaneously and in an impromptu manner while ensuring the required skill development in academic Bangla and English. It also created a classroom environment free of discrimination and injustice perpetuating from English medium instruction for the YUB cohort.

### *Enhancing Quality Content Acquisition*

The purposeful design of translanguaging pedagogies involving semiotic resources, diverse cultural materials, and lived experiences transformed the scripted curricula of the focal classrooms. It expanded epistemological landscapes connecting transcultural dispositions and enhanced students' understanding of anthropology contents (Lee & Canagarajah, 2019; Rafi & Morgan, in press-a). Several pieces of evidence from both interventions support these claims.

The purposeful incorporation of the American sitcom "Modern Family" and real-life family photographs of Bangladeshi celebrities created a "phenomenon of the contact zone" of different families from diverse contexts, produced transculturalism in learning and teaching and provided students with a dynamic space going beyond scripted curricula (Pratt, 1992, p. 6). The students did not have to leave their customary environment to investigate family orientations across cultures and geographical borders. The pedagogical design placed them in liminal social spaces to question certain cultural practices and their implications on the family orientation in respective societies. For instance, the reference to a gay family in the American sitcom aided students in drawing on the traces and residues of American culture and ethical systems and questioning how their own society would treat such family orientation (Hall, 2002). In this process, students analysed their relationships, investments, and experiences while broadening their transcultural disposition (Rafi & Morgan, in press-a).

Furthermore, the pedagogical design strategically included local materials in teaching, which generated a more personalised learning experience. The researcher explored the concept of "neo-locality" in a Bangla magazine article alongside teaching the textbook definition written in English. The last writing task entitled "What kind of family do you belong to? How do you feel about it?" naturally exposed students to compelling and varied content and enhanced their cognitive abilities by pushing them to make judgments based on both the evidence of the course content and their own dispositions, including prejudices (Wang, 2020; Li, 2011). The students aligned lived experiences with curricular content to reflect on their families and sense of social belonging. Such design deepened their understanding of family orientation (Rafi & Morgan, in press-a).

Also, the semiotic resources incorporated throughout the intervention catered to the needs of visual learners in the classroom. The YUB teacher highly appreciated such incorporation and felt inspired to use images in his classroom. To sum up, the pedagogical

intervention involved students in using, comparing, and meshing multiple languages, cultures, and modalities to enhance the learning of anthropology content while broadening their transcultural dispositions and increasing their language use in the target language.

### **Implications for Policy and Practices**

The synthesis of findings from four pedagogical interventions has implications for existing policy and practices. Except for MUB, all three universities administered English medium instruction to teach content area subjects. Most Bangla medium background students struggle in these EMI classrooms for the incompatibility with the skills developed from the medium of instruction in pre-tertiary education. Then again, the lack of pedagogic focus in the natural translanguaging practices at MUB impedes the students' understanding of the content lecture and proficiency development in named languages. Under these circumstances, the strategic incorporation of translanguaging practices made the contents accessible to all students regardless of diverse proficiency levels alongside practising both Bangla and English.

The findings also have implications for critically engaging students in societal issues related to equity. All cohorts critically looked at their multilingual practices, linguistic and political ideologies, and sociocultural identification processes. For instance, AUE and MUB students recognised several linguistic features that they use every day belong to different named languages. An AUE student said, "Today I got the idea, yes, that we actually are multilingual sometimes, but we don't even realise it". This recognition potentially shifts their monolingual identities of Bangla speaking individuals to "multilinguals" and converges with how translanguaging theory disrupts the traditional notions of monolingualism and bilingualism (García & Kleyn, 2016).

Further, the students questioned the conventional idea of estimating the expertise in named languages as the definitional feature of considering someone educated. This

minimalist monolingual standard does not recognise the wealth of multilingual resources, multicultural knowledge, and experiences students bring to the classrooms through their fluid translanguaging practices. Students also looked critically at the English-only language policy applied to them in their educational context. They questioned the validity of such a policy that impedes their natural learning process. The YUB teacher also argued against such a monolingual English-only policy. Since a student does not become a different person after entering an EMI classroom, strategically accommodating their languaging practices, cultural resources, and overall lifestyle in the classroom discourse through translanguaging pedagogies can provide a genuinely meaningful educational experience for the students (Rafi & Morgan, in press-a).

The integration of cultural material such as Kumar Biswajit's song in the pedagogy of early modern English poetry enhanced the quality content acquisition of the Bangladeshi students. The design of comparing metaphysical elements in the song lyrics and Donne's poem demonstrated how the old could be taught through the new. It built a bridge between 17th-century England and 21st century plurilingual Bangladesh, making English literature more relevant to Bangladeshi students. In anthropology classrooms, the incorporation of family structures from diverse cultural contexts through a variety of resources such as American TV series, family photos of Bangladeshi celebrities, a Bangla magazine article, alongside the prescribed texts, enabled students to draw the "traces and residues of many cultural systems, of many ethical systems" (Hall, 2002, p. 26). Students explored what is accepted in other societies and what is not in their own while learning to appreciate cultural diversity. In doing so, the pedagogic design transformed traditional content areas and scripted curricula of English literature classrooms. The students saw human sociality, cognition, social relations, and structures integrated regardless of a different time, space, language and culture (Li & Zhu, 2013).

Last but not least, the findings exemplify how translanguaging pedagogical approaches could create transdisciplinary spaces in English literature and Anthropology classrooms disrupting the socio-educationally constructed structures of academia (García & Kleyn, 2016). Such educational transformation, even in a limited fashion, and as one example, could enable students to understand English literature by studying materials written in local and target languages. It could also help students learn Anthropology content while assisting them in attaining English language proficiency- a saleable skill that students need to express their Anthropology knowledge in today's globalised world.

### **Conclusion**

The overall findings of the study support the benefits of translanguaging pedagogies for a deeper and fuller understanding of the subject content, faster development of a subject-related language, and enhancing students' progress and self-confidence in learning in higher education classrooms (Durán & Palmer, 2014; García-Mateus & Palmer, 2017; García & Kleyn, 2016; Karlsson, Larsson, & Jakobsson, 2019). In humanities interventions, translanguaging pedagogical approaches disrupted the anglo-normative English only practices and supported the authentic linguistic ecologies of first-year English literature classrooms. In social science interventions, translanguaging facilitated instruction with an orientation to learning content and language while ensuring the flow of interaction. (Nikula and Moore, 2019). In all cohorts, the students who previously did not have a voice were able to draw on their prior knowledge to participate in the discussion on given topics and co-construct knowledge with the researcher in their bilingual ways of learning (Rafi & Morgan, in press-a). To sum up, translanguaging pedagogical approaches enabled all students to draw on home language, literature, cultures, and lived experiences to gain a holistic understanding of the content being taught (Creese & Blackledge, 2010; Makalela, 2015; Rafi & Morgan, in press-a).

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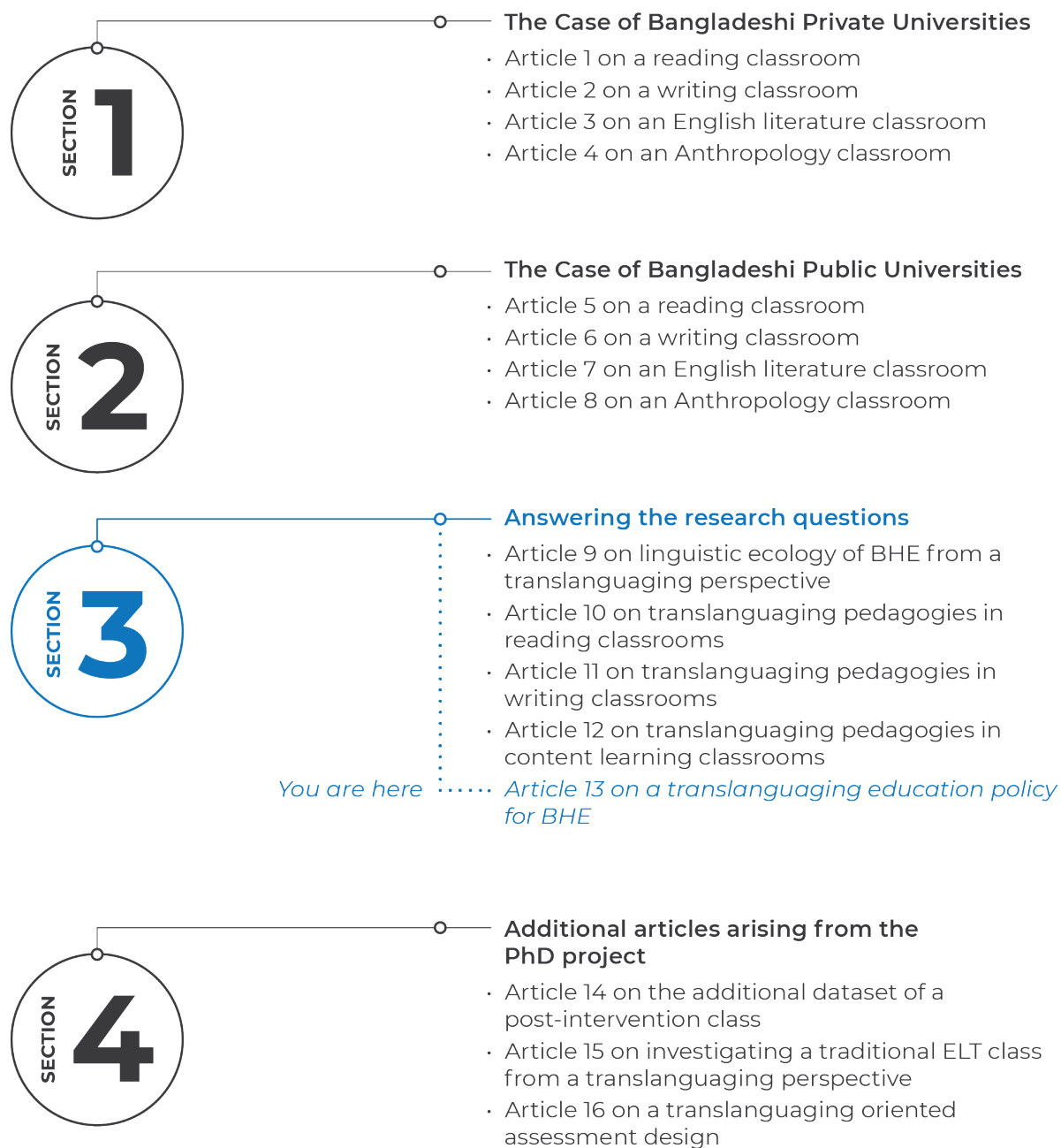
**Research Question 4**

**What can translanguaging-based education policy be developed to inform a uniformed medium of instruction policy for Bangladeshi higher education?**

Article 13 responds to research question 4, drawing on the larger lessons of the doctoral research project.

**Figure 15**

*Article 13 Navigation Key*



### **Article 13**

Article 13 is the final instalment in the cohesive collection of articles that aimed to answer the PhD project's research questions. It drew on the findings of the remaining 12 articles, with a particular focus on their policy and practice implications, to develop policy suggestions for Bangladeshi higher education. It also presented three policy concepts and identified four critical areas in which more study is needed in order to implement a translanguaging education policy successfully.

Article 13 is in preparation for a Q-1 journal.

### **Article 13 Reference**

Rafi, A.S.M., & Morgan, A.M. (2022f). *Translanguaging education policy for Bangladeshi higher education: Implementational spaces, ideological and practical challenges and future directions for research* [Manuscript in preparation]. College of Arts, Society & Education, James Cook University.

**Translanguaging Education Policy for Bangladeshi Higher Education:  
Implementational Spaces, Ideological and Practical Challenges and Future Directions  
for Research**

**Abstract**

The study explored the implementational spaces for a translanguaging education policy to conceptualise three policy designs as possibilities for addressing the lack of an explicit medium of instruction policy in Bangladeshi higher education. The study builds recommendations from a doctoral research project that integrated translanguaging pedagogies in the first-year classrooms of two public and two private universities in Bangladesh. The project comprised classroom observations, pedagogical interventions, focus group discussions with students and interviews with teachers involving approximately 400 participants from arts, humanities and social sciences. The analysis demonstrated both the current lack of, and affordances that could be utilised in Bangladeshi universities to construct a more accessible medium of instruction policy based on translanguaging pedagogies that would address the English language proficiency gap between pre-tertiary and tertiary education. Translanguaging instructional design was also shown to assist students in developing as proficient users of both Bangla and English while ensuring quality content acquisition. Despite numerous positive outcomes, the project exposed ideological and practical challenges in administering a translanguaging education policy in Bangladeshi higher education. Hence, the study concluded by shedding light on critical areas requiring further research and local buy-in to navigate the challenges for ensuring the successful implementation of a translanguaging education policy to benefit bi- or multilingual learners in Bangladesh or elsewhere.

**Keywords:** translanguaging education policy, language learning, content acquisition, Bangladeshi higher education

## **Introduction**

Recent decades have witnessed the value of translanguaging in the fields of language, literacy and sociolinguistics research (Creese & Blackledge, 2010, p. 5; Duarte, 2019; García & Leiva, 2014; Hornberger & Link, 2012). Theories of translanguaging refer to "a fluid, dynamic view of language and differ from code-switching/mixing theories by de-centring the analytic focus from the language(s) being used in the interaction to the speakers who are making meaning and constructing original and complex discursive practices" (Lin, 2019, p. 5). Scholars have distinguished naturally occurring translanguaging practices from translanguaging pedagogies in education, with the former referring to simply behaving as a bilingual for understanding everyday communication regardless of context. The latter, on the other hand, is driven by teaching/learning intent and systematically manipulates translanguaging practices to differentiate and facilitate instruction in bi/multilingual classrooms, as well as initiates discussions about learning and teaching style and curriculum planning (Authors, 2021; in press-a; 2022b; 2022c; Lewis et al., 2012). Numerous studies have emphasised the benefits of translanguaging pedagogies to the point that they are frequently hailed as "the best way to educate bilingual children in the 21st century" (Beres 2015, p. 103). Translanguaging pedagogies have been praised for their potential to balance power relations among languages in the classroom, allowing all students to communicate and learn, increasing their confidence and motivation, developing linguistic security and identity investment, maximising learning literacy skills, empowering them in language learning, and enhancing their cognitive engagement in content-matter learning (Allard, 2017; Authors, 2021; in press-a, 2022b; Creese & Blackledge, 2010; García, 2009; Hornberger & Link, 2012; Mary & Young, 2017; Duarte, 2016).

Despite the growing body of literature indicating an increase in the use of translanguaging pedagogies in mainstream education, research on developing a



translanguaging education policy in education institutions remains scarce. García and Kleyn (2016) envisioned a translanguaging education policy using a translanguaging lens that disrupts traditional ways of thinking about education and language policies. Their work related predominantly to the language education policy context of the US, and was directed towards recommendations for pre-tertiary education. Mazak and Carroll (2016), in their edited volume, examined translanguaging practices within the international context of higher education and argued the documented examples of translanguaging practices in particular contexts around the world would further legitimise and increase such practices in higher education. This volume does not explicitly focus on planning a translanguaging education policy, but Carroll (2016) advocated for prestige planning among non-dominant languages through translanguaging practices in higher education.

The current study contributes to the conversation on conceptualising a translanguaging education policy for higher education in the international context. It draws on a doctoral research project that explored the promises of translanguaging pedagogical approaches in Bangladeshi higher education. An explicit medium of instruction (MOI) policy for Bangladeshi higher education is unavailable (Authors, 2022b). The study drew on hopeful glimpses of what might become an explicit policy to sketch three policy designs that can be situated in the first-year classrooms and beyond in Bangladeshi higher education and related contexts.

The study has five major sections with an integrated review of existing literature. It starts by briefly overviewing the context of the study, which has been extensively discussed in numerous studies (See, for examples, Akareem & Hossain, 2012; Hamid et al., 2013; Rahman, Singh, & Karim, 2020; Sultana, Dovchin, & Pennycook, 2015). Next, the study explores the theoretical choices of translanguaging made in the doctoral project from an auto-ethnographic account, intending to utilise observations. The researchers then critically

examined the ideological and implementation spaces for a translanguaging education policy and developed three policy concepts. The study concludes by highlighting four critical areas for future research.

### **Context of the Study**

The section briefly discusses the historical background of Bangladesh concerning its languages and the medium (media) of instruction in the Bangladeshi education system. After the decline of colonial rule in British India, the Islamic Republic of Pakistan was established on 14 August 1947, including West Pakistan and East Pakistan, respectively named Pakistan and Bangladesh today. When Pakistan's President announced Urdu as the republic's sole official language on 24 March 1948, students at the University of Dhaka organised a language movement on 21 February 1952 to demand the recognition of Bangla (a.k.a. Bengali) as an official language of Pakistan. The success of the Bangla language movement established a new identity for East Pakistanis, and the resulting linguistic nationalism laid the groundwork for the liberation war that resulted in Bangladesh's independence in 1971. Bangla, spoken by 98 percent of the population, was granted national language status following independence (Rahman, Singh, & Karim, 2020). The dominance of Bangla in the nationalist discourses championed, perhaps inadvertently, a monolingual identity for Bangladesh, denying the complex linguistic ecology of Bangladesh, which included several dozen ethnic languages, as well key international languages, including English (Hamid et al., 2013; Sultana et al., 2015). Later, in 2000, UNESCO declared 21 February 1952, commemorating the Bangla language movement, as the International Mother Language Day for promoting linguistic awareness and cultural diversity worldwide.

The education system in Bangladesh is not monolingual but heterogeneous and complex, with differences across the three major tiers: primary, secondary and higher education. Primary and secondary education is divided into three streams based on the

medium of instruction (MOI): Bangla-medium general education, English-medium (and curriculum) British education and Madrasa or religion-based education, which includes Arabic in addition to Bangla (Shohel & Howes, 2011). Recently, an English version of general education was introduced to complement the Bangla medium, with the same national curriculum and school-leaving examinations but delivered in English (Rahman, 2015). In the higher education domain, Bangladesh has 49 public, 107 private and three international universities. The project focused on the public and private sectors of higher education in Bangladesh since the government does not manage the international universities. From a traditional perspective, Bangladeshi scholars have described the MOI of public universities as "bilingual" (Akareem & Hossain, 2012); "a balance between Bangla and English" (Hamid, Jahan, & Islam, 2013) or, in some cases, just "Bangla" (Rahman, Singh, & Karim, 2020), ignoring the presence of English, to a greater or lesser degree, in every university. In the private sector of higher education, the ideological components of linguistic nationalism of Bangla seem to have lost their appeal since all private universities have emerged as English medium institutions to meet the challenges of globalisation (Authors, in press-a; 2022b).

### **The Larger Study: A Doctoral Research Project**

The doctoral research project implemented translanguaging pedagogies in the first-year classrooms of arts, humanities, and social sciences at two public and two private universities in Bangladesh. Four data sets were collected, including classroom observations, pedagogical interventions, focus group discussions with students, and semi-structured interviews with teachers, using a two-pronged ethnographic research design, such as linguistic ethnography (Copland & Creese, 2015) and autoethnography (Ellis et al., 2011). Each classroom observation lasted 90 minutes; the pedagogical intervention lasted about 60 minutes, the focus group discussion lasted about 25 minutes, and the interview lasted about 30 minutes. The first-named researcher collected data for the project. He used a "mind map"

to observe the classes, including people (teachers and students), languages, language use and functions, translanguaging, transliteration, paralinguistic elements, teaching materials, identity positions and learning possibilities. He systematically manipulated translanguaging with named languages in pedagogical interventions but allowed participants linguistic freedom in focus group discussions and interviews. Approximately 400 participants, including eight teachers, participated in this study. To adhere to institutional ethics guidelines, the researchers pseudonymised the data. The following table reproduced from Authors (2022b) demonstrates a summary of the datasets:

**Table 1**

*A Summary of the Datasets*

Universities	No of Classroom Observations	Pedagogical intervention topics	Interviews	Focus Group Discussion (FGD)
Public university 1: Medha University of Bangladesh (MUB)	One reading class in the English department	Reading skill development	One interview with Dr Alpana	One FGD with seven students
	Three Anthropology content classes at the Anthropology department	Kinship	One interview with Dr Eyrin	One FGD with six students
Public University 2: Ariya University of Bangladesh (AUE)	Two writing classes in the English department	Paragraph writing	One interview with Ms Shila	One FGD with seven students
	Two poetry classes in the English department	Metaphysical poetry	One interview with Ms Rokeya	One FGD with six students

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Private University 1: Yeehan University of Bangladesh (YUB)	Two writing classes in the English department	Paragraph writing	One interview with Ms Eyvi	One FGD with six students	
	Two Anthropology classes in the Anthropology department	Kinship	One interview with Mr Azad	One FGD with five students	
Private University 2: Fariha University of Bangladesh (FUB)	Two reading classes in the English department	Reading skill development	One interview with Ms Bithy	One FGD with five students	
	Two poetry classes in the English department	Metaphysical poetry	One interview with Ms Shapla	One FGD with six students	
Total	Four Universities	Observed classes: 17	Interventions: 8	Interviews:8 FGDs: 8	
		(Participants: 400 approximately)			

Despite its public university ethos, AUE embraced EMI like its two private university counterparts, YUB and FUB. Nevertheless, all universities enrol students from all medium backgrounds and school systems from pre-tertiary education without accounting for these differences in policy or practices.

The project analysed the collected datasets using a unit of analysis approach. Each unit was composed of one or two classroom observations, one pedagogical intervention, one focus group discussion, and one semi-structured interview totalling eight units of analysis. Several rounds of inductive coding were applied to the datasets to generate initial themes. Then, drawing on the first-named researcher's autoethnographic account, various theoretical frameworks were chosen to address the contextual nuances of the themes and interpret them

beyond the translanguaging framework. The following section briefly discusses the design of pedagogical interventions and the findings.

### **Autoethnographic Account of the Theoretical Choices in and Around Translanguaging**

One of the unresolved issues in translanguaging literature is whether the existence of named languages should be retained or disavowed or removed from focus and, either way, how this would be done (Byrnes, 2020). From an autoethnographic perspective, based on the observational data and the researcher's knowledge and experience of the research context, in this project, we elected not to disavow/remove focus from named languages since not naming languages is, eventually, pedagogically impractical (Galante, 2020), and there were deliberate inclusions of identifiably single, named languages in the intervention materials. Furthermore, language policymakers in the neoliberal era have shifted their views on linguistic practices from "pride" – languages as markers of identity – to "profit" – languages as a method of generating revenue (Duchêne & Heller, 2012; Hult, 2012). Such new and different directions have also surfaced in Bangladeshi higher education. Whereas public universities underpin their MOI with linguistic nationalism, protectionism and additive bilingualism approaches and rhetoric, the private universities made a deliberate move from such nationalistic ideologies to linguistic instrumentalism through their EMI policy, adopting English (Hamid et al., 2013). This shift to language learning and content acquisition through EMI foregrounds neoliberal ideals like training students to work for corporate interests or global competitors in finance, science, and technology (Block, Gray, & Holborow, 2013). Under those circumstances, the strict adoption of a "languages do not exist" rhetoric would potentially alienate and distract policymakers and curriculum experts from using translanguaging practices in an MOI policy (Carroll, 2016). Most importantly, such rhetoric rejects the

linguistic nationalism of Bangla that gave birth to Bangladesh- a country literally named after its language (Bangladesh- the land of Bangla).

Deconstructive ideologies (no named languages) in a translanguaging approach might be regarded as anti-state propaganda in the Bangladeshi context due to relevant stakeholders' lack of theoretical understanding of this emerging scholarship and debate. Considering all these issues, the doctoral project did not disavow the existence of named languages. Instead, it designed each intervention with two components in mind: general linguistic performance and language-specific performance, while also promoting hybrid language structures for increased meaning-making, with fluid and highly individualised movement between languages, rather than abrupt switching. According to García and Kleyn (2016, p. 24), translanguaging theory helps to separate these two types of performances of bilingual students as explained below:

We would be able to assess if a bilingual student uses the lexicon and linguistic structures of a specific-named language in socially and academic appropriate ways—the named language-specific performance. And we would be able to assess if he or she is able to perform linguistically to engage in academic and social tasks regardless of the language features used—the general linguistic performance.

The project targeted enhancing Bangladeshi students' language-specific performance in English and Bangla, strategically utilising their general linguistic skills in language and content learning classrooms. Despite these stated objectives, incorporating various theoretical frameworks in and around translanguaging in the analysis of each unit catered to contextual nuances, served the educational interests of each classroom and contributed to the existing translanguaging literature in varied forms. All interventions started with a brief introduction to translanguaging theory and translanguaging pedagogies. The following discussion briefly

discusses intervention designs and educational interests that shaped the theoretical choices in each intervention.

The interventions on reading skill development used a Bangla and two English texts on the concept of beauty. Table-2, adapted from the Author (forthcoming), demonstrates how the pedagogical design incorporates several steps, including the establishment of a translanguaging space, the use of alternating languages in vocabulary induction as a scaffolding technique, read-aloud protocols, guided reading with authentic Bangla texts, and silent reading for concentrated individual time:

**Table 2**

*Pedagogic Design in Reading Interventions*

Phases	Activities
Phase 1: Tell me now activity	<ul style="list-style-type: none"> <li>Carried out an activity comprising a picture of five young people and three questions.</li> </ul>
Phase 2: Reading the first English text	<ul style="list-style-type: none"> <li>Provided an English definition of beauty</li> <li>Explored cognates of the proverb "Beauty is in the eye of the beholder" across languages and cultures</li> <li>Bangla scaffolding for difficult words in the text</li> <li>Used a photo of a Bangladeshi actress to connect with English text.</li> <li>Completed the reading of the first English text.</li> <li>Researcher-students interaction:               <ol style="list-style-type: none"> <li>What is this text about?</li> <li>Do you agree with this author? Why/Why not?</li> </ol> </li> </ul>
Phase 4: Reading a Bangla text	<ul style="list-style-type: none"> <li>Used the Bangla text as a guided reading</li> <li>Reflected on the struggle of Bangladeshi parents to get their dark-skinned daughters married off</li> <li>Asked students' opinions on the messages of the text.</li> </ul>



Phase 5: Reading the second English text

- Provided scaffolding for difficult words
  - Paraphrased to enhance students' access
  - Researcher-students interaction:
    1. What is this passage about?
    2. Do you agree with this author? If so, please share.
    3. What do you think beauty is?
- 

Phase 6

Two sets of multiple-choice questions were conducted orally

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Both interventions indicated that the instructional design has the potential to allow students to benefit from their entire linguistic and semiotic repertoires, enhance comprehension of reading materials, and balance reading development in Bangla and English. Beyond these shared interests, the intervention with the public university (MUB) cohort, with a focus on student engagement through a purposeful manipulation of a "translanguaging space" (Wei, 2011), provided pedagogical evidence supporting translanguaging to assisting English major students in taking a more active and collaborative role in a teacher-centred classroom. It stimulated their metalinguistic awareness and potentially fostered their "individualism"- a trait English departments seek to nurture among their graduates in Bangladesh. On the other hand, the instructional design with the private university cohort (FUB), with an emphasis on the transformative potential of translanguaging, demonstrated how the purposeful design of the lecture, including scaffolding with multilingual words and expressions, guided reading with Bangla texts and topics relevant to student lives, has the potential to transform students' knowledge and subjectivities about racism and body shaming.

The second two interventions on writing skill development applied a translanguaging approach to teaching how to write a standard paragraph comprising its three major components: topic sentence, supporting details, and concluding sentence. Both interventions

included translation, working with multilingual texts, and culturally relevant materials (related to Bangladeshi culture(s)) to facilitate students' understanding. Students explored writing conventions in English and Bangla through cross-linguistic analysis. Additionally, the interventions incorporated general linguistic and language-specific performance opportunities to undertake the two writing tasks. Reproduced from Authors (2022c), Table-3 briefly summarises the pedagogical steps in writing interventions:

**Table 3**

*Pedagogic Design in Writing Interventions*

Steps	Activities
Step 1: Paragraph structure	Topic sentence, supporting details, concluding sentence
Step-2: Topic sentence	<ul style="list-style-type: none"> <li>• Provided definitions of a topic sentence in both Bangla and English.</li> <li>• Allowed students to summarise their understanding of the topic sentence in translanguaging or any language of their choice.</li> <li>• Provided translanguaged and English definitions of the "controlling idea" of a topic sentence and related examples.</li> <li>• Exercise 1: Identify controlling ideas in given example sentences.</li> <li>• Exercise: Choose the best topic sentence for a culturally relevant paragraph from three given options.</li> </ul>
Step-3: Supporting details and transitional words	Activities similar to Step-2
Step-4: Concluding sentence	Activities similar to Step-2 and Step-3
Step-5:	Engaged students in reading a Bangla paragraph on the return of 1970s style clothing in 2019

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Step-6:	Involved students in a writing task guided by the principle of general linguistic performances of translanguaging pedagogies.
Step-7:	Involved students in a writing task guided by the principle of the language-specific performance of translanguaging pedagogies.

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The public university (AUE) and Private university (YUB) datasets were respectively analysed in relation to Bakhtin's (2010) heteroglossia and Fairclough's (2001) power and discourse theories. With such educational interest, both interventions explored the role of translanguaging pedagogies in navigating bilingual students' tensions and challenges in academic writing. The findings demonstrated that translanguaging strategies enhanced students' metalinguistic, metacognitive and sociolinguistic awareness while practising home and target languages. These strategies also stimulated students' active participation in the act of writing. For example, the AUE cohort demonstrated a 100% participation rate, while ensuring a better writing quality (Authors, 2021). With a similar outcome, translanguaging connected YUB students' language(s) and experience to writing tasks while affirming bilingualism in their EMI classroom (Authors, 2022c).

In content learning classrooms, the interventions with English literature integrated a translanguaging pedagogical approach to teaching a metaphysical poem. The intervention design accommodated cross-linguistic analysis, translation, translingual writing, and culturally relevant materials as scaffolds to access the early modern English text of John Donne's poem *The Sunne Rising*. Table-4 summarises literature intervention designs:

**Table 4***Translanguaging Strategies in English Poetry Interventions*

Steps	Activities
Step-1: Metaphysical element: An abrupt opening	Providing Bangla scaffolding for complex English vocabularies to access the English definition of "An abrupt opening".
	Providing extracts from the English text and Bangla translation to exemplify "An abrupt opening" in metaphysical poetry
Step-2: Other metaphysical elements	Using similar translanguaging pedagogical moves for other metaphysical elements such as colloquial style, thoughts and feelings, and metaphysical conceit.
Step-3: Activity-1	Metaphysical conceit এর সংজ্ঞা দাও। Define metaphysical conceit in any language.
Step-4: Listening to a Bangla song and activity-2	Do you think "তুমি যদি বল (if you say) has metaphysical elements? Justify your stance in reference to "The Sunne Rising". (Instruction: Write in English. One example from each text will suffice)

Analysed from the perspective of a sonata form case study (Evans & Morgan, 2016), in which two the voices of the researchers and research participants are considered concurrently, and for their influence on each other, the public university (AUE) datasets explored the disruptive potential of translanguaging pedagogies in the English literature classroom. Translanguaging approaches potentially disrupted the monolingual ideologies of the English literature classroom and revealed opportunities that a multilingual classroom can provide for Bangladeshi English majors (García & Kleyn, 2016). On the other hand, the private university (YUB) datasets were analysed within an EMI framework. The findings revealed how well-defined and functional use of translanguaging instruction could enhance the cultural literacy of the English majors (Zhaoxiang, 2002). In both cases, translanguaging

potentially improved students' learning outcomes while concurrently developing a critical awareness of their languaging practices.

The interventions in the anthropology classes concerning content learning were designed through strategic manipulation of multilingual and multimodal resources, diverse cultural texts, and writing activities involving language-specific and general linguistic performance to explore the concept of kinship. Reproduced from Authors (in press-a), Table-5 briefly summarises the pedagogical steps in Anthropology interventions:

**Table 5**

*Translanguaging Strategies in Anthropology Interventions*

Steps	Activities
Step 1: Scaffolding the understanding of definitions, orientations and characteristics of families across cultures	<ul style="list-style-type: none"> <li>• Exploring the concepts of nuclear and extended families through semiotic scaffolding, i.e., family photos from the American TV show and real-life family photos of Bangladeshi celebrities</li> <li>• Providing Bangla meanings of English words such as "Ancestry", "Descent", "Ego-centric", etc.</li> <li>• Reading English definitions and characteristics of nuclear and extended families, alongside Bangla translations/Translanguaged versions</li> </ul>
Step-2: Writing tasks	<ul style="list-style-type: none"> <li>• What is a nuclear family?</li> <li>• Discuss any two characteristics of a nuclear family (In English)</li> </ul>
Step-3: Muslims of Western Bosnia	<ul style="list-style-type: none"> <li>• Multilingual scaffolding of difficult words present in a curricular text on the Muslim families of Western Bosnia</li> <li>• Exploring jargon such as "family of orientation" and "family of procreation", "neolocality" through translanguaging, Bangla and English texts.</li> <li>• Discussing the text on Muslim families in Western Bosnia</li> <li>• Exploring the jargons present in the text in relation to the families discussed in Step-2 and Step-3.</li> </ul>

Step-4: Industrialism and family structure	Discussing an example of an American nuclear family in relation to industrialism, relevant themes and statistics
Step-5: Guided reading	Reading a Bangla text that thematically dealt with the critical concepts discussed in previous steps
Step-6: Writing task	What kind of family do you belong to? How do you feel about it? (Write in any language or translanguage)

Despite the similar design, a blended approach of Content and Language Integrated Learning (CLIL) and translanguaging pedagogy was employed to provide perspectives for analysing the public university (MUB) datasets. The analysis demonstrated that the blended approach created a dynamic learning space keeping students intrinsically engaged. Students affirmed the potential of such a blended approach in enhancing Anthropology content knowledge and institutionally appropriate language conventions-an element disregarded in regular Anthropology classrooms (Authors, forthcoming). On the other hand, a connected paradigm of translanguaging and transculturalism was used to analyse the private university (YUB) datasets.

This connected paradigm appeared to provide students with a contact zone where they could draw on various cultural and ethical systems, resulting in an in-depth anthropology teaching and learning experience in the English medium classroom. In an atmosphere free of prejudice, judgement, and injustice produced by the EMI policy, the cohort examined their relationships, investments, and experiences with broader dispositions (Authors, in press-a).

To conclude, each intervention provided ample evidence supporting translanguaging pedagogies for enhancing language learning and quality content acquisition. Beyond the shared interests of language and content learning goals, different analytic frameworks such as translanguaging space, transformative potentials of translanguaging, heteroglossia, power and discourse theories, sonata form case study, EMI framework, a blended approach of Content

and Language Integrated Learning (CLIL) and a connected paradigm of translanguaging and transculturalism revealed distinct integration of translanguaging theorising in each intervention catered for the situational needs of each classroom.

### **Implementational Spaces of a Translanguaging Education Policy**

Despite the considerable range of purposes and meanings served by translanguaging pedagogies illustrated above, different tension points were foregrounded in focus group discussions and the interviews, suggesting a need for reflection if there is to be a shift to translanguaging informing the medium of instruction policy in the focal universities.

The following section focuses on the inquiry into implications for policy and practices that might recalibrate the possibilities and tensions "from within" the educational settings.

### **Translanguaging to Emerge as a Policy in Language Learning Classrooms**

#### ***Reading Comprehension Development Classrooms***

Both public university (MUB) and private university (FUB) reading cohorts demonstrated a positive attitude towards translanguaging pedagogies to emerge as an educational policy in their classrooms. FUB's EMI policy does not level the playing field for students with varying English proficiency levels due to their pre-tertiary education's varied modes of instruction. Although MUB does not have a defined medium of instruction policy, its English department uses English as a lingua franca, causing similar linguistic barriers for students from Bangla medium backgrounds. Regardless of public or private university affiliations, students reported low self-esteem, high rates of course dropouts, chronic depression and general suffering resulting as unintended outcomes of EMI in reading classrooms. In contrast, the translanguaging class fostered an equitable atmosphere for students from diverse streams and competence levels by offering equal access to reading resources, cultivating critical thinking, and deepening their comprehension of complicated

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subjects. Furthermore, it brought multiple voices, modes and languages to enhance class participation while balancing reading comprehension development in Bangla and English.

In relation to planning or developing an MOI policy, the MUB cohort confirmed that natural translanguaging is an already common practice for classroom interactions. Since there is no specific language policy, Dr Shapla informed the researcher that the public university teachers already enjoy "the liberty of using a mixture of Bangla and English in his/her lecture". Furthermore, most departments, except the English Department at MUB, allow students to perform flexibly, either in Bangla or English in examinations. However, the focus group stated that they would not use translanguaging in examinations, showing biases towards English and its prestige, or perhaps fear of negative outcomes because English was the lingua franca in the English department. This ideological component is discussed in the following section where a private university student pseudonymised as Sadia (English literature) argued against translanguaging pedagogies in her English department classrooms. Interestingly, Dr Shapla said: "I think our department may use this teaching and learning approach in a limited way in classroom teaching and assessments" while reminding the researcher that the university will have to revise its existing policy, if it were to use translanguaging-oriented assessment in university-wide examinations.

From the FUB cohort, Ms Bithy said that strategical approaches for the use of translanguaging would benefit the mixed group of students in her classrooms since their mother tongue Bangla is the only thing they have in common. Due to the colonial history of Bangladesh, the Bangla language has generously accommodated words from many named languages, making Bangla itself translanguaging. Furthermore, similar to the data from the content learning classrooms, according to Ms Bithy, language teachers are also breaking institutional restrictions to address the needs of their emerging bilingual students. She considers this policy "disruption" as opening a pathway for a translanguaging educational



policy in her university. Nevertheless, the authorities in the universities would need to recognise the gaps between policies and practices first, and familiarise themselves with the benefits of translanguaging pedagogies- which may be challenging to do if there is an unwillingness to engage with concepts or data from projects such as this one. Based on the analysis, however, we recommend translanguaging pedagogical approaches for reading skill development classrooms and advocate for initiating conversations among teachers, students, policymakers, and other education community stakeholders to understand better the affordances offered in a translanguaging approach.

### *Writing Skill Development Classrooms*

A combination of findings supported the notion of implementing translanguaging pedagogical approaches in academic writing classrooms. According to the students, the strategic incorporation of general linguistic performance in the discourse of the academic writing class facilitated their understanding of paragraph structure, organising their ideas, and producing the final product in English- a language-specific performance. Bangla medium students viewed translanguaging in academic writing as a possible way forward to expressing what they exactly understood from English lectures or in the case of forgetting any word from the English language. Such reflections confirm the potential of translanguaging in supporting bilingual writers in academic writing since "bilingual writers use different problem-solving strategies and exhibit ways of expressing meaning that is not present in monolingual writing" (Velasco & García, 2014, p. 10).

The pedagogic design of the interventions created spaces of creativity and criticality and gave voice to the students who were silent in terms of communicating ideas while making their identity representations in EMI classrooms (Flores, 2013; García & Flores, 2013; Kiramba, 2017; Wei, 2011). The students said that while reading Bangla materials and writing about them in English, they felt "more dignified" and "proud" in the sense that

translanguaging pedagogies promoted Bangla culture in the global lingua franca in their EMI classrooms (Authors, 2021). Such identity development also has pedagogical benefits since academic writing strips the identity and culture while impeding the arguments of bilingual writers who cannot yet express their ideas equally in both languages (Fairclough, 2001; Garska & O'Brien, 2019). In contrast to the deductive writing conventions of the UK and the US, Bangladeshi writing is inductive. Bangladeshi writers, for example, wait until the end of an essay to clarify the thesis, whereas UK and US writers put the thesis statement in the first paragraph (Kubota, 1998; Authors, 2021; 2022). If these differences were not explicitly explained through the design of translanguaging pedagogical interventions, students could potentially confuse and disaffirm identity positions from their linguistic backgrounds in academic writing (Motlhaka & Makalela, 2016; Authors, 2021). Finally, Bangladeshi universities do not provide ways to retain academic Bangla proficiency-an essential skill in real-life contexts (Authors, 2021;2022). Taking up translanguaging pedagogical approaches as instructional policy strategically incorporating home languages helped students to actively practise both Bangla and English in EMI classrooms.

Despite such positive potential, incorporating translanguaging in academic writing as a policy in Bangladeshi universities and elsewhere would be challenging for the following reasons:

- Translingual writing is perceived to lack the aesthetics of the monolingual form of writing. The private university (YUB) focus group considered translingual writing unfit for an academic environment, although their public university (AUE) peers considered such writing form suits their linguistic needs.
- Students raised concerns about being judged less proficient in both languages if they translanguaged in writing.

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- Teachers found it uncomfortable, challenging or impractical (with no prior experience or examples) to assess a translanguaged script since script-wise it would distort the perceived 'homogeneity' of writing in an examination. Furthermore, teachers might not have a shared linguistic repertoire with their students in super-diverse classrooms, which would be an issue in other settings where diverse backgrounds were prevalent.
- Translingual writing goes against long-entrenched traditions of language separation in academic writing discourse, and teachers fear backlash and criticism from institutional authorities for deviating from such tradition (Cenoz & Gorter, 2019; Authors, 2021; 2022).

Hence, translingual writing may not guarantee academic success, considering the views prevailing in these institutions about quality academic writing (Canagarajah, 2011).

Nevertheless, three of the eight teachers said that translanguaging in writing could be used, within limitations, in classroom practice, even if not for centralised/standardised examination. Considering the mixed findings, we recommend translanguaging pedagogies, for the moment, for providing epistemic access, i.e., only in the preparation stage of academic writing and in compliance with school requirements for the monolingual form of writing of the final product (Authors, 2021, 2022). To obtain the full benefits of translanguaging approaches, further research is required to find ways to assess translanguaged scripts and explore how multiple languages may contribute to better writing outcomes.

### **Translanguaging to Emerge as a Policy in Content Learning Classrooms**

All four units of analysis in English literature and Anthropology content learning classrooms provided positive teaching and learning experiences for all participants except three: Dr Eyrin, the Anthropology teacher from the public university (MUB); Sadia, an English literature student from YUB; and Moon, an Anthropology student from FUB. This

section addresses the positive findings of the interventions, followed by the opposing views of these three participants.

English departments in Bangladeshi universities still draw texts from the Early and Middle English periods to twentieth-century European/Western literature as course materials in first-year classrooms. Students do not possess the required linguistic proficiency to access these materials written in archaic, old, or early modern English (Author, 2020). Given these circumstances, translanguaging pedagogies offered several solutions to render the texts more accessible and relevant to Bangladeshi students. The students enjoyed the accommodation of authentic linguistic repertoires in which they could make meaning referenced to their daily lives. Translanguaging strategies incorporated fluid languaging, specific named languages, and multiple cultural texts to support grasping the text's vocabulary, including words rarely used in contemporary Englishes, and obtaining a firm grasp of the literature content. The students expressed views such as "we understood the topic better", "we will do well in the exam", and many other positive statements about the newly introduced translanguaging pedagogies. Both English literature teachers, Ms Rokeya and Ms Shapla, acknowledged the academic benefits of translanguaging, alongside its potential for enhancing student engagement in English literature classrooms.

In the anthropology subject learning classrooms, both cohorts commended translanguaging pedagogies for providing a holistic learning experience and eliminating English proficiency-based prejudice. Mr Azad, the private university (YUB) teacher, appreciated the multilingual funds of knowledge and their roles in the instructional steps of the anthropology intervention. Both cohorts argued that translanguaging pedagogy's intentional integration of general linguistic performance and language-specific performance could improve attainment skills in the named languages: Bangla and English. Furthermore, Antu, a public university (MUB) student, argued that translanguaging pedagogies could

'strategically protect' the words of a language that people no longer use. This unexpected finding indicated the potential of translanguaging pedagogies in language revitalisation programs.

In the MOI landscape, all four focus groups reported naturally occurring translanguaging practices in their classrooms, which aligns with the observation findings of the researcher across the entire project (Authors, 2022b). According to the students, teachers in EMI universities are already disrupting the language policy when the need arises to make sense of their content lecture. Nevertheless, such policy disruptions resulted in hesitation, fear, guilt, or shame among the participants about using their authentic linguistic repertoires or expressing a need to use them to be fully understood. For example, Ms Rokeya, the literature teacher from the English medium public university (AUE), used only one Bangla word (apparently unintentionally) in her entire lecture and immediately translated it into English to conform to the institutional policy. In the language learning cohort of the same university, a student resisted EMI explaining how it prevented "students from freely expressing their ideas, as these occur naturally to them in one or other of their languages, and that they may not readily have the English to express these ideas under pressure in a classroom" (Authors, 2021, p.25). However, Ms Shila, the language teacher, restored the English-only norm after the intervention, explaining the need of English in study abroad programs. When asked if the teachers have ever taken the initiative to discuss any negative outcomes of strict implementation of EMI with senior management of the university, Ms Rokeya used a Bangla cognate of the English proverb, "Who will take the risk of being the whistle-blower?" Such strict implementation of EMI also has negative consequences for content learning goals. For instance, Mr Azad, the Anthropology teacher from the private university (YUB), said that despite flouting the institutional rules of EMI, he could not adopt an intentional pedagogic focus on translanguaging practices. For example, EMI would

prohibit him from using multilingual slides, a situation that could be easily monitored by his managers (Authors, in press-a).

MUB (public university) does not have a specific MOI policy, and according to the students who participated in the focus group, naturally occurring translanguaging practices are the – albeit not condoned-norm in their content classrooms. Teachers and policymakers demonstrate a reluctance to accept or shape translanguaging practices as a coherent pedagogical design. Therefore, students are reluctant to push for its acceptance since their teacher, Dr Eyrin, rejected translanguaging in the content learning classrooms, arguing that her goal in subject area courses is to develop "analytic abilities of the students", not linguistic proficiency. According to her, a focus on the linguistic aspect of the lecture would distract students from the content learning goal. Mr. Azad, her private university counterpart, had similar reservations: content area professors who are not trained in linguistics may remain unaware of translanguaging theories and bi/multilingual phenomena from a cognitivist perspective, let alone their educational benefits (MacSwan, 2017). Under such ideological constraints in policy discourses, naturally occurring translanguaging practices remain unable to achieve interpersonal and emancipatory ends since the teachers were ambivalent or felt guilty about their translanguaging practices. The students were intimidated by their teachers for translanguaging and occasionally wandering off in an EMI atmosphere, and as a result of their teachers' disempowering instructional support, they lost interest and withdrew from active class engagement (Allard, 2017; Authors, 2021, in press-a).

Swain and Lapkin (2013, p. 105) highlighted the need for languaging content and language learning as the "language serves to construct the very idea that one is hoping to convey". If the naturally occurring translanguaging practices are coherently manipulated to develop pedagogic rules in a stipulated policy, the teachers and students would not have to be indecisive about their language usage. They will feel more comfortable in their class

performance. An education policy based on translanguaging pedagogies in the content learning classrooms would guide teachers to select literature and cultural texts regularly from diverse backgrounds, prepare multilingual lecture slides and enable students to compare and contrast the same topic from different linguistic and cultural perspectives, but it is unlikely to happen with the context of guilt and fear of reprisals, should they shift in this direction.

Despite acknowledging the benefits of translanguaging, Sadia and Moon (private university students) did not prefer translanguaging in their EMI classrooms. Sadia (English literature student) argued against translanguaging pedagogies probably from an ideological space. She said: "yeah, it helps, but I would prefer English, is it really necessary to use Bangla in English class?" While studying, teaching and researching in English departments in past years, the first-named researcher noticed that many stakeholders in Bangladeshi English departments believe that English should be the default lingua franca. Validating translanguaging might distort the "elite" status for Sadia that an English department holds for English- a more prestigious language than her home language, Bangla. Moon (Anthropology student) rejected translanguaging from a more practical perspective, arguing that students might not feel the need to practice English if the language comfort approach of instruction is taken in content learning classrooms- resulting in too much use of Bangla.

Nevertheless, Moon's peers from the focus group in which she participated problematised the need for English-only instruction in content learning classrooms. They drew on historical references to argue that scientific innovations and intellectual development did not happen in English-speaking countries only. Instead, multilingual people worldwide contributed to knowledge creation in different languages, which now the students read as textbook materials in their content learning classrooms. The students talked about a content area course named "Bangladeshi Political History", which deals with Bangladesh-related content but sets English as the language of assessment. Students born and raised in

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Bangladesh already possess sufficient knowledge of the materials taught in this course, but many cannot perform satisfactorily due to the language restriction placed by the EMI policy implementation. This example highlights how assessment in content area subjects increasingly focuses on students' linguistic skills rather than on their content knowledge (Authors, in press-a).

Furthermore, the majority student population in Bangladeshi universities studied in Bangla medium pre-tertiary education environments. English medium instruction silences these students in the classroom, affecting their mental health and well-being. For instance, Shaj used to be a high-performing student in her Bangla medium school and college, but after enrolling in an EMI university, she immediately discovered herself as a low performer for her lack of English proficiency and says she rarely contributes to classroom discussions now.

Based on the analysis of participants' feedback, we nonetheless recommend translanguaging pedagogies be adopted in content learning classrooms. Further research is needed, however, to demonstrate the benefits more widely and to navigate the tensions arising from opposing views, and fear in particular.

### **Three Policy Concepts for First-Year Classrooms and Beyond**

The above discussion has illustrated a range of considerations as to why a translanguaging pedagogy based education policy should be highly contextual and interested in situational nuances. This argument also converges with that of Poza (2017): "offering translanguaging as a pedagogical framework, without its accompanying critical, social, and linguistic stances, allows it to be employed in diluted form" (p. 103). Nevertheless, such judgment on the situated nature of a translanguaging education policy endorses the core theoretical underpinnings of translanguaging itself, which is anticolonial, antifoundational and disruptive of traditional frameworks of language education such as EMI that apparently adopt the philosophy of one size fits all.



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The following discussion presents three programmatic options for envisioning a language education policy from a translanguaging perspective.

### ***Concept 1: An Interim Policy***

Translanguaging pedagogical approaches can inform an interim policy to bridge the proficiency gap caused by EMI differences between pre-tertiary and tertiary education in Bangladesh. Hamid and Nguyen (2016) argued that EMI had been just 'dumped' on the faculty and students in the Asian contexts with little consultation, preparation and compensation. In that case, an interim translanguaging education policy can be "pain relief" or, in some case a "cure" for Bangladeshi students until they gain proficiency and confidence to perform in EMI classrooms (Airey, 2012; Authors, forthcoming). Such policy design could be adapted based on learners' needs for perhaps six months to one year in first-year classrooms.

### ***Concept 2: A Differentiated Policy***

This design proposes a differentiated medium of instruction policy for language learning and content acquisition classrooms. The interim policy discussed above can be implemented in language learning classrooms until students develop the required English proficiency. At the same time, translanguaging pedagogical approaches would be used in content learning classrooms in the entire academic programme through coherent instructional design. Such design has been presented in the content learning interventions of this project, where the sole focus was on learning content while the instructional moves catered to teach institutionally appropriate vocabularies that students need to express their content knowledge.

### *Concept 3: An Aggregated Translanguaging Policy*

This policy prescribes translanguaging pedagogical approaches across disciplines throughout the degree programmes. This policy will pedagogically manipulate students' general linguistic and language-specific performance in language and content classroom practices and centralised examinations. The general linguistic performances would enable students to develop and express their understanding, going beyond the barriers created by a specific named language policy such as EMI. In contrast, activities designed for language-specific activities would prepare students to perform in any named language, such as Bangla or English, as per the teacher's purpose and instruction. This aggregated translanguaging policy can also strategically incorporate the less powerful languages of Bangladesh in classroom discourses that could not flourish due to the hegemony of Bangla. This policy design will require a revised curriculum to integrate course materials drawn from multiple languages and cultures. Under such policy protocols, students will develop proficiency in multiple languages and structures of knowledge. Examination scripts for assessments of students' performances could be designed in the following patterns:

1. General linguistic performance (process or product based; oral or written: teacher's discretion)
2. Language-specific performance (Home language/ Bangla)
3. Language-specific performance (English)

Universities can choose any of the three policy designs driven by their own values, beliefs, situational demands and constraints that matter to them.

### **Conclusion and Future Directions for Successful Policy Implementation**

To sum up, the study drew on a doctoral research project to conceptualise a translanguaging education policy in the unclear MOI landscape of Bangladeshi higher

education. The project explored translanguaging pedagogical approaches in the first year language and content learning classrooms of four public and private universities. The overall knowledge acquisition of the cultural and policy contexts, salient discourses of each educational setting and their social relevance, as well as the vantage and tension points articulated by research participants, revealed that as a pedagogic theory and educational policy, translanguaging could not be "non-contextual and disinterested" (Byrnes, 2020, p. 5; Moore & Wiley, 2015). Hence, the study conceptualised three policy designs that can be carefully situated in tertiary education levels in Bangladesh. Nevertheless, proposing policies does not necessarily mean their successful adoption and implementation. At this point, the study sheds light on four key areas that require further research in favour of translanguaging pedagogies to emerge as a successful construct in MOI policy discourse in Bangladeshi higher education and related contexts:

1. Translanguaging oriented assessments
2. Teacher education and development programs
3. Initiating conversation among different stakeholders of the education community
4. Prestige planning of translanguaging practices.

Translanguaging-oriented assessment is still an unexplored area in translanguaging literature. Existing studies consider only target-generalised assessment (Byrnes, 2020; Cenoz & Santos, 2020; Gorter & Arocena, 2020). The doctoral project incorporated general linguistic performances through translingual writing to introduce participants to how assessment could be translanguaging-oriented. While general linguistic performance was commended by the student participants and a teacher participant for its potential to emerge as a problem-solving strategies for bilingual writers, constructing identities and facilitating competence in a particular language, assessing translingual performance has challenges.

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Since almost all students and teachers of the project share similar linguistic repertoires due to common home language, i.e., Bangla and target language, i.e., English, they can effortlessly benefit from translanguaging-oriented assessments for the mutually intelligible repertoires. However, it would be impractical for any teacher to assess translanguaged scripts in super-diverse classrooms consisting of students from multiple linguistic and cultural backgrounds. Hence, further research on translanguaging for assessment is required for contemporary multilingual classrooms.

Secondly, the findings of the study converge with what Byrnes (2020) said of translanguaging pedagogies in an issue of *System*: "it is not a naturally occurring phenomenon even in obviously multilingual settings and even with teachers who are positively inclined toward multilingualism" (p.5). Each of the focal classrooms of the project featured different degrees of naturally occurring translanguaging despite the visible or otherwise efforts to resist such practices. Nevertheless, those translanguaging practices usually did not have a pedagogic focus and often failed to achieve the desired goal. Then again, several participants throughout the project confused naturally occurring translanguaging practices with translanguaging pedagogical approaches. Last but not least, Ms Shapla, the literature teacher from the private university (FUB), was prepared to 'dislodge' monolingual ideologies after attending the pedagogical intervention in her class. She borrowed some translanguaging strategies and applied them nonchalantly in a post-intervention class but was not happy with the student performance (Author, 2020). Given such consequences, the study argues that teachers need to be trained in translanguaging pedagogies (Byrnes, 2020). The positive findings of the project are rendered primarily by the researchers with reflections from the teachers and students. Evidence of success should also come from the teachers who applied translanguaging pedagogical approaches in their specific classrooms. Only then can translanguaging be accepted as a sustainable pedagogical approach

in any particular context. Teacher education in translanguaging in higher education is still an unexplored area. Hence, further research is needed in teacher education and development programs to meet the particular needs of multilingual universities.

Thirdly, the implementation of translanguaging can become unrealistic unless the inherent macro and micro-dynamics of higher education are recognised and addressed from multiple levels of analysis (Byrnes, 2020). As mentioned above, the strong linguistic nationalism of Bangla promotes and restores language separation in the official discourses in Bangladesh. In contrast, theories of translanguaging disrupt such separationist ideologies and cater to a heteroglossic view of languages. Ontologically, translanguaging may be accused of contaminating the puritan view of Bangla in the project (Authors, 2021, in press-a; 2022b; 2022c). However, such monolingual ideologies, resultant language education policies and actual practices have proven incongruent with one another. Such incongruencies in the policy discourse also have detrimental impacts on the educational and psycho-social development of the students enrolled in both public and private universities (Authors, 2022b). Hence, it is necessary to initiate conversations among teachers, students, policymakers and related stakeholders to bridge the gap between policy and practices to allow authentic voices of teachers and students through inclusive instruction of translanguaging pedagogies (Kiramba, 2017). Conversations are also needed to build trust among the different stakeholders in the education community to effectively change the universities that strictly implement EMI policies (García & Kleyn, 2016). At least four out of the eight teachers explicitly did not want to see themselves as translanguaging agents because of the lack of trust or out of fear for negative consequences for them. For example, Ms Shila from a public university (AUE) said:

## Figure 1

### *Participant Response*

Then again, in the context of Bangladesh, we're very doubtful of others, so দেখা  
যাচ্ছে যে when a teacher is using Bengali, for example, when it's written English in  
the university, then definitely they will be sceptical about my proficiency, and they  
will think that the teacher is not good at English, that's why she is using Bengali.

In private universities, teaching staff lack autonomy and are inherently bound to the institution's expectations and institutional standards of conduct. As a result, three out of four private university teachers remained sceptical about ethical views regarding translanguaging techniques. It is critical to engage policymakers in this debate to raise language awareness and ensure that teachers and students feel free to use their authentic linguistic repertoires without fear of being penalised (Carroll, 2016).

Finally, prestige planning of translanguaging practices is required given the rise of English as the lingua franca in the global context and the existing linguistic nationalism of Bangla in the local context. Carroll (2016) argued for prestige planning among non-dominant languages by using translanguaging practices in higher education and advocated for creating language policies that promote translanguaging practices. Moon, the anthropology student from the private university (YUB), provided similar insight saying, "If Bangla had the similar hegemony of English in the international context, nobody would bother about English as the medium of instruction". Nevertheless, this kind of proposition might lend support to the construction of named language only policies. It will also create needless competition among named languages and communities instead of endorsing the critical component of translanguaging scholarship that disrupts such construction of named languages, monolingualism, multilingualism, and language education models (García & Kleyn, 2016). Therefore, we argue for promoting the prestige of translanguaging itself. This prestige can be

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accomplished through the coherent design of general linguistic and language-specific activities and the development of pedagogic rules supported by empirical evidence of success. Such pedagogic rules will call for developing materials, syllabus, curriculum, and teacher development programs. These initiatives will instil the core linguistic and cultural values of communities and raise the prestige of non-dominant named languages. An education policy promoting translanguaging pedagogical approaches can also emerge as a counter-discourse against the neo-liberal ideals that manifest hegemonic tendencies of English in higher education (Phillipson, 2012).

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#### **Section 4: Additional Publications Arising From the Thesis by Publication Project**

This section contains three additional articles that were written in response to the interest of the academic community with whom I interacted during my PhD candidature, as well as my expanding understanding of translanguaging scholarship.

Article 14 was included in TESOL International's *Bilingual-Multilingual Education Interest Section (B-MEIS)* as a newsletter article among these three articles. I demonstrated, utilising observation data from a post-intervention English literature class, that naturally occurring translanguaging without coherently designed pedagogical approaches could not provide wholly satisfying outcomes for the participants, as documented in the project's eight pedagogical interventions.

Article 15 is an invited chapter in an edited volume titled *Local Research and Glocal Perspectives in English Language Teaching- Teaching in Changing Times*, to be published by Springer Nature. One of the focus groups was highly critical of traditional English Language Teaching (ELT) practices in Bangladesh. Although ELT is not a focus of this PhD project, I employed this focus group data to produce a book chapter accepting the invitation of the editors of the Springer Nature volume.

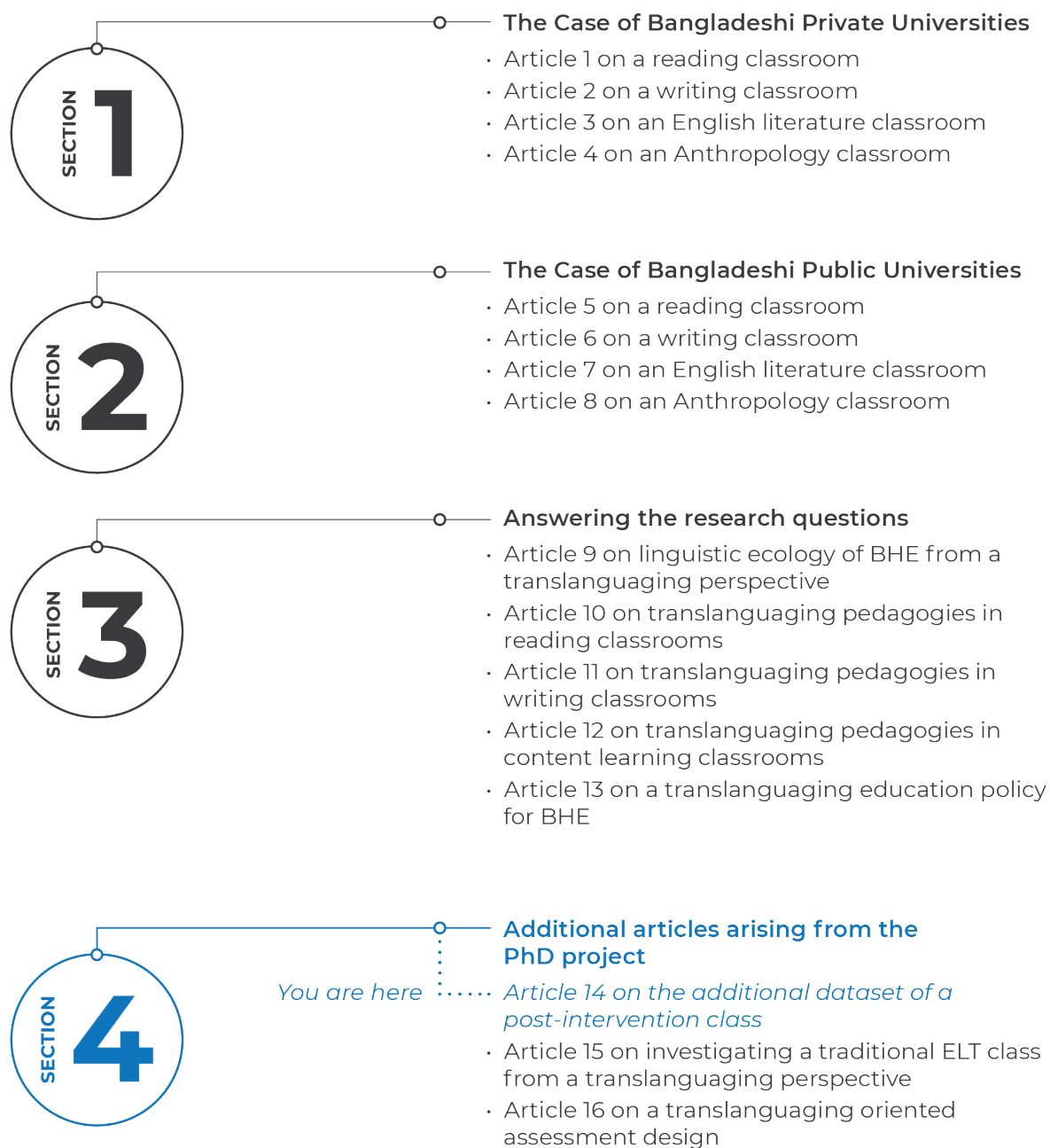
Article 16 has been accepted as part of a Special Issue of a Q-1 journal, and the article is currently under review. Assessment is not a primary emphasis of the PhD project. However, the project introduced the participants to the idea of evaluating their general and language-specific linguistic performances while generating student work on them and soliciting participant feedback. I developed article 16 using the assessment-related data from three EMI universities.

These three articles are neither part of the thesis by publication PhD project's original design, nor do they address the project's four research questions. They are, however, a by-product of writing a thesis by publications PhD, where previously published articles from the

thesis piqued the scholarly community's interest, allowing opportunities to examine the datasets and tangential issues of the project through new lenses and write pieces based on the community's interest. These additional articles also demonstrate my dedication to the research agenda I set in response to the crucial areas identified in my PhD dissertation that require additional investigation in order to successfully implement a translanguaging education policy in Bangladesh and related contexts.

**Figure 16**

*Article 14 Navigation Key*





## **Article 14**

### **Background**

Article 14 was composed using observations from a post-intervention English literature classroom. The post-intervention observation was not included in the PhD project's original research design. The focal teacher is a colleague and friend from my workplace in Bangladesh. I am on study leave from this institution, but I have access to its administrative communication. I found that the teacher had included Bangla poetry in the course curriculum for the following semester in one email. Hence, I was intrigued to see if the English literature pedagogical intervention immediately influenced the participants. As a result, I inquired, and the teacher responded:

Yes, I became more conscious. But I used it (translanguaging) before, like you mentioned already, in practice. Other introduction to poetry teachers did it (including Bangla poetry). So I included it as a course moderator (personal communication, June 20, 2020)

### **Article Development and Publication**

After the cohort had completed my pedagogical intervention, I requested that the teacher send me three representative audio clips from her regular class. She submitted the audio clips, and I examined them using Moment Analysis (Wei, 2011) and prepared Article 14.

This article was published in TESOL's *Bilingual-Multilingual Education Interest Section (B-MEIS)*.

### **Article 14 Reference**

Rafi, A.S.M. (2020). Shortcomings of validating translanguaging without pedagogic focus in bilingual classroom. *TESOL Bilingual-Multilingual Education Interest Section (B-MEIS)*.

**Shortcomings of Validating Translanguaging Without Pedagogic Focus in  
Bilingual Classroom**

Abu Saleh Md Rafi, PhD Candidate in Linguistics, James Cook University, Australia.

Discursive practices in bilingual classrooms have recently been reframed as "translanguaging", which refers to "the act performed by bilinguals of accessing different linguistic features of various modes of what are described as autonomous languages, in order to maximize communicative potential" (García 2009, p. 140). The study presents findings from a post-intervention class, where the focal teacher embraced translanguaging to teach Shakespeare's Sonnet 18 to first-year students in an "Introduction to Poetry" course offered by the English department of a Bangladeshi private university. The medium of instruction of this university is English, but Bangla (aka Bengali) is the mother-tongue of the teacher and students, as well as the national language and the lingua-franca of Bangladesh. Previously, the entire cohort participated in a pedagogical intervention to experience a clearly articulated translanguaging pedagogical approach.

Wei's (2011) Moment Analysis approach was used to examine the audio-clips of three representative moments from the post-intervention class. Wei (2011) proposed Moment Analysis as a paradigm shift to distance from frequency and regularity-oriented, pattern-seeking approaches, to focus instead on spontaneous, impromptu, and momentary actions and performances of the individual. To ascertain whether translanguaging achieved the goals of the class, the following sections present an analysis of three representative moments:

**Moment 1: Insufficient Scaffolding With Bangla Word Meanings**

In the pedagogical intervention, PowerPoint slides were used to display Bangla meanings of difficult English words so that the students could instantly analyze what they

saw. As can be seen, the teacher replaced PowerPoint slides with oral translanguaging to provide the word meanings whenever the need arose:

### Extract 1

#### *A Translanguaging Moment With a Focus on Scaffolding Technique*

Teacher: just read and underline the words that you don't understand.  
 (Students started reading)  
 Teacher: So, there are some old words, right? Thee, thou.  
 Student 1: Thou is you  
 Teacher: Excellent.  
 (Students resumed reading)  
 Student-2: Ma'am বাডের meaning কি? (What's the meaning of buds?)  
 Teacher: কুঁড়ি  
 Student-3: ma'am এটা কি (Madam what is this?)  
 Teacher: Hath... h- a- t-h ---→Has!  
 Student-4: ওহ আল্লাহ! (Oh MY God!)  
 Student-6: Ma'am এই line টার "Nor shall death brag thou wand'rest in his shade"-- wand'rest মানে কি? (Student asked the meaning of that sentence)  
 Teacher: Wander মানে ঘুরে বেড়ানো est গুলো these are like old spelling, so actually it's wandered. Wander means what? Roam around. (Teacher explained the early modern English spelling of "wand' rest" and told the meaning in modern English as well.)  
 Student-7: কারো যদি কবিতা পড়তে যেয়ে দাঁত ভেঙ্গে যায় দয়া করে নিজ দায়িত্বে লাগিয়ে নেবেন (read this poem at your own risk if you want to break your teeth while pronouncing these words)  
 Everybody bursts into laughter.

Students struggled to understand the early modern English text of sonnet 18 despite the oral scaffolding of Bangla meanings; hence, they relied heavily on translanguaging and frequently expressed their frustration. For instance, when the teacher explained the word "hath" and a student responded with (Oh my God!). The students also laughed at their struggle. For example, when the teacher elucidated that suffixes, such as "-est" in "wand'rest" are the early modern English spelling, the linguistic complexity made the content least accessible. These students did not know the meaning of the word "wander" in the first place, learning the meaning and pronunciation of the same word in its original form was a lot to ask. It was evident in the sarcastic remark of another student when he asked his classmates to read

the poem at their own risk if they want to break their teeth while pronouncing these problematic English words.

### **Moment 2: Culturally Inappropriate Content**

The following moment represents an incongruence between course content and Bangladeshi culture. After the first read-through of the entire poem, the teacher asked: "so after your first reading, did you understand what it is about?" About two or three students immediately replied, "Didn't understand a single thing, ma'am." This response caught the teacher off-guard as she started laughing in despair and dismay. Thereupon a student came to her rescue only to provide a wrong answer:

#### **Extract 2**

##### *A Translanguaging Moment With a Focus on Culturally Relevant Materials*

Student-1: A woman?

Teacher: A woman? Okay! She has a very good guess. There is somebody in the poem, about whom the first person narrator is writing, right?

Student-2: A guy!

Teacher: wow! এটা কোথায় থেকে বের করে ফেলছ? We are not supposed to know it now. She got the actual information. It's not a woman. Shakespeare is actually writing about a man.

Students whispered: বললাম না gay ছিল (I told you he was gay)

Teacher: Here it's a male friend, it was actually his patron. Patron বোঝ? (Do you understand what a patron is?)

Students: No...

Teacher: Somebody who helps... ahh... যেমন আগে আমাদের গ্রামে জাইগীর মাস্টার থাকত না? Lodging master? So the master would have food and ... you know... housing... for the family, আর তার বদলে পড়াত। (A patron is somebody who has been given food and shelter in return of tutoring the children of the household.)

Among the 154 sonnets of Shakespeare, the first 126 are called the Fair Youth sequence, where homosexuality is a relevant theme. In this Fair youth sequence, the poet becomes emotionally attached to his friend and seeks to eternalize his beauty through the lineage (Ganguly, 2018). Few students were already aware of this fact. However, the teacher

did not tap into this existing knowledge, as homosexuality is not a culturally relevant concept in Bangladesh. She brought up only culturally relevant concepts such as the lodging master. Consequently, the choice of culturally inappropriate materials as a course content prevented discussing more of what the poem was about than who it was for and left crucial elements of a literary piece undiscussed in this classroom.

### **Moment 3: Assessment of Group Work**

Students were divided into small groups to solve a set of 12 questions from the lecture. The following moment was from the group discussion where the entire cohort translanguaged to ask and answer a set of questions:

#### **Extract 3**

##### *A Translanguaging Moment With a Focus on Student-Performance*

Teacher: সিমাদের group. Is there any symbol? কোনটা কিসের symbol? Number 10?  
(Addressing a particular student group, what is the symbol for Number 10?)

Group 1: The eye of heaven

Teacher: The eye of heaven.... এটাতো metaphor! সরাসরি সূর্য টা হচ্ছে আকাশের চোখ। (The eye of heaven is a metaphor, not a symbol)

Teacher: Subject matter? Number 11?

One group was urging other groups to answer. Finally, a group responded.

Group 2: Timelessness of love and beauty.

Teacher: Timelessness of love and beauty!? তাহলে থিমে কি লিখস? (Then what did you write in themes?)

(Teacher was not happy with the answer and looked at other groups for the better interpretation.)

Group 3: friend নিয়ে কথা বলছে। (He talked about a friend)

Teacher: well, it's about his friend. A topic should be about the person. He's writing the poem about the person, Shakespeare's friend. আর অন্য যা যা কিছু love, beauty, timelessness, Nature, এগুলো সব হচ্ছে theme. ওরে আমার কপাল!! (The rest such as love, beauty, timelessness, Nature are themes. My bad luck!)

This moment demonstrated that two of the three student groups could not perform well. The teacher's utterance, "My bad luck!" evidenced her frustrations since she was not satisfied with the performances of her students.

### **Discussion**

Despite dislodging the monolingual ideologies of EMI and embracing translanguaging as the norm in the focal classroom, the analysis of three representative moments demonstrated that translanguaging was not sufficiently successful in serving the pedagogic goal. Under these circumstances, Williams' (2012) classification of "natural" translanguaging and "official" translanguaging is suitable to explain what went wrong and what could produce a better outcome. Natural translanguaging refers to a spontaneous occurrence in classroom interaction for enhancing subject or language-related understanding, while official translanguaging means explicit strategies employed by teachers in order to use several languages in class (Williams, 2012). The translanguaging episodes featured in the representative moments are "natural" which lack the explicit strategies of "official" translanguaging. The following discussion demonstrates how explicit strategies of translanguaging pedagogy could solve the problems located in the representative moments:

Moment 1 featured students' struggle to access early modern English vocabularies. In this regard, the teacher could provide additional support alongside natural translanguaging. Using a presentation tool such as PowerPoint as a teaching supplement in the fast-paced class of foreign literature could have supported the students by displaying written information clearly and helping them follow along with the lecture.

Moment 2 revealed the dissonance between course contents and students' culture. The teacher could use a poem with culturally accessible themes. While she was teaching Shakespearean sonnets in this introductory course, the 'canon' has moved on in other sites (e.g. Australia), and more contemporary works would be used in most instances, unless there was a focus on particular century poetry, for example. Culturally relevant texts enhance engagement, comprehension, and proficiency, as these texts enable students to draw on their background knowledge and experiences (Rafi & Morgan, forthcoming).

Moment 3 demonstrated poor performances of the students. Neither the students nor the teacher was sufficiently concerned with the linguistic aspects of topics throughout the class. Although the teacher shaped her language practices in English and Bangla according to demands of the communicative interaction, she did not make any rules for managing the languages in the classroom. Setting explicit rules promotes greater linguistic inclusion and stimulates students' ability to translanguage in a more structured and conscious manner (Caruso, 2018). Then again, she could have adapted the lessons instead of directly starting from the original text. Providing a paraphrase or Bangla equivalent of the original text as a scaffold, if not found, a Bangla translation of poem alongside the text could open up scope for cross-linguistic analysis and enhance understanding of the curricular knowledge. Furthermore, she could engage students in writing what they understood, translating into Bangla. This guided writing activity could have provided a more robust understanding of the topics under discussion.

### **Conclusion**

While the benefits of translanguageing pedagogies have been widely recognized, this study addressed questions on the effectiveness of translanguageing if not carefully implemented. The findings of this study demonstrated that validating translanguageing practices without explicit strategies in English-only classroom does not necessarily ensure satisfactory performances of emergent bilingual students. The study concludes recommending teacher-education for enabling teachers to maximize the benefits of using the linguistic resources of bilingual learners with specific goals and to ensure the successful implementations of translanguageing pedagogical approaches.

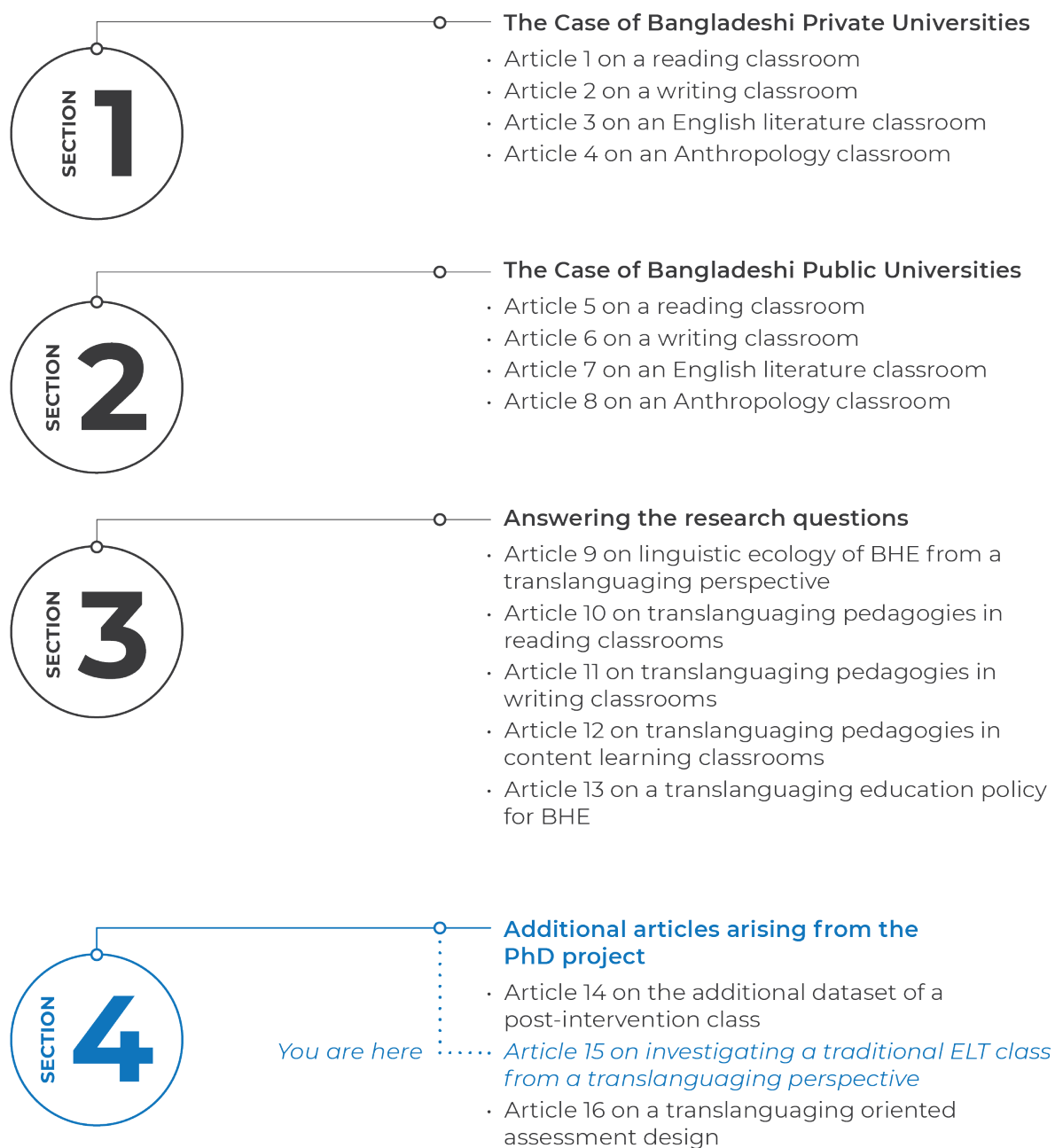
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Figure 17

Article 15 Navigation Key



## **Article 15**

### **Background**

While delivering keynote addresses and disseminating research findings in both Global South and Global North contexts and publishing in top Applied Linguistics journals from the thesis by publication PhD project, I received considerable attention from the scholarly communities in and outside Bangladesh. In light of such engagement, academics from the University of Dhaka, Bangladesh's first and largest public university, invited me to contribute a chapter to their book project on English Language Teaching (ELT). This book project is soon to be published by Springer Nature.

### **Article Development and Publication**

In Bangladesh, English Language Teaching (ELT) dominates linguistics scholarship, which is not the focus of the PhD project. Intriguingly, Springer Nature reviewers recommended that the volume's editors include chapters on socio-cultural issues. Therefore, the editors invited me to write a chapter on "Translingual Practices in ELT" in the context of Bangladesh. One of the focus groups of the PhD project highly criticised traditional ELT pedagogies and assessment practices in Bangladeshi academia. I exploited that dataset to write article 15, which was included as Chapter 3 in the edited volume.

### **Article 15 Reference**

Rafi, A.S.M. (in press). Students' Uptake of Translanguaging Pedagogies and Translanguaging-oriented Assessment in an ELT Classroom at a Bangladeshi University. In R. Khan, A. Bashir, L. B. Basu, & E. Uddin (Eds.), *Local Research and Glocal Perspectives in English Language Teaching- Teaching in Changing Times*. Springer Nature.

### Chapter 3

#### **Students' Uptake of Translanguaging Pedagogies and Translanguaging-Oriented Assessment in an ELT Classroom at a Bangladeshi University**

**Abu Saleh Mohammad Rafi<sup>1</sup>**

#### **Abstract**

The chapter presents findings from a focus group discussion of English-major students who participated in a translanguaging pedagogical intervention in an ELT classroom of a Bangladeshi private university. The focus group consisted of six students, of whom four students had studied in Bangla medium and two in English medium in their pre-tertiary education. These students compared their learning and assessment experience of the translanguaging intervention with traditional ELT pedagogies. They reflected on how translanguaging pedagogies could solve the problems they encounter in traditional ELT classrooms. The analysis of focus group data revealed that the English medium instruction policy discriminated against Bangla medium students vis-a-vis their English medium counterparts in terms of understanding lectures and remaining motivated. Such consequences negatively impacted their psychological well-being and socio-cultural identification as English majors. In contrast, translanguaging pedagogies provided students with a comfort zone catering to their diverse proficiency levels, aided their understanding of ELT materials and better prepared them for assessment. Furthermore, the intervention tapped into students' sociolinguistic awareness about how English-only practices affected their academic Bangla proficiency, an essential skill in real-life contexts. The chapter concludes by shedding light

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on the challenges a translanguaging pedagogical approach might face to emerge as an education policy in the particular ELT context.

**Keywords:** ELT, Medium of instruction, Translanguaging pedagogies, Assessment, Bangladeshi university

## **Introduction**

English language teaching (ELT) in the state sector of education in Bangladesh can be broadly divided into three distinct phases marked by the salience of Grammar-Translation Method (GTM), Communicative Language Teaching (CLT) and the English in Action (EIA) project, respectively. Hamid and Baldauf (2008) critiqued the GMT phase as myopic for downsizing English to promote linguistic nationalism of Bangla, and the CLT phase as "short-sighted" since its promises to English weighed heavier than its ability to deliver (p.16). The EIA phase, which lasted until 2017, has also been critiqued for its lack of a contextually appropriate ELT policy (Ali & Walker, 2014). It can be argued that all previous educational efforts regarding English language teaching and learning were carried out from a perspective of traditional monolingualism and bilingualism that discounted the metalinguistic, cultural and intellectual resources students bring to ELT classrooms (Charalambous et al., 2020). The term "translanguaging" has recently been proposed as a heteroglossic language ideology that disrupts traditional understandings of monolingualism, bilingualism and language education models (García & Kleyn, 2016).

The theories of translanguaging adopt "a fluid, dynamic view of language and differ from code-switching/mixing theories by de-centring the analytic focus from the language(s) being used in the interaction to the speakers who are making meaning and constructing original and complex discursive practices" (Lin, 2018, p.5). As a pedagogical approach, translanguaging has been proposed for teaching multilingual students by encouraging them to utilise their entire linguistic repertoires to engage in academic learning (Cenoz & Gorter, 2017; García & Leiva, 2014, García, Johnson, Seltzer, & Valdés, 2017).

The current chapter presents findings from a study that applied a translanguaging pedagogical approach in an ELT classroom of a Bangladeshi private university. One of the significant problems in ELT in Bangladesh is the absence of collaboration among different

stakeholders, such as teachers, students, syllabus designers, curriculum planners, materials developers and methodologists (Ali & Walker, 2014). The chapter provides a student perspective on how a translanguaging pedagogical approach can contribute to such collaboration and address the challenges of teaching and learning English, catering to the contextual, socio-cultural and linguistic needs of all parties involved in a traditional ELT classroom.

To this end, the chapter reviewed existing scholarship on translanguaging and then presented the methodological approach, along with the results and discussion shedding light on the implications for policy and practice in the focal and related ELT classroom contexts.

### **Literature Review**

Williams (1996) proposed the term translanguaging in Welsh bilingual education programmes to introduce a language teaching approach that provides input in one language or mode (e.g. spoken) and requires output in another (e.g. written). Recent developments in sociolinguistics adopted translanguaging to define bilingual performances and pedagogical approaches (Creese & Blackledge, 2010; García & Leiva, 2014; Rafi & Morgan, 2021, in press-a, in press-b). As performances, translanguaging refers to "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (Canagarajah, 2011, p. 401). As pedagogical approaches, García and Kano (2014, p. 261) defined translanguaging as:

a process by which students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality.

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García, Johnson, and Seltzer (2017) identified four purposes of translanguaging pedagogies: supporting students to engage with and enhance their comprehension of complex texts; providing opportunities for developing their academic language proficiencies; creating space for bilingual ways of learning, and supporting their bilingual identities and socioemotional development. Translanguaging pedagogies have often been considered "the best way to educate bilingual children in the 21st century" for didactic benefits (Beres, 2015, p. 103). Existing research demonstrated the advantages of translanguaging pedagogies across grade levels in terms of offering "communicative and educational possibilities to all" (García, 2009, p. 148), mitigating the problems for low proficient learners (Muguruza, Cenoz & Gorter, 2020); boosting participant confidence and motivation (Creese & Blackledge, 2010), developing "linguistic security and identity investment" (García, 2009, p. 157), maximising learning literacy skills (Hornberger & Link, 2012) and facilitating higher cognitive engagement in content-matter learning (Duarte, 2016).

The theories of translanguaging provide two ways of understanding language in assessment: *language-specific performances* in the named language—Bangla, English, Hindi or others and *general linguistic performances*. García and Kleyn (2016) elaborated these performances as follows:

We would be able to assess if a bilingual student uses the lexicon and linguistic structures of a specific-named language in socially and academically appropriate ways—the named language-specific performance. And we would be able to assess if he or she is able to perform linguistically to engage in academic and social tasks regardless of the language features used—the general linguistic performance (p.25).

Alongside different strategies of translanguaging pedagogies, the study incorporated these two types of performances in the focal ELT classroom to offer an accurate

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assessment of what the students knew and could do with language. The traditional assessment asks bilingual students to suppress more than half of their linguistic repertoires while allowing their monolingual counterparts to benefit from their entire linguistic repertoires in expressing what they know. In contrast, translanguaging oriented assessment can promote equal educational opportunity and social justice, levelling the playing field between bilingual and monolingual students (García & Kleyn, 2016).

Although the benefits of translanguaging pedagogies are widely recognised in language scholarship and second language education, a translanguaging approach is still underexplored in Bangladeshi classrooms. One study (Rafi & Morgan, 2021) applied translanguaging pedagogies in an academic writing skill development class of a Bangladeshi public university. Findings from this study challenged monolingual approaches to academic writing and transformed traditional exercises that are limited solely to the target language. The purposeful use of translanguaging and contents suited to students' local language(s) and their experiences were useful for opening up possibilities for cross-linguistic analysis, promoting metalinguistic awareness and a more in-depth understanding of rhetorical language conventions across cultures. In a teacher education domain, Rafi (2020) explored the shortcoming of administering translanguaging without a pedagogic focus in an English literature classroom of a Bangladeshi private university. Other studies on translanguaging practices extended our understanding of such practices from the Bangladeshi context but did not have an explicit pedagogic focus or design (See, for example, Sultana, Dovchin, & Pennycook, 2015; Rahman & Singh, 2021). Hence, the current study was designed to add to the limited number of studies that applied translanguaging pedagogies in Bangladeshi classrooms and present student perspectives on such approaches by drawing evidence from an ELT classroom.



### **The Study**

The current study is part of a doctoral research project that investigated the potential of translanguaging pedagogies in humanities and social sciences classrooms across four universities. All participating individuals and institutions of the project have been de-identified to conform with the ethics approval protocols of the researcher's institution. This chapter draws on data from a study in the first-year classroom of the English department at the Bangladeshi University of Excellence (BUE). BUE is a private university that administers English medium instruction policy across disciplines. Nonetheless, it enrolls students from diverse pre-tertiary medium backgrounds such as Bangla medium, English medium, Madrassa or Islamic education and newly introduced English version. In contrast to mainstream English medium schools, which follow the University of London's General Certificate of Education (GCE) or the Senior Cambridge curriculum and O/A level examinations, the English version is a parallel stream to the Bangla medium, catering to the same national curriculum and school-leaving examination but through the medium of English (Rafi & Morgan, in press-b).

The researcher conducted a pedagogical intervention in the teacher's regular classroom to introduce the participants to translanguaging pedagogies. The intervention comprised reading one Bangla and two English texts on the colonial construction of beauty, with the primary goal of improving the English reading comprehension of the students. It lasted an hour and a half. The following table demonstrates how the intervention was designed:

**Table 3.1***Translanguaging Strategies in the Intervention*

Phases	Activities
Phase 1: Translanguaging theory and pedagogical approaches	<ul style="list-style-type: none"> <li>• Introduced the translanguaging theory of education</li> <li>• Briefed on the strategies of translanguaging pedagogy</li> </ul>
Phase 2: Tell me now activity	<ul style="list-style-type: none"> <li>• Carried out an activity comprising a picture of five young people and three questions.</li> </ul>
Phase 3: Reading the first English text	<ul style="list-style-type: none"> <li>• Provided an English definition of beauty</li> <li>• Explored cognates of the proverb "Beauty is in the eye of the beholder" across languages and cultures</li> <li>• Bangla scaffolding for difficult words in the text</li> <li>• Used a photo of a Bangladeshi actress to connect with English text.</li> <li>• Completed the reading of the first English text.</li> <li>• Researcher-students interaction: <ol style="list-style-type: none"> <li>1. What is this text about?</li> <li>2. Do you agree with this author? Why/Why not?</li> </ol> </li> </ul>
Phase 4: Reading a Bangla text	<ul style="list-style-type: none"> <li>• Used the Bangla text as a guided reading</li> <li>• Reflected on the struggle of Bangladeshi parents to get their dark-skinned daughters married off</li> <li>• Asked students' opinions on the messages of the text.</li> </ul>
Phase 5: Reading the second English text	<ul style="list-style-type: none"> <li>• Provided scaffolding for difficult words</li> <li>• Paraphrased to enhance students' access</li> <li>• Researcher-students interaction: What is this passage about? Do you agree with this author? If so, please share.</li> <li>• What do you think beauty is?</li> </ul>
Phase 6	Two sets of multiple-choice questions were conducted orally

Alongside the intervention, the datasets for the study comprise classroom observations, a semi-structured interview with the focal teacher and a focus group discussion

with students. While the chapter draws references from all datasets to generate broader themes, it mainly addresses the data from the focus group discussion. The focus group consisted of six students. Among them, Rupa, Sathi, Sohel, and Rubel studied in Bangla medium in their pre-tertiary education, while Mim and Antu studied in English medium and English version, respectively. The focus group discussion lasted for 37 minutes. Students were provided with a language-comfort approach to share their opinions about newly introduced translanguaging pedagogies. Throughout the focus group discussion, they translanguaged or spoke Bangla or English as per their preferences and needs. The researcher asked the questions in English, provided Bangla translation and translanguaged to facilitate the discussion. However, this chapter presented only English translations of the direct quotations from the focus group for mutual understanding of the international readers.

Saldaña's (2015) "versus coding" was employed to draw a thematic analysis of the focus group data. This particular coding method allowed the researcher to identify the conflict, struggle, and power issues in several dichotomous codes, such as English vs Bangla, monolingualism vs translanguaging, English medium students vs Bangla medium students, teacher vs students and expectations vs reality. Analysis of these codes generated three major themes that have been discussed in the following section.

### **Results and Discussion**

#### ***Student Perspectives on Traditional ELT Classrooms***

The lack of English proficiency to cope with the EMI instruction and ELT materials has been reported as the central problem in ELT classrooms. Students do not possess the required proficiency to understand English-only lectures and access ELT materials. They also hesitate to ask questions in English for clarification if they fail to understand a concept. Those who understand the lecture might also struggle to organise and communicate their ideas in

English. Only a few students who have decent English proficiency due to English medium backgrounds in pre-tertiary education can perform satisfactorily in such an English-only monolingual environment. Teachers also support these proficient students and impose English-only directives on others. Such strict implications of EMI policies silence most students who need to access their complete linguistic repertoires for making sense of ELT contents. Rupa said:

Sometimes, we feel so insecure about what kind of reaction we would receive if we confess to the teachers that we do not understand their English lecture. So we choose to remain silent. Those who have good proficiency continue to do well in the class, and we lag.

As can be seen, the linguistic requirement of English-only practices creates an environment of discrimination and privilege for different student groups. The English medium or version students dominate most Bangla medium students in classroom performances. Both English medium students said in the focus group discussion: "We are okay with both English and Bangla", although they continued conversing in English. This tendency of speaking only English also intimidates Bangla medium background students in classroom practices; several students mentioned it in the focus group discussion.

Despite the psychological pressure in the classroom discourse, Bangla medium background students also deal with outside pressure from family, friends, and social circles for their affiliation with the English department in an international context. The English departments in Bangladeshi universities assume English as a lingua franca or natural condition inside and outside classroom activities and design their curricula following a native speaker model of English (Rafi & Morgan, 2021, in press-a). For example, the focal teacher taught reading comprehension passages directly from IELTS preparation books without

adapting the materials as per her students' needs. In first-year classrooms, the departments also teach English (language) poetry of representative poets of the early modern period to the twentieth century. Students in these classrooms face the concurrent challenge of acquiring the language and mastering the content knowledge. To tackle such challenges, the departments require students to obtain higher scores in English subjects taught in pre-tertiary education as admission criteria. Interestingly, those scores contribute to the public perception that English majors possess superior English proficiency for their interactions with complex English literature and linguistics texts. In reality, as one example, the current study demonstrated that these scores neither meet the required proficiency to deal with course materials nor cater to the perceptions English departments intentionally or unintentionally project about their students. The incongruence between social expectation and linguistic reality puts enormous pressure on students and affects their psychosocial development. Rupa, a student, said:

If someone knows that I study in the English department, they think I know a lot about English. If they ask a question and we cannot answer correctly, they criticise us severely. Too much criticism! As if we are unfit for studying in the English department.

These double-dimensional pressures within and beyond the classroom discourse ultimately affect the self-esteem of the students. The lack of necessary English language skills reduces their motivation and interest. They doubt their potential, and many suffer from depression for fear of dropping out of the courses. The following reflection from Sathi demonstrated an instance about the process of how the English only approaches affect the psychosocial development of ELT students:

Many students seem to suffer from depression. They think: "I am not coping well. It's probably not possible for me"- these kinds of worries strike them. When they see their

other classmates (English medium) speak fluently, but they cannot form a single sentence, they obsess over it even after returning home. This whole process is depressing and detrimental to our mental health and well-being.

Such strong manifestation of English in Bangladeshi social and educational contexts has been compared with the metaphor of a "white elephant" consuming precious national resources, time, and money without producing any desirable results (Hamid & Baldauf, 2008).

Returning to the focal classroom of the study, the analysis of classroom observation and interview data revealed that the teacher was aware of her students' linguistic needs, related suffering and adverse outcomes of EMI. She informed that the university enrolls students from diverse pre-tertiary education mediums, resulting in a classroom environment comprised of mixed proficiency level students. Hence, she did not always impose English on her students but maintained language separation in her pedagogical approaches to conform to the EMI policy, at least on her part. As a result, the focal ELT classroom featured different degrees of translanguaging practices in students' discourses. Nevertheless, these translanguaging practices were not guaranteed nor pedagogically manipulated. Furthermore, in the interview, the teacher expressed tension, hesitation, and guilt for allowing students to translanguage, disrupting the existing EMI policy. As a result of being embedded in the teacher's "system of disempowering instructional supports," naturally occurring translanguaging practices did not meet students' interpersonal and emancipatory goals as translanguaging was not a symmetrical practice for both parties (Allard, 2017, p.123). The following section discussed the qualitative difference the intentional pedagogy of translanguaging made in the focal classroom.

*Students' Uptake of Translanguaging Pedagogies in an ELT Classroom*

The analysis of focus-group discussion data as one example revealed how translanguaging pedagogies could potentially eradicate fear, hesitation, uneasiness and all sorts of inhibitions that result from the language barrier in ELT classrooms. Translanguaging pedagogies provided all student groups with a language comfort approach catering to their specific needs in English and Bangla and promoted active engagement with the texts. The purposeful selection of Bangla text connected students' cultural and social worlds with the class materials and aided their understanding of complex English texts. The strategic incorporation of translanguaging practices alongside specific-named languages aligned the classroom ecology to the linguistic realities of students' lives and brought back their "authentic voices" in the pedagogic discourses that were previously silent in the ELT classroom (Kiramba, 2016, p.115). Most importantly, students gained a solid understanding of the lessons and enjoyed the pedagogical intervention. They felt confident in the intervention tasks. Rubel commented:

You taught us very well, and we enjoyed the class very much. It's not like that we did not understand the lecture and sat there in silence. ... that's why we could immediately participate in the quiz in English. It seemed effortless.

This comment might indicate that translanguaging pedagogies provided students with the agency over the learning process. They performed comfortably as thinkers and writers, drawing on their own language practices while also focusing on English acquisition (Ascenzi-Moreno & Espinosa, 2018).

The "translanguaging turn" to define multilingual ways of making sense of the world is yet to fully conceptualise the assessment domain (Creese & Blackledge, 2010; García & Kleyn, 2016; Rafi & Morgan, 2021). The intervention introduced the participants with

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translanguaging oriented assessments through three writing tasks that could potentially transform traditional monolingual approaches of ELT. For example, task-1 involved general linguistic performances of students where they were allowed to write regardless of the specific language features used in a particular named language such as Bangla or English.

Sohel said:

We wrote well what we felt. If we were to write in only English, we would have failed to express so many things. Ideas that felt comfortable writing in English, we wrote those in English and followed the same process for Bangla.

This task levelled the playing field between the students who might have excellent English proficiency but demonstrate shallow understating of the content and the students who have great ideas but cannot express them in institutionally appropriate language conventions, i.e., academic English or Bangla. Incorporating general linguistic performances can promote reflexive, nuanced and high order thinking drawing on the critical elements (Chu, 2017). Assessing these performances can also provide an accurate assessment of students' understanding beyond the bias towards any named language (García & Kleyn, 2016; Rafi & Morgan, 2021).

The task-2 on language-specific performance in Bangla enabled students to write in their home language. Although the English medium background students previously stated that they were comfortable in English and Bangla, they felt nervous about their lack of practice in academic Bangla writing. They were concerned about Bangla grammar, word choice and spelling. Furthermore, their comments reflect a sense of insecurity regarding social bashing for first language attrition. Mim said:

We are not practising Bangla for quite a long time. Bangla has its own grammar. If we mistake, what would people say? We don't even know our own mother tongue!



Regardless of the pre-tertiary medium instruction, students valued Bangla proficiency in academic and public discourses. They usually tap into Bangla translation and background knowledge to understand a complex English text in the classroom context. In the public domain, Bangla is even more critical for the identity performances of the students. Antu argued, "As we are Bengali, we should have proficiency in academic Bangla even if we do not have such skills in English". In other words, task-2 tapped into students' sociolinguistic awareness, interrogated linguistic inequality in academia and brought critical queries around the collective identity and voice. Students became aware of the unintended or negative outcome of EMI on their home languages and saw the potential of translanguaging-oriented assessment in sustaining their academic Bangla proficiency (García & Kano, 2014).

The task-3 on language-specific performances in English ensured that students met the language requirement of an ELT course set by the English department. As per the course outline, the course enables students to "read short English texts and answer questions on contents of the text in English". The intervention met these objectives since students produced comprehensible responses in English (For examples of student works, read Rafi and Morgan, in press-a). They felt more supported through task-1 and task-2 and wrote monolingually in English in task-3. According to the students, the translanguaging pedagogies made a significant difference from the traditional ELT classrooms. Teachers teach English materials using English instruction in a conventional class and ask for direct composition in English from emergent bilingual students. Such monolingual approaches of English do not permit students sufficient time and space to understand and digest the received knowledge, organise their thoughts, and express ideas eloquently in English composition. These monolingual approaches also create a flawed understanding of students' conceptual development. For example, Rupa said:

We might have understood the topic but failed to write about it due to the lack of English proficiency. However, teachers think that we probably didn't pay attention to their lectures or studies at all.

In contrast, translanguaging approaches enabled them to develop a more robust understanding of the content; hence, they took less time writing the final product than regular classrooms. This finding converges with Turnbull (2019), who found that students engaged in translanguaging could produce more succinct, well-formed essays and score higher than those who were forced to write monolingually.

Students provided two kinds of feedback about incorporating these three types of performances in the centralised examination. Three students argued for acknowledging these performances in traditional ELT pedagogies and accommodating the assessment of these performances as problem-solving strategies for emergent bilingual students (Rafi & Morgan, in press-a). As reported, some students perform poorly or fail the course due to a lack of English proficiency despite having substantial knowledge. In such cases, tasks 1 and 2 can enable those students to cut some scores instead of a failing grade. Furthermore, academic writing in ELT classrooms often means stripping it off multilingual resources, knowledge and experience, hurting the writer's argument (Garska & O'Brien, 2019; Rafi & Morgan, in press-c). In such cases, these tasks can demonstrate a fair understanding of students' overall knowledge and contribute to developing their bilingual identities since each language at their disposal had particular benefits in meaning-making and expression (Canagarajah, 2015; Lillis, 2001).

The other two students said they would not need tasks 1 and 2 in centralised examinations if translanguaging approaches are regularly incorporated in ELT classrooms. An immediate positive outcome of translanguaging pedagogy has been surfaced in Sathi's comment: "If today's topic was entirely in English, we could not have attended a quiz

immediately after the lecture". Such a positive reaction to translanguaging pedagogies means its potential of ensuring quality content acquisition and language learning in the ELT classroom. It also means that if translanguaging pedagogies are administered throughout the semester, students will gain sufficient confidence to perform monolingually in English in the centralised examination. While these positive outcomes are consistent with previous research (Creese & Blackledge, 2010; Garca & Leiva, 2014), they also contradict the critical responses of a few student participants in Rafi and Morgan (2021), who argued for English monolingual approaches to education based on the assumption that English medium instruction is the best way to improve their English proficiency. The following section discusses the implications of the study's findings for policy and practices.

### **Implications for Policy and Practices**

A translanguaging pedagogical approach in ELT classrooms has several important implications for existing policy and practices in the focal university, as listed below:

- Translanguaging pedagogical approaches will cater to the needs of both Bangla and English medium background students. The hesitant Bangla medium students will be able to perform confidently in ELT classrooms benefiting from the strategic incorporation of translanguaging approaches such as translation, scaffolding techniques, and guided reading through authentic Bangla texts. The English medium students will hone their academic Bangla proficiency. In other words, translanguaging pedagogies will offer communicative and educational possibilities for all student groups developing English language proficiency while sustaining academic Bangla (García, 2009; Kano, 2012).
- The three-pronged assessment can curtail false impressions about students and present a holistic demonstration of their understanding and knowledge. Despite understanding ELT lectures, many students fail to articulate those ideas in examination scripts for

the lack of English proficiency and often fail to pass the course. Teachers often blame those students for being "slack", "weak", or "bad students". Traditional assessment, strictly speaking, becomes an assessment of students' academic English, providing an incomplete picture of their comprehension and intellectual abilities as they draw on multilingual and multicultural resources and experiences (García & Kleyn, 2016). If administered in centralised examinations, translanguaging-oriented assessment can potentially reduce course dropout rates in private universities.

- Translanguaging pedagogies will be beneficial for teachers as well. As reported above, teachers often struggle to make sense of ELT materials in English-only approaches. Subsequently, the importance of making lessons interesting for students remains overlooked. Adding perspectives from multiple languages and cultures would effortlessly broaden the spectrum of ELT materials, make the lectures relevant to students' lives and create enjoyable classroom moments (Rafi & Morgan, in press-a).
- In any event, translanguaging pedagogical approaches are beneficial to all parties involved in ELT classrooms. Sathi, one of the focus group participants, said: "Teachers encourage us to ask questions repeatedly if we don't understand something". Nevertheless, such encouragement sours the other group of high performing students from English medium backgrounds. These students already understand English-only lectures and consider the additional support for low performing students as a waste of their time. Such negative vibes from peers also affect the self-respect of the students. Under those circumstances, translanguaging pedagogies will maximise linguistic support, provide students with a sense of ownership and confidence and place them as co-producers of knowledge (Makalela, 2015). In doing so, translanguaging pedagogies will reduce the instructional support otherwise needed in traditional ELT classrooms. According to the students, teachers

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would not have to provide the additional "counselling hours" for less performing students as required by the existing policy since the students would sufficiently understand the lecture in regular class time.

Despite such manifold educational benefits, translanguaging as an education policy will face backlash from multiple stakeholders such as parents, friends, and the overall post-colonial mindset of Bangladesh that fuel the common perception of English as the quality maker and fashion statement of higher education (Wang & Curdt-Christiansen, 2018). Parents will be disappointed if the university adopts a non-English medium of instruction. Mim said, "They will criticise us, saying we will not send you to this university. We chose the university for its English medium education, but now they are teaching Bangla and English both". Such criticism lacks the awareness of the value of home languages in education. The English department would be the exclusive victim of such prejudices for its legacy of colonial past. Friends, peers, and different social groups will look down on the degrees offered by the English departments if those are not taught in English. Rupa said:

They will say that you have studied everything in Bangla. They will not understand translanguaging pedagogies. Studying in the English department will not make any difference for them. We will ultimately lose the prestige we enjoy as English department students.

These views demonstrated how the social prestige of English and its association with English departments disregard the educational needs and practical problems of English majors. Under those circumstances, an ongoing research agenda needs to be developed focusing on how translanguaging can mitigate such perceptual challenges and allow students' authentic voices through inclusive instruction of translanguaging pedagogies (Byrnes, 2020; Kiramba, 2017; Rafi & Morgan, in press-c).

### **Conclusion**

The findings of the study demonstrated the potential of translanguaging pedagogical approaches in creating a democratic space in a traditional ELT classroom that is inclusive of all students regardless of the previous medium of instruction background and varying English proficiency levels. Translanguaging pedagogies gave voice to the silenced students in the traditional ELT classroom without breaking the natural interaction flow for high-performing students. Furthermore, the strategic incorporation of natural translanguaging practices, Bangla text and writing tasks created scope for practising the language for students who are already victims of first language attrition due to English-only approaches to education. The pedagogic design comprising multiple languages broadened students' perspectives on ELT materials. In doing so, translanguaging pedagogies transformed the traditional scripted curricula of ELT and created a dynamic environment for everyone. Despite such positive outcomes, a translanguaging education policy will face backlash from stakeholders for the lack of sociolinguistic awareness and biases towards English-only approaches. The chapter concludes by recommending an ongoing research agenda to mitigate the oppositional challenges for the successful implementation of a translanguaging education policy in traditional ELT classrooms.

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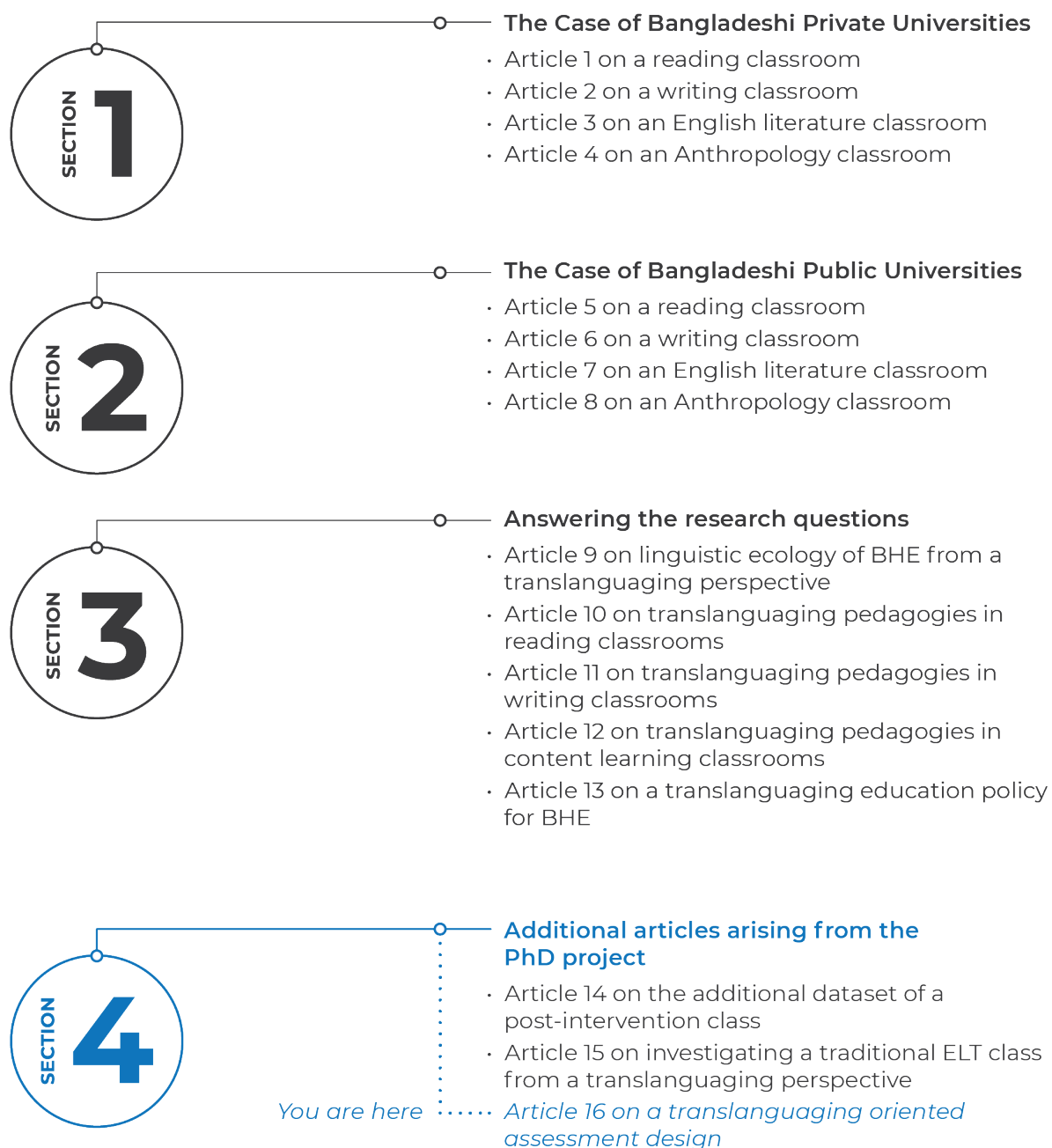
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**Figure 18**

*Article 16 Navigation Key*



## **Article 16**

### **Background**

The PhD project did not have a focus or research question on translanguaging oriented assessment. However, I introduced participants to the concept of assessing general linguistic performances and language-specific performances in interventions and developing assessment tasks accordingly. These tasks produced a substantial volume of student work. Additionally, I solicited participant responses regarding the assessment of those tasks. Many students viewed them as "tests" or "quizzes".

### **Article Development and Publication**

Dr Lavinia Hirsu, University of Glasgow and colleagues, welcomed contributions for a Special Issue in April 2021, arguing that while a large body of scholarly work has made significant contributions to how to approach translanguaging and creativity in theory and practice, the questions related to assessment remain unanswered. In answer to the call, I wrote Article 16 using the assessment portion of datasets from three English medium universities. The abstract has already been included in the Special Issue, and the article is currently being reviewed.

### **Article 16 Reference**

Rafi, A.S.M. (2021) *Creativity, criticality and translanguaging in assessment design: Perspectives from Bangladeshi higher education* [Manuscript submitted for publication]. College of Arts, Society & Education, James Cook University.

**Creativity, Criticality and Translanguaging in Assessment Design: Perspectives From  
Bangladeshi Higher Education**

**Abstract**

This article presents an assessment design that embraced creativity, criticality and translanguaging as guiding principles. The design was implemented in the language and content learning classrooms of three Bangladeshi universities. Although the design indicates considerable pedagogical and social benefits, the participants demonstrated conflicting attitudes from the individual, institutional and ideological dimensions towards implementing such assessment design in mainstream classrooms. The article recommends teacher education, training programmes and prestige planning of translanguaging practices for successful implementations of translanguaging oriented assessments in Bangladeshi higher education and related contexts.

**Keywords:** translanguaging, assessment, creativity and criticality, English medium instruction, Bangladeshi universities

## 1 Introduction

Translanguaging is a heteroglossic language ideology that has recently emerged as a pedagogical construct within bilingual education, promising to transform monolingual education policies and practices (García and Kleyn 2016; MacSwan 2017; Rafi and Morgan 2021). Translanguaging pedagogies offer “creative”, “critical”, ‘flexible’ and “strategic” ways of deploying bi/multilingual students’ totality of linguistic and semiotic resources, which can develop their proficiencies as strategic users of languages and also enhance their content knowledge (Mazak and Carroll 2016; Wei 2011b, p. 1233). Although the pedagogical construct of translanguaging has gained momentum in bilingual education over the years, all assessment policies and practices continue to be explicitly anti-translanguaging, where students are expected to exhibit their language proficiency in one language at a time (Schissel et al. 2021; Shohamy 2011). Several scholars have called for the incorporation of translanguaging practices in the assessment design to create a full-fledged translingual environment for bilingual students (Otheguy et al. 2019; Schissel et al. 2021; Shohamy, 2011).

In this article, I attempted to answer the call by presenting an assessment design that systematically incorporated three core components of translanguaging theorisation: “creativity”, “criticality”, and “the full range of linguistic performances of multilingual language users” (Wei 2011b, p. 1224). I adapted the design according to language and content learning goals and implemented it in two writing skill development and two English poetry classrooms in three Bangladeshi universities as part of four pedagogical interventions. Education in Bangladesh has often been criticised for catering to memorisation-based pedagogical practices instead of fostering students’ creativity and criticality (Al Amin and Greenwood 2018; Rafi and Morgan 2021). For example, a teacher-participant commented:

The current system completely depends on memorising something. Some students try to memorise [even no matter] even they are good in English or Bengali or not, but they try to memorise and produce those in the exam script (Rafi and Morgan 2021, p. 35).

Under those circumstances, I explored how creativity and criticality can be accommodated by integrating the full range of linguistic practices, semiotic resources, and social experiences in the assessment design. I also documented the perceptions of students and teachers towards such design assessment.

To this end, I present an overview of traditional assessment and its spaces of interaction with translanguaging practices. Next, I introduce the participant samples and discuss data collection and analysis procedures. I then describe the translanguaging oriented assessment design that I implemented in the pedagogical interventions and explore the promises and challenges of using such design in mainstream classrooms. I conclude the article by outlining the implications of accommodating translanguaging oriented assessment tasks in existing assessment policy and practices.

### **2 Literature Review**

Educational systems promote certain political ideologies such as “one nation, one language” and use national language as an ideological tool to create collective identities (Ricento 2006; Shohamy 2011, p. 421). Under these conditions, assessments also take monolingual forms to work as disciplinary tools for creating and imposing ideologies and policies of political states (Shohamy 2011). Conducting assessment in a particular language prioritises dominant languages and marginalises others according to the ideologies and agendas of policy arbiters.



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If that is the case, assessments are not naive scientific and technical terms for measurement but potent devices that impact people, education, and society within broad political, social and economic realities (Roever and McNamara 2006; Shohamy 2011). Bangladeshi higher education is an excellent example of how ideologies and agendas of policy arbiters manifest at national and institutional levels.

Bangla (Bengali) is the lingua franca and the national language of Bangladesh, but existing literature denotes a macro-level divide in the medium of instruction policy landscape of Bangladeshi higher education (Rafi and Morgan 2021). Whereas the public universities commonly use a random mixture of Bangla and English in classroom instruction informing nationalism, protectionism and additive bilingualism, the private universities administer English medium instruction for both content instruction and assessment across all disciplines in pursuit of internationalisation, globalisation and economic benefit of the English language (Hamid et al. 2013). Interestingly, the focal public university of the study moved away from the macro-level policy structure and administered English-only policy to compete in the global higher education market. In 2018, the University Grants Commission, Bangladesh, introduced two mandatory courses on Bangla language, literature and Bangladeshi history in all universities to spread patriotism and love for the Bangla language among the student population. Nevertheless, one of the focal private universities continues to conduct English-only assessments even for pre-existing similar subjects such as “Bangladeshi Political History”. According to the study participants, this subject has essentially nothing to do with English.

Since students’ first language might not be the language of assessment, questions remain about whether standardised assessment in multilingual universities focuses on developing students’ target language or content knowledge. Hence, language and literacy scholars have called for a more accurate assessment of the understanding of bilingual

students (Menken 2008; Solano-Flores et al. 2009). According to Shohamy (2011), all assessments are essentially language assessments. If that is the case, it is also vital to investigate how languages are conceived within language assessment (García and Kleyn 2016).

Recent developments in sociolinguistics have put forward the term translinguaging to disrupt the traditional ways of conceiving languages. Developed within the critical post-structural sociolinguistics movement, theories of translinguaging emphasise “a fluid, dynamic view of language and differ from code-switching/mixing theories by de-centring the analytic focus from the language(s) being used in the interaction to the speakers who are making meaning and constructing original and complex discursive practices” (Lin 2019, p.5). Led by linguists such as Makoni and Pennycook (2005), García (2009), García and Wei (2014) and Makalela (2015), the translinguaging movement contended that languages were named for the sake of nation-state ideologies (Makoni and Pennycook, 2005) whereas speakers are the actual owners of their complex discursive practices, which leads to the conclusion: language should belong to the speakers rather than to state nations (García and Flores 2013). In this view, the translinguaging movement disrupts the hegemony of the national languages and the power of the political state, intending to return the power to people, i.e., minoritised communities, students, families and educators (García and Kleyn 2016; Mbirimi-Hungwe 2019).

An essential dimension to the theorisation of translinguaging is a metaphorical concept called “translinguaging space” that foregrounds the concepts of creativity and criticality in the discursive practices of multilingual speakers. According to Wei (2011b, p. 1222), translinguaging space is “a space for the act of translinguaging as well as a space created through translinguaging”, where multilingual speakers use the full range of multilingual practices and socio-cultural resources creatively and critically. Creativity is

defined as “the ability to choose between following and flouting the rules and norms of behaviour, including the use of language, and to push and break boundaries between the old and the new, the conventional and the original” (Wei 2011a, p. 374). On the other hand, criticality in the regime of assessment might refer to examining the ways of how thinking is “constructed through discourse, structured by ideologies that collude and compete, producing gaps, silences and contradictions within texts” (Darvin 2020, p. 584).

The traditional definition of “language” works against the flourishing of creativity (Jones 2019). Creativity is a complex, nonlinear, dynamic and messy process, whereas traditional teaching, learning, and assessment occur within the framework of national language ideologies that see languages as discrete and abstract codes detached from one another and from the messy social contexts in which they operate (Boden 2004; Kaufman and Beghetto 2009; Jones 2019). In that case, criticality can enable students to “reflect on their own language experiences and practices and on the language practices of others in the institutions of which they are a part and in the wider society within which they live” (Clark and Ivanic 1997: 217).

The creative and critical use of translanguaging as a pedagogic tool has recently gained much traction (Daniel et al. 2019; Rafi and Morgan 2021). Numerous studies credited translanguaging providing “communicative and educational possibilities to all” (García 2009, p. 148), mitigating the problems for low proficient learners (Muguruza et al. 2020), raising participant confidence and motivation (Creese and Blackledge 2010), facilitating higher cognitive engagement in content-matter learning (Duarte 2016), maximising learning literacy skills (Hornberger and Link 2012), providing an in-depth understanding of rhetorical language conventions across cultures (Rafi and Morgan 2021), developing “linguistic security and identity investment” (García 2009, p. 157) and transforming knowledge and subjectivities for breaking racial stereotypes and promoting social justice (Rafi and Morgan

2022). Nevertheless, how creativity and criticality could inform assessment design in a translanguaging framework is still underexplored. Translanguaging theorists Garcia and Kleyn (2015, p. 24) presented two ways of understanding language in assessment: general linguistic performances and language-specific performances. They explain:

Using translanguaging theory would mean that we would be able to separate the two types of performances. We would be able to assess if a bilingual student uses the lexicon and linguistic structures of a specific-named language in socially and academic appropriate ways—the named language-specific performance. And we would be able to assess if he or she is able to perform linguistically to engage in academic and social tasks regardless of the language features used—the general linguistic performance.

The assessment design presented in the article incorporates both types of performances in language and content learning classrooms. However, my emphasis is on the general linguistic performances as the first step to encourage creativity among learners is to create the conditions in which all of their linguistic competencies and experiences are validated (Galante, 2020). In order to achieve the goal, I offered a translanguaging space within the assessment design where students could bring their multilingual and multicultural resources, personal context, experience, ideologies, and cognitive capacities to perform with their own internal norms, making them more creative and critical (Wei, 2011b). However, taking up translanguaging in the assessment design does not mean abandoning the named languages, as students would need to use these named languages exclusively at different times to succeed academically (García and Kleyn 2016). Hence, I included language-specific performances alongside general linguistic performances in the assessment design to

demonstrate “one coordinated and meaningful performance” on the given topics in respective classrooms (Wei 2011b, p. 1223).

### **3 The Study**

This article is the first one of a series that deals with general linguistic performances and language-specific performances in assessment design in eight language and content learning classrooms of Bangladeshi higher education. For this article, data were collected from the first-year classrooms of one public and two private universities. All three universities, regardless of the public and private orientation, adopted English medium instruction (EMI) for classroom practices and assessments across disciplines. Before collecting data, I obtained ethics approval from my university and permission from the participating universities. Participation in the study was voluntary with limited or no risk, but all participants were required to provide written consent to take part in the study. I deidentified all participating individuals and institutions for anonymity in presenting the findings.

The public university data comprised four classroom observations, a pedagogical intervention in an academic writing skill development classroom, a pedagogical intervention in an introduction to poetry classroom, two focus group discussions with 12 (six students in each focus group) students and two semi-structured interviews with two teachers. On the other hand, private university-1 data comprised two classroom observations, a pedagogical intervention in an academic writing skill development classroom, a focus group discussion with five students, and a semi-structured interview of the teacher. The private university-2 data comprised two classroom observations, a pedagogical intervention in an introduction to poetry classroom, a focus group discussion with five students, and a semi-structured interview with the teacher. The following table demonstrates the datasets that were mainly used in this study:

**Table 1***Datasets Used in the Study*

Universities	Areas	Types of data
Public university Private university 1	Language learning (Writing skill development)	<ul style="list-style-type: none"> <li>• Focus group with students: 4</li> <li>• Interviews with teachers: 4</li> <li>• Student works produced in the interventions</li> </ul>
Public university Private university 2	Content learning (English poetry)	

I carried out the pedagogical interventions in teachers' actual classrooms in private universities but made separate arrangements in the public university. In both cases, teachers were non-participant observers in the interventions. Each pedagogical intervention lasted for an hour and required the student participants to complete several writing tasks alongside providing oral feedback throughout the intervention sessions. These interventions produced a large number of student works. This article aims not to assess these works but to demonstrate how assessment might look from a translanguaging framework and its implications in focal universities. Hence, I used a best-fit approach to select several extracts from student works to support the discussion. I also drew on participant responses from focus group discussions and interviews towards the design of translanguaging-oriented assessment. These datasets reflect the participants' overall experience of translanguaging pedagogical interventions. For this study, I selected only parts of the focus group and interview transcripts that are directly relevant to assessments and imported the selected extracts into the NVivo thematic analysis software programme.

I used Saldaña's (2015) "versus coding" to analyse the extracts into dichotomous codes such as monolingualism vs translanguaging, classroom practices vs centralised examinations, expectations vs realities, students vs teachers and teachers vs policymakers to

reflect on the possibilities, challenges, tensions and conflicts in incorporating creativity, criticality and translanguaging in an otherwise monolingual assessment system. Analysis of these codes generated two major themes in support of and against implementing the assessment design in the first-year classrooms of Bangladeshi higher education.

### **4 Findings: Creativity, Criticality and Translanguaging in the Assessment**

#### **Design**

All focal subjects are offered by the English departments of the universities, which promote English language and anglo-normative practices in academic activities. Before enrolling into English departments, most of these students studied in Bangla medium pre-tertiary education and lacked the required language proficiency and cultural knowledge to access these curricular contents. For example, the observation component of the study revealed that language learning classrooms solely focused on “correct” academic English language development with deliberate efforts to minimise home language practices or localised English versions. For content learning classrooms, both public and private universities designed the focal subject “Introduction to poetry” comprising English (language) poetry of representative poets including William Shakespeare, John Keats, Percy Bysshe Shelley, T.S. Eliot, and Seamus Heaney from the early modern period to the twentieth century. These content materials do not resonate with students’ culture nor connect with their linguistic proficiency for accessing them. Consequently, the dominance of monolingual and monoglossic ideologies of English potentially disadvantages Bangladeshi students in the existing assessment practices.

Hence I centred creativity, criticality and translanguaging in the assessment design so that students get a space to recreate, refashion and recontextualise their linguistic and cultural resources (Maybin and Swann 2007). This section can be divided into three themes:

linguistically and culturally relevant design, general linguistic performances and language-specific performances.

#### ***4.1 Linguistically and Culturally Relevant Assessment Design***

I incorporated multilingual vocabulary induction, translation, guided reading through authentic Bangla text as translanguaging pedagogical approaches to teaching students the organisation of a standard paragraph in the language learning interventions. In order to self-evaluate the gradual development of understanding, students were required to complete five tasks during the interventions. The first three tasks required students to choose the best fit from multiple options for different texts relevant to their culture. The last two tasks were designed based on an authentic Bangla paragraph. The instruction for the activities are given below:

- Task-1: Choose the best topic sentence.
- Task-2: Choose four supporting details.
- Task-3: Choose the best concluding sentence.
- Task-4: Read the paragraph titled ‘*এ বছর ফিরবে সত্তরের স্টাইল*’ (Return of 1970s style clothing in 2019) and evaluate its organisation based on the topic sentence, supporting details and concluding sentence. You can write in Bangla or English, or translanguage.
- Task-5: What do you think about the return of the 1970s clothing style in 2019? Write a paragraph in English explaining your reasons.

In regular classrooms, the private university-1 teacher used assessment materials directly copied from a website, demonstrating instances from the American context, whereas the public university teacher used youtube materials produced from English speaking countries. The following task (also reported in Rafi and Morgan, forthcoming) from a focal



classroom demonstrates the struggle a first-year student might experience in order to access the advanced English text while connecting with the American context:

### Figure 1

#### *Example of an Assessment Task From a Regular Class*

**Each item below includes a word that is a synonym of the italicized word. Write the synonym of the italicized word in the space provided.**

\_\_\_\_\_ 1. Speaking in front of a group *disconcerts* Alan. Even answering a question in class embarrasses him.

\_\_\_\_\_ 2. Because my friends had advised me to *scrutinize* the lease, I took time to examine all the fine print.

\_\_\_\_\_ 3. The presidential candidate vowed to discuss *pragmatic* solutions. He said the American people want practical answers, not empty theory.

In contrast, for task-1 on choosing the best topic sentence, I used the following text written in a level of English that matches the students' proficiency levels:

### Figure 2

#### *Example of a Translanguaging Oriented Assessment Task*

## Activity: 1: Choose the best topic sentence

- \_\_\_\_\_. For example, a person can have breakfast in **Chittagong**, board an airplane, and have dinner in Paris. A businesswoman in **Dhaka** can instantly place an order with a factory in Hong Kong by sending an email. Furthermore, a schoolboy in **Rajshahi** can turn on a TV and watch cricket being played in Liverpool.
- a) Airplanes have changed our lives.
- b) Advances in technology have made the world seem smaller.
- c) **Email** made communication easy.

Alongside catering to students' English proficiency, I also adapted the text by providing examples from culturally relevant/familiar contexts. Several expressions such as

western city names, San Francisco, Lisbon and Birmingham with local city names such as Chittagong, Dhaka and Rajshahi; “baseball game” with “cricket”; and “fax” with “email” were replaced as there was a chance that some of the student participants may not be familiar with some of the examples and eventually disengage themselves from the task. This critical decision was taken as students demonstrate greater engagement, comprehension, and proficiency when reading culturally relevant texts (Ebe 2005; Rafi and Morgan 2021). I applied a similar consideration throughout the assessment design. One of the critical components of designing these assessment tasks in a translanguaging framework was creatively drawing on a wide range of content topics and themes familiar to students.

In content learning cohorts, I taught four metaphysical features: colloquial style, abrupt opening, thoughts and feelings, and metaphysical conceit in John Donne’s poem *The Sunne Rising*. Following the same pedagogical principle, I incorporated several translanguaging strategies such as cross-linguistic analysis, translation, translingual writing, cultural material such as a youtube video of a Bangla pop song *তুমি যদি বল* (if you say so) by Kumar Bishawajit to scaffold students’ understanding of the early modern English text of Donne’s poem. The lyrics of this song demonstrate several elements that could be considered metaphysical as per the definition of the term. The translanguaging perspective on creativity goes beyond named languages and recognises how linguistic signs are associated with non-linguistic signs and the use of the built environment (Rymes, 2013). In that sense, the intersection of a youtube video of this Bangla pop song and the written text of Donne’s poem created a transmodal space for students to transmediate in the meaning-making process of Donne’s poem (Darvin 2020). In this intervention, students were required to complete the following two tasks:

- Task-1: Metaphysical conceit *এর সংজ্ঞা দাও!* (Define metaphysical conceit in any language).

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- Task-2: Do you think the song *তুমি যদি বল* (if you say so) has metaphysical elements? Justify your stance in reference to the poem *The Sunne Rising*. Write in English. One example from each text will suffice.

The design of these tasks greatly differs from the traditional assessment designs of English literature classrooms. From my own experience as an English literature graduate and teacher, I observed traditional assessment practices comprise English-only approaches to defining literary terminologies and providing examples, characters and theme analysis within English texts only. Under those circumstances, students can easily get away answering questions drawn from the Internet materials or adapting from locally sold guidebooks without really understanding the meaning. In contrast, assessment materials in these interventions were drawn from home and target languages and cultures. Furthermore, students' general linguistic performances in Task-1 (content) and Task-4 (language) and language-specific performances in Task-2 (content) and Task-5 (language) were accommodated. In doing so, Task-1 and Task-4 created an opportunity for an honest engagement with the "messiness" of creativity and the "messiness" of the entire business of language itself (Coffey and Leung 2020; Jones 2020). In these tasks, students were required to process deeply and digest their ideas utilising their metalinguistic, metacognitive and multicultural resources through their general linguistic performances and produce English composition through language-specific performances in the other two tasks to meet their departments' language requirements. In the following sections, I present several examples of student works and draw on participant responses to discuss the promises and challenges of implementing these assessment designs in mainstream classrooms.

## 4.2 General Linguistic Performances

General linguistic performances enable the students to go beyond the bounded designation of national languages and engage in academic and social tasks regardless of the language features used in any particular national language (García and Kleyn 2016). The purpose of assessing this form of performance is to observe if these first-year students who are yet to be proficient in the standard of academic English required in higher education classrooms can identify main ideas, argue a point or communicate complex thoughts effectively. Students were required to assess the organisation of a Bangla paragraph in Activity-4 of the writing intervention. The following extract demonstrates how a student translanguaged to respond to this task:

### Figure 3

*Example of a Student Work*

- Activity-4: Evaluate the paragraph এ বছর ফিরবে সত্তরের স্টাইল (Return of 1970s style clothing in 2019) based on topic sentence, supporting details and concluding sentence. You can write in Bangla or English or translanguaging.

এই paragraph টির topic sentence হচ্ছে "এ বছর ফিরবে সত্তরের স্টাইল" এরপর supporting details এ এর ব্যাখ্যা তুলে ধরা হয়েছে এই রূপে যে - বর্তমানে ফ্যাশনে আবারো সত্তরের ফ্যাশন ঘরার আগমন হতে যাচ্ছে। এবং concluding sentence এ পুরো paragraph সম্বন্ধে এই ধারণা দিচ্ছে যে ফ্যাশন ব্রান্ডগুলো তাই বুটিকের সঙ্গে যুক্ত হচ্ছে।

English translation of the response: The topic sentence of this paragraph is "This year will witness the return of 70s fashion." The supporting details provided an explanation for that. And, the concluding sentence summarised the entire paragraph with the idea that the fashion brands are now connecting with boutiques.

The next extract demonstrates how another student wrote mainly in English with a juncture of a Bangla phrase (i.e., the title of the Bangla paragraph):

#### Figure 4

*Example of a Student Work*

- **Activity-4: Evaluate the paragraph "এ বছর কিভাবে সতরের স্টাইল" (Return of 1970s style clothing in 2019) based on topic sentence, supporting details and concluding sentence. You can write in Bangla or English or translanguage.**

Ans. I couldn't find the topic sentence in this paragraph "এ বছর কিভাবে সতরের স্টাইল". But I have found supporting details but there was a little bit lack of information as there was not told about women. I have found the concluding sentence in the paragraph. However, the paragraph ~~is~~ can be easily understood by anyone.

The last extract in this section demonstrates that the student elected not to translanguage and provided a concise response to the task in English:

#### Figure 5

*Example of a Student Work*

- **Activity-4: Evaluate the paragraph "এ বছর কিভাবে সতরের স্টাইল" (Return of 1970s style clothing in 2019) based on topic sentence, supporting details and concluding sentence. You can write in Bangla or English or translanguage.**

No, I didn't find topic sentence, supporting details and concluding sentence. But, the context was pretty clear of that paragraph.

As stated above, these tasks aimed not to assess students' performance in their first translanguageing pedagogical intervention class but to introduce them to translanguageing-oriented assessment—however, the number and type of responses offered interesting insights for further exploration. Among 37 students from both public and private university writing cohorts, only seven students elected to take advantage of general linguistic performances to respond to this task, whereas 26 students wrote in English and two in Bangla. Students also

demonstrated different degrees of disagreement on the topic sentence, supporting details and concluding sentence of the Bangla paragraph. These findings offered an opportunity to look at the effect of culture on academic writing and to what extent translanguaging can work in written assessments. I explored these issues in a companion article to this study. Perhaps, what is most relevant to the study’s goal in these findings is that these student responses are not mere reproductions of each other in contrast to what usually happens in memorisation-based classrooms. In these tasks, students understood and processed the concepts of “topic sentence”, “supporting details”, and “concluding sentence”, applied those concepts to cultural material and used their critical judgement to produce these responses. In other words, the creative design of the assessment engaged students critically with the task and prevented any tendency of copying or memorisation.

In the content learning interventions, students were allowed the provision of general linguistic performances to define metaphysical conceit. The following example demonstrates how a student translanguaged to explain the concept:

**Figure 6**

*Example of a Student Work*

Activity on affirming student work  
 1. Metaphysical conceit এর সংজ্ঞা দাও। Define metaphysical conceit in any language.  
 ⇒ A Metaphysical Conceit হল একটি অস্বাভাবিক  
 তুলনা। Spiritual facts এবং একটি physical thing এর  
 মধ্যে অস্বাভাবিক তুলনা বা তুলনা। এটি 'মিউজিকাল-  
 sensory' ধরনের তুলনার নিয়ম বান্ডে করে।"

English translation of the response: A metaphysical conceit is an extended comparison between a spiritual fact and a physical object. It works with the readers' sensory perceptions.

As discussed above, the English departments in Bangladesh apply English medium instruction to teach first-year students texts written in archaic, old, or early modern English. The students face the simultaneous challenges of acquiring old or early modern English while grasping the concepts and skills required in instructive canons. Consequently, they often fail to perform well in English only assessments. Under those circumstances, the creative design comprising general linguistic performances, authentic Bangla material, along early modern English text can enable students to use their entire linguistic and social repertoires in the assessment tasks. In doing so, the assessment design can offer a more accurate evaluation of students' conceptual development.

Now I draw on the participants' responses to investigate the implementational spaces of these assessment tasks in regular classrooms. The analysis of the participants' responses revealed that the EMI policies of the universities lack fuller and more evidenced consideration of these emergent bilingual students' needs. For example, the student participants considered the EMI policy one of the primary reasons for the high course dropouts. The writing teacher (private university-1) also reported that a group of students look for "easier universities" after struggling in the initial few months, while another group leave in the middle of their undergraduate program as "they cannot pass English courses, or they do not get out certain CGPA for English courses.". A student participant from the public university shared her experience of traditional assessment practices:

আমাদের first যে exam টা ছিল Introduction to Poetry সেখানে poetic কিছু name দেয়া  
ছিল ওগুলার explanation দিতে হবে, সেখানে আমার complete বাংলাটা মনে আছে,

*কিন্তু বাংলাটার মধ্যে কিছু কিছু English আছে, সেগুলো আমার মনে নাই। আমি শব্দটা change করতে পারবনা, ওইটার alternative নিয়েও আসতে পারব না। সে জন্য total টাই আমার ওখানে কাটা গেছে।*

English translation: We were required to explain a few literary terminologies in our first exam of the Introduction to Poetry course. Unfortunately, I forgot a few English expressions, I could write the Bangla definition entirely, but I must write in English as per the instruction. There were a few English terminologies that I could not change, nor could I use some Bangla alternatives. Hence, I had to give up the complete section.

In contrast to traditional monolingual assessment, students found the creative design of assessment tasks comprising general linguistic performances beneficial. Since the bilingual writers use different problem-solving strategies to exhibit ways of expressing meanings that are not present in monolingual form writing, assessing the general linguistic performances of the students could be a way forward to expressing what they exactly understood from the lecture (Velasco and García 2014).

Nevertheless, students were also critical in validating general linguistic performances in the assessment design for several reasons. Firstly, anyone can easily get away without learning difficult English words through this flexible approach of assessment as they can use the substitute Bangla word or vice versa. Consequently, this alternative form of assessment might produce graduates less proficient in both named languages in the long run. Secondly, teacher and student might not share mutually understandable linguistic repertoires, or the teacher might not like how a student translanguage in their assessment piece. This mismatch in language profiles and preferences can affect the student's grades. Last but not least, this form of assessment might do injustice to high performing students who work hard to master a



named language and favour the low performing students who are not serious about their studies.

One among the four teachers saw the benefits of assessing general linguistic performances, and the rest three resisted it from practical and ideological dimensions. The literature teacher (private university 2) declined to assess the general linguistic performance of students and explained her stance as given below:

I won't be comfortable. It won't give me a platform where I can put everyone on this label ahh... (Inaudible). For example, if I keep it open, some will go for more Bangla with a little English, some will go for a mixture of 50-50, some might also prefer just English, so it will be a bit difficult for me as an evaluator.

The varieties of responses featured in student works presented in this article demonstrate the degree of engagement required to navigate the messy process of assessing general linguistic performances. Nevertheless, this response reiterates the confusion of whether traditional assessment focuses on bilingual students' conceptual development or language skills. It is to be reminded here that the sole purpose of assessing general linguistic performances is not some abstract notions of linguistic "correctness" as per national languages but linguistic "creativity", i.e., how students use the totality of their linguistic resources to communicate their content knowledge in the assessment tasks (Jones, 2020).

From an ideological dimension, the proposal to assess general linguistic performance might face backlash from the stakeholders of the education community. Bangladesh caters to a strong linguistic nationalism of Bangla- a language that has been instrumental in the nation-building process and occupied the status of national language and lingua franca of Bangladesh. The constitution of Bangladesh also protects the rights of Bangla without mentioning anything about English and the indigenous languages present in Bangladesh.

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Such language-based nationalism stirred protectionism among Bangladeshis about the Bangla language. For example, a Bangladeshi court outlawed “Banglish”, i.e., extensive Bangla-English translanguaging on radio stations and television in 2012. Under those circumstances, “success” in general linguistic performances might not be considered a success by the gatekeepers of higher education, and the ideals regarding success prevailed in broader society. Hence, the writing teacher (private university 1) said:

In our country, it never happened before that someone has told us to use Bangla and English together. So, it never happened. And, some people might get even offended so ...

Furthermore, all three focal universities adopted English medium instruction (EMI) for teaching, learning and assessment across disciplines since EMI has emerged as a “fashion statement” in the internationalisation and marketisation of higher education worldwide (Fenton-Smith et al. 2017). Under those circumstances, the writing teacher (public university) expressed to be faithful to administering an English only assessment policy. She said:

If the medium of instruction says that all the things should be taught in English, then the assessment system should be only on that particular language; I mean if my focus is teaching English only, then I should assess them in English.

Such resistance reveals how the belief that the fastest way to language acquisition is through English-only methods seeps into the assessment process (Menken and Solorza 2015). Such compliance to English only policy might lead to a partial and inaccurate assessment of student performances since students cannot detect and respond to the entire span of their linguistic abilities under such policy decorum (Ascenzi-Moreno and Espinosa 2018).

In light of these challenges, I discussed that taking up the design of a translanguaging oriented assessment does not mean assessing general linguistic performances only; instead, it

means putting both general linguistic performances and language-specific performance on a continuum. The general linguistic performances can leverage the students' internal linguistic repertoires to learn profoundly and propel greater performances in the external societal language, i.e., English, which is the aim of existing policies in the focal universities. The following section discusses how general linguistic performances facilitated language-specific performances in the assessment tasks.

### *4.3 Language-Specific Performances*

The analysis of student responses provided evidence supporting the integration of general linguistic performances and language-specific performances in the overall assessment design. General linguistic performances helped students understand the lecture, organise their ideas in the designated tasks, and develop a final product in the language-specific assessment. A student commented:

First এর টা plan হিসেবে ছিল, পরেরটা English এ লিখতে হলেও আমি মনে করি যে first টা help করেছে। কারণ আমি যখন প্রথমে লিখছি openly লিখছি তখন কোনো barrier থাকছে না। মোটামোটি আমরা সবাই ওইটা translate করছি English এ, ওই ক্ষেত্রে কিছুটা হলেও help করেছে।

English translation: I think the first assessment helped me attempt the second one since it served as a writing plan. We wrote openly without considering any language barrier in the first task, and we mostly translated our thoughts into English in the second one. So it helped.

Although the student said he translated what he understood in the first task, translation is not an appropriate expression, as the second task is different. In both interventions, the first tasks were designed to cater to students' conceptual development, and the second ones were

applied in nature. The students used their metalinguistic, cultural and intellectual resources in the first tasks and applied their newly gained knowledge in the second ones to produce English compositions on the given topics. Previous research demonstrated that when general linguistic performances were allowed in writing, students scored higher than those who were forced to use one language over the other (Turnbull 2019). The following extract is an example of a student's language-specific performance where they were required to write in English to find metaphysical elements in Donne's English poem and Biswajit's Bangla pop song:

### Figure 7

#### *An Example of Student Work*

2. Do you think "তুমি যদি বল (if you say) has metaphysical elements? Justify your stance in reference to 'The Sun Rising'. (Instruction: Write in English. One example from each text will suffice)

Yes, there are metaphysical elements between the song and the poem. Such as - in the poem the poet rebuked the sun and said why the sun ~~the sun~~ took so pride and ~~the~~ said to the sun that the sun is not more powerful than him because if he closes the eyes, ~~the~~ there is no belonging of the sun. But the poet is ~~wrong~~ because he just pointed the opposite thing. ~~on the other~~ Similarly in the song the singer said he will cross "Padma and Meghna" in a day and he will ~~cross~~ build house in the Moon. But the singer can't do these things, but he just said told those to his love as examples. So, this is a metaphysical.

Despite writing in English, the design of this task is different from that of traditional assessments in English departments that adopt a monolingual and monoglossic approach to assessing student performances. For example, in a traditional assessment on Donne, students would only be expected to write on his poem *The Sunne Rising*. In contrast, including a Bangladeshi pop song as an assessment material in the English literature classroom brought

the early modern text of Donne's poem into the present and revealed opportunities for assessing how students could reflect on human sociality and cognition, and social relations and structures regardless of a different time, space, language and culture. A student participant supported this assessment design, saying:

আমার কাছে Literature universal. আমরা যদি literature কে সত্যি সত্যি explore করতে চাই তাহলে একটা থেকে পড়লে আমরা কিন্তু deprived হব, আমাদের knowledge অনেক কম থাকবে।

English translation: To me, literature is universal. If we really want to explore literature, we will be deprived if we read the literature of only one language. Our knowledge will be limited.

This discussion on the overall assessment design convinced the teachers about the benefits of incorporating general linguistic performances in classroom assessments, if not in centralised examinations under the existing policy conditions. The literature teacher who previously prioritised her own comfort over students' autonomy in evaluating general linguistic performances finally said:

### **Figure 8**

#### *Literature Teacher's Comment*

... they are not just like in an island, only thinking about English, English, English poem, English culture, এই সময়ে metaphysical poetry...but they were also connecting both the languages and both the cultures and other issues, so in terms of bigger aspect, it was more effective.

While this shift of opinion made a strong case for the assessment design presented here, the use of such a design should not be relegated to teachers only. The oppositional views surfaced in the study exposed the need for all stakeholders of the education community

to be sensitised to the creative and critical design of a translanguaging oriented assessment design. Teacher education and training programmes should also be introduced to ensure meaningful designs and successful implementations of translanguaging oriented assessment tasks.

### **5 Conclusion and Implications**

The assessment design presented in the study makes a significant departure from traditional monolingual assessment practices and policies that do not enable languages to “bleed” into one another (Shohamy 2011). The systematic incorporation of general linguistic performances and language-specific performances enables students to perform according to their internal norm and be more creative and critical alongside meeting the institutional norm. Furthermore, the purposeful inclusion of Bangla resources in assessment materials contested dominant discourses of English departments shifting power relations between languages and cultures. In doing so, creativity, criticality and translanguaging were not merely given lip service but actively encouraged in the assessment process. The diversified responses manifested in student works demonstrated the potential of the assessment design in transforming the memorisation based assessment practices for meaningful educational outcomes.

The study also documented how teachers and students could uptake the translanguaging oriented assessment design and exercise their agencies in relation to the dominant discourses in Bangladesh. Despite the greater autonomy offered in the assessment design through general linguistic performances, very few students took advantage of them, and the teachers felt uncomfortable assessing such performances for individual and institutional constraints. The problems identified in implementing the assessment design can find solutions through challenging dominant ideas of language, social structures and power relations that promote and perpetuate assessments as monolingual constructs (Jones 2020). I

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explored such challenges in written discourse and formative assessment in two companion articles of this study. For the overall success of translanguaging oriented assessment, I recommend teacher education, training programmes and prestige planning of translanguaging practices within the universities and the wider community to ensure more equitable and effective assessments of the understandings of bilingual students.

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### **Summary and Conclusion of the PhD Project**

Bangladeshi higher education lacks an explicit medium of instruction policy. Public universities adopted Bangla (from a traditional perspective) as their medium of instruction, while private universities adopted English (Rafi & Morgan, in press-a). These policy decisions resulted in various educational priorities and outcomes (Hamid, Jahan, & Islam, 2013; Rafi & Morgan, 2021, 2022b). Public universities promote the acquisition of sound content knowledge while placing less emphasis on English language skills. In contrast, private universities emphasise acquiring English language proficiency with little consideration of the aspects that may hinder learning content knowledge successfully. Notably, neither public nor private universities have established an explicit language allocation policy for Bangla regarding content or language learning objectives. Some minor changes began to occur after the University Grants Commission (UGC) introduced a mandatory course on Bangla Language and Literature in Bangladeshi universities. While both linguistic proficiency and solid content knowledge are necessary for meeting the demands of globalisation, public and private universities seem to have only met half the prerequisites for developing global citizens, with the social language requirement of Bangla proficiency being overlooked.

Scholars in literacy and second language acquisition have recognised the benefits of translanguaging pedagogies—the systematic and purposeful use of fluid language practices, modalities, and other meaning-making tools—for mitigating difficulties for low-proficiency learners, optimising literacy skill acquisition, facilitating greater cognitive engagement in content-matter learning, and transforming knowledge and subjectivities in order to break racial stereotypes (Duarte, 2020; Hornberger & Link, 2012; Muguruza, Cenoz, & Gorter, 2020; Rafi & Morgan, in press-b). Translanguaging in higher education, however, has remained a relatively unexplored subject, with most of the available research focusing on

translanguaging in primary and occasionally secondary schools (Mazak & Carroll, 2016; Rafi & Morgan, in press-a).

In this thesis by publication PhD project, I examined the potential for translanguaging pedagogies in first-year undergraduate classrooms at two public and two private universities in Bangladesh. The project posed the following four research questions:

1. How does the linguistic ecology of Bangladesh, along with cultural diversities, provide opportunities for incorporating translanguaging pedagogies in higher education?
2. What is the role of translanguaging pedagogy in improving reading comprehension and academic writing skills?
3. What is the role of translanguaging pedagogy in facilitating effective content learning across disciplines?
4. What translanguaging-based education policy can be developed to inform a uniformed medium of instruction policy for Bangladeshi higher education?

Eight interventional studies were conducted to address the research questions. The PhD project primarily resulted in 13 articles with four overarching themes. The themes include the linguistic ecology of Bangladeshi higher education from a translanguaging perspective, the impact of translanguaging pedagogies in improving the attainment of reading and writing skills in both English and Bangla, facilitating effective content learning across disciplines, and analysing the implementational spaces of translanguaging pedagogies to inform the medium of instruction landscape of Bangladeshi higher education. In addition to this cohesive collection of 13 articles, I wrote three additional articles in response to the interest of the community I engaged with during my PhD journey. These three articles are not intended to address the research questions but rather to demonstrate my dedication to the continuous research agenda that I set as part of my thesis by publication PhD project.

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In total, 16 articles were included in the thesis by publication PhD project, which was organised into four major sections. Section 1 contains four articles that investigated the research questions in private university classroom contexts, whereas the four articles in Section 2 replicated the investigation to document findings and develop themes in public university classroom contexts. Following a thorough examination of the articles in both sections, five more articles were written to specifically address the project's four research questions. Section 3 featured these five articles. All 13 articles contribute to the advancement of the argument for implementing translanguaging education policies in Bangladeshi higher education.

The additional three articles in Section 4 discussed several tangential aspects of the project, such as distinguishing between naturally occurring translanguaging and translanguaging pedagogies, critiquing traditional ELT pedagogies through a translanguaging lens and using translanguaging-oriented assessment. Five of these 16 articles were published in Q-1 journals, two as book chapters, one as a newsletter article and the remaining articles are now being reviewed by several top journals in the field.

In the remainder of this closing piece, I recapitulate the project's major findings and the broader contributions to translanguaging scholarships. Next, I reflect on how my understanding of translanguaging and translanguaging pedagogies evolved throughout my PhD journey. Then I discuss the study's limitations, which potentially lead to further research. I conclude the project by discussing its implications in Bangladeshi higher education and diverse global contexts.

## **Recapitulation of Findings**

### *Linguistic Ecology of Bangladeshi Higher Education*

In response to the first research question on linguistic ecology, the research project identified a disconnect between macro-level language policies described in the existing literature and actual practices in the meso and micro-level of the focal universities. Article 9 (Rafi & Morgan, in press-b) comprehensively addressed research question 1 based on the analysis of eight articles presented in Sections 1 and 2.

The existing literature described the medium of instruction (MOI) landscapes of Bangladeshi public universities as "Bangla", "bilingual", or a "balance between Bangla and English", and of private universities as English medium instruction (EMI) (Akareem & Hossain, 2012; Hamid et al., 2013; Rahman, Singh, & Karim, 2020). However, one of the focal public universities, Ariya University of Excellence (a pseudonym), deviated significantly from these macro-level policy narratives by adopting EMI for classroom practices and assessment across disciplines (Rafi & Morgan, 2021). Such policy implementation reflected how universities responded to internationalisation, globalisation, and the economic benefits of English in the current world order- there was assumed to benefit and increased status through this approach, a "higher bar" than those universities which did not use an EMI approach right through. Despite the aspirations of the university for a higher standard, this approach nevertheless overlooked students'/teachers' lack of threshold English proficiency to benefit from EMI, as well as the unintended but detrimental impact of monolingual and Anglo-normative practices through EMI, which created a nexus of unfairness and inequity by ghettoising local languages and cultures in higher education classrooms (Rafi & Morgan, 2021, in press-a, in press-b).

However, the micro-level analysis of datasets that included classroom observations, focus-group discussions and interviews revealed varied manifestations of translanguaging



practices in the focal classrooms. Seven of the eight focal teachers acknowledged that they accommodated translanguaging or allowed students to translanguage while maintaining language separation in their own pedagogical discourses. However, such translanguaging practices did not achieve both teachers' and students' interpersonal and emancipatory goals since an invisible effort was always there to minimise such practices. In EMI universities, teachers who intended to remain faithful to EMI policy negatively impacted students' spontaneity, motivation and interest and created a classroom environment of privilege, discrimination and exclusion, where the classroom interaction was limited to teachers and a few high-performing students. On the other hand, and equally problematic, teachers who accommodated translanguaging in their pedagogical discourses- contrary to university policy- felt guilty for such policy disruptions (Rafi & Morgan, 2021, in press-b). In the non-EMI university, teachers did not translanguage strategically for teaching and learning goals but instead on the spur of the moment, as in ordinary bilingual practice. Students did not fully benefit from these translanguaging practices because of the lack of pedagogic focus and design. Teachers were also dissatisfied with students' performance since students seemed unsure how to contribute in the languages available to them (Rafi, 2020; Rafi & Morgan, in press-b).

### ***The Role of Translanguaging Pedagogy in Academic Reading and Writing Classrooms***

In response to the second research question on the role of translanguaging pedagogy in academic reading and writing classrooms, this section recapitulates the findings presented in two parts: reading and writing. Article 1 (Rafi & Morgan, in press-c) and Article 5 examined the role of translanguaging pedagogies in the specific reading classroom contexts of two private (FUB) and public (MUB) universities. After conducting a critical analysis of these two articles, Article 10 was developed, directly addressing the reading part of research question 2.

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In reading classrooms, the pedagogical interventions used a Bangla and two English texts on the concept of beauty. The identical design of these interventions included several steps, including creating a translanguaging space, alternating languages as a scaffolding strategy for vocabulary induction, read-aloud protocols, guided reading with authentic Bangla texts, and silent reading for concentrated individual time. The analysis of the datasets revealed that translanguaging pedagogies maximised the linguistic and semiotic resources in each step of the interventions, allowing students to reap the metacognitive and metalinguistic benefits of their entire linguistic repertoire, potentially improving their comprehension while increasing active engagement with the reading materials to the students' benefit. Furthermore, the pedagogic design countered the monolingual bias of an English-only policy by enriching students' multilingual vocabularies, cognate language skills and identification of these, and enhanced linguistic expression through drawing on broader fonts of semiotic and linguistic knowledge, as well as advancing reading development in both English and Bangla. In addition to the targeted outcomes, translanguaging pedagogies were seen to harness students' critical thinking skills through engaging them in discussions in which they could contribute and bring understanding from their different semiotic resources/languages, transformed knowledge and subjectivities about colonial beauty standards (the content explored), and placed them as co-constructors, with agentive control, of knowledge. Translanguaging encouraged students to speak up in class by using a variety of voices, languages, histories, and modes of communication to foster "individualism", an agentive trait that English departments strive to instil in their students.

Regarding the writing element of research question 2, Article 2 (Rafi & Morgan, 2022d) and Article 6 (Rafi & Morgan, 2021) examined the role of translanguaging pedagogies in the specific writing classroom contexts of two private (YUB) and private

(AUE) universities. After conducting a critical analysis of these two publications, Article 11 was developed, directly addressing the writing part of research question 2.

In academic writing classrooms, the pedagogical interventions applied a translanguaging approach to teaching students how to write a standard paragraph consisting of three major components: a topic sentence, supporting details, and a concluding sentence. The pedagogical design included translations of English-only materials, multilingual texts, and culturally relevant materials (connected to Bangladeshi culture(s)) to aid students' understanding. Students investigated writing conventions in English and Bangla through cross-linguistic analysis. The interventions also included opportunities for general linguistic and language-specific performance in two writing tasks. The analysis of the datasets revealed that translanguaging pedagogies transformed traditional academic writing exercises limited solely to the target language. They challenged monolingual approaches to academic writing and allowed learners to relate English content to their local language(s) and experience. The manipulation of authentic, locally relevant materials in a writing task enhanced students' metalinguistic, metacognitive and sociolinguistic awareness, provided opportunities for cross-linguistic analysis, and helped them develop multicompetences by providing a deeper understanding of rhetorical language conventions across cultures. In the task on general linguistic performance, the opportunity to translanguage activated resources in students' multilingual repertoire that would otherwise not have been used in an English-only environment. This resulted in increased syntactic text complexity and quality content in the task on language-specific performance. Consequently, activating general linguistic performance was an effective strategy for preparing students to write academically in English. This was an important finding- that using the full set of language resources available to students demonstrably enhanced English production in a short intervention period, better than if the students had been limited to the “higher standard” and “undiluted” use of English

only. These findings also have implications for improving multilingual students' engagement, satisfaction and self-esteem by supporting their identity positions in a monolingual classroom.

Despite the positive outcomes of the interventions, most students did not use the opportunity to translanguage in academic writing, at least in this limited opportunity, for writing that would “count” for their assessment. This appeared to be so because of the well-entrenched English-only biases, compliance to the dominant norms (and a culture of compliance and not expressing individualism), the at first seeming “messiness” of translingual writing that lacks the visual aesthetic of monolingual form, fear of cross-contamination of Bangla language, idioms and values, and the overall impact of linguistic nationalism in Bangladesh, paradoxically pushing these students towards a “one or the other” position.

### ***The Role of Translanguaging Pedagogy in Content Learning Classrooms***

In response to the third research question on the role of translanguaging pedagogy in content learning classrooms, this section recapitulates the findings in two parts: English literature and Anthropology. Regarding the English literature part of research question 3, Articles 3 and 7 examined the role of translanguaging pedagogies in the specific English literature classroom contexts of two private (FUB) and public (AUE) universities. A critical analysis of these two articles contributed to developing Article 12, addressing research question 3.

In English literature classrooms, interventions integrated translanguaging pedagogical approaches to teaching a metaphysical poem, *The Sunne Rising*, by John Donne. As scaffolding for accessing the early modern English text of the poem, the intervention design included cross-linguistic analysis, translation, translingual writing, and culturally relevant material, including a Bangla song. The analysis of the datasets revealed that the well-defined

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and functional use of translanguaging pedagogies foregrounded students' language and cultural backgrounds. The absence of local literature in regular classrooms eliminates the possibility for students to incorporate alternative and additional cultural and knowledge structures into their acquisition of English literature. Under those circumstances, translanguaging strategies, such as comparing metaphysical elements in the English poem and the Bangla song, made “foreign” (English-centric) or unfamiliar elements appear less foreign to the students. The students demonstrated a thorough understanding of the lessons. Furthermore, translanguaging pedagogical approaches transformed the linguistic aspect of teaching English literature content and tapped into students' sociolinguistic awareness. Students realised that they were translanguagers rather than monolingual Bangla speakers, and their everyday translanguaging practice contradicted the monolingual policy enforced in the educational contexts of English departments.

The pedagogical interventions potentially disrupted traditional understandings of language, traditional content areas, scripted curricula, and overall teaching and learning purposes in Bangladeshi English departments. These disruptions highlighted students' multilingual practices, linguistic and political beliefs and socio-cultural identification processes as advantages of multidimensional translanguaging pedagogies. These findings have important implications for teaching English literature in Bangladesh. Participants appreciated translanguaging pedagogies for raising critical awareness of their languaging practices, improving cultural literacy and providing a potential foundation for responsible citizenship, alerting them to unreasonable aspects of their society, which they revealed in focus group discussions.

Regarding the Anthropology aspect of research question 3, Article 4 and Article 8 (Rafi & Morgan, in press-b) examined the role of translanguaging pedagogies in the specific Anthropology classroom contexts of two private (YUB) and public (MUB) universities. After

conducting a critical analysis of these two publications, Article 12 was developed in conjunction with articles 3 and 7 (English literature articles), directly addressing research question 3.

In Anthropology classrooms, interventions were designed through strategic manipulation of multilingual and multimodal resources, diverse cultural texts, and writing activities involving language-specific and general linguistic performance to explore the concept of kinship (Rafi & Morgan, in press-b). Analysis of the datasets revealed two significant contributions of translanguaging pedagogies. Firstly, these pedagogies created a contact zone of various cultural and ethical systems for students to draw on and improve their acquisition of Anthropology content knowledge. The inclusion of cultural repertoires, semiotic resources and personal stories in the pedagogic design broadened students' transcultural dispositions, allowing them to reflect on their connections, investments, and experiences (Rafi & Morgan, in press-b). Secondly, the purposeful meshing of languages and content kept students intrinsically engaged and enhanced the acquisition of institutionally-appropriate language conventions. Although most students in Anthropology classrooms appreciated translanguaging pedagogies and were keen to discuss their benefits for their learning, teachers remained sceptical. One possible reason for this, identified by one of the teachers, and as MacSwan (2017) explored, is that content area teachers outside the field of linguistics might not understand how translanguaging theorises bi/multilingual phenomena from a cognitivist point of view and has educational benefits. Further research and learning for teachers in content areas outside language-focused learning will be necessary to “bring on board” and demonstrate these benefits of bilingual learning.

### ***Translanguaging-Based Education Policy***

The last question of the project was, “What translanguaging-based education policy can be developed to inform a uniformed medium of instruction policy for Bangladeshi higher

education?” The findings and outcomes in the responses to the first three questions were synthesised in Article 13 to look for solutions and positive ways forward in response to the fourth question of the research project. In response to this significant challenge, three types of policy were proposed for first-year classrooms and beyond: an interim policy, a differentiated policy and an aggregated policy. These policies are not necessarily sequential but rather alternative and highly contextualised according to the universities' situational demands, vision, and mission. The first policy concept advocates for the use of translanguaging pedagogies to develop an interim strategy to close the English language competency gap between pre-and post-secondary education in Bangladesh. After that, policymakers can move on to EMI policy. The second policy concept suggests implementing translanguaging pedagogies in content learning classrooms throughout the degree programs while reverting to EMI in language learning classrooms once students achieve the required English proficiency due to the interim policy mentioned above. The third policy concept has a political objective that challenges the hegemony of dominant languages and cultures. In this policy context, less powerful languages and varied cultural materials should be strategically incorporated with their dominant counterparts in both language and content classrooms through revised curriculums- deliberately positioning all languages and cultures as valuable, and shifting exclusionist and ranked language status thinking. Under this consolidated policy approach, students will develop proficiency in multiple languages and structures of knowledge throughout their education program, in a system where this would become the norm, as a political and educational statement, striving for better learning outcomes and opportunities for students.

### **Contributions to the Field and Literature**

This thesis by publication PhD project contributed to the existing translanguaging literature by presenting empirical evidence for translanguaging pedagogical approaches from

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Bangladeshi higher education, a Global South context underrepresented in international translanguaging literature. The articles derived from the project include pedagogical designs, outcomes, critical perspectives, and policy concepts applicable to various contexts and have implications for international higher education.

While translanguaging pedagogies have been much researched in the Global North, the Global South has remained relatively underexplored. Furthermore, the higher education context remained largely unexplored in both the Global North and the Global South. The few previous research reports either observed classrooms to locate/identify translanguaging practices (Curdt-Christiansen & Wang, 2018; Mazak & Carroll, 2016) or sought the participants' responses on the utility of translanguaging practices in pedagogical practices (Muguruza et al., 2020; Rahman & Singh, 2021). In contrast to such investigations, this project was much more expansive in scope as it comprised classroom observations, pedagogical interventions, focus group discussions with students and interviews with teachers in this underexplored context (Rafi & Morgan, in press-b). In the pedagogical interventions, the participants experienced clearly articulated translanguaging pedagogies in action and provided more informed decisions on implementing translanguaging pedagogies in their classrooms. Whereas previous studies pondered *whether* or not to utilise translanguaging in higher education classrooms, this research project pushed the conversation forward about *how* to translanguage through its eight pedagogical interventions. It also proposed three policy concepts for translanguaging to emerge as educational policy in higher education in Bangladesh and similar sites. There is also a resonance for other Global South nations, as well as other contexts with essentially bilingual classroom practice, to implement similar interventions and contemplate policy settings and classroom practice norms.

Finally, the project identified four critical areas requiring further research to implement a translanguaging education policy successfully. These areas are translanguaging-



oriented assessments, teacher education and development programs, initiating conversation among various stakeholders in the education community, and prestige planning of translanguaging practises. Although translanguaging as a pedagogical construct has gained traction in bilingual education over recent years, all assessment policies and practices remain explicitly anti-translanguaging, with students expected to demonstrate their language proficiency in a single language at a time (Schissel, De Korne, & López-Gopar, 2021; Shohamy, 2011). The project introduced participants to how to assess general linguistic performance and language-specific performance in all pedagogical interventions, with a particular focus on the design and implications of translanguaging-oriented assessment in Article 16. However, neither the project nor the article assessed the student works produced from such an assessment approach. Instead, they relied on participant responses to derive conclusions.

This is a potential limitation of the project- or the practice in classrooms, at least. Nevertheless, the project and article 16 pave the way for future study into whether such translanguaging-oriented assessment can reflect students' actual performance while simultaneously addressing the demand for traditional monolingual tests.

Throughout the research project, several participants also confused Universal Translanguaging with Classroom Translanguaging and argued against translanguaging pedagogies due to this confusion or misconception. Furthermore, article 14 on a post-intervention class revealed that the teacher was still dissatisfied with student performances despite dislodging her monolingual views and haphazardly implementing a few translanguaging strategies, an approach that not surprisingly did not yield expected gains (Rafi, 2020). These findings call for more research on developing teacher education programs from a translanguaging pedagogical standpoint.

Another possible drawback of the research project is that it was restricted to eight focal teachers and their students in focal classrooms. Although this research contributed to an understanding of how macro-level policy design reflects micro-level policy implementations in classroom settings (Rafi & Morgan, in press-b), additional research with the senior management of the universities would be required to effect significant changes toward top-down implementation of a translanguaging education policy. Furthermore, success in translanguaging approaches may not be deemed a success if it does not conform to the broader society's notions of academic achievement based on monolingual performances. Thus, further research on the prestige planning of translanguaging practises among the larger community can help increase public acceptance of translanguaging education policy. Shifts in understanding, internationally, of multilingualism, may also bring about changes.

### **Final Thoughts and Implications**

The findings of this research project have important implications for local and diverse global contexts. As discussed, Bangladesh promotes a monolingual identity in its nationalist discourses through Bangla-based nationalism, while at the same time, universities trade on English only medium of instruction models, particularly in private universities. I wondered how the study participants would perceive, relate to and take up the heteroglossic language ideologies of translanguaging in their pedagogical practices and policies. Interestingly, I experienced an overwhelming interest in translanguaging pedagogical approaches among academics in Bangladesh and beyond. I have been invited to present keynote speeches on translanguaging pedagogies in different Bangladeshi universities and international conferences in the Global South context. I also presented my research findings at the top conferences of Applied Linguistics in the Global North contexts. Furthermore, I am co-editing a special issue titled "Translanguaging and Language Education: Critical Perspectives from the Global South" for a Q-1 journal, responding to considerable global interest from

leading scholars worldwide. Interactions with teachers, students, colleagues, researchers, and many stakeholders in these academic collaborations convinced me that a clear distinction between translanguaging practices and translanguaging pedagogies must be made and promoted to make the benefits of translanguaging pedagogies visible in the Global South, and other related classroom contexts. While the success of translanguaging scholarship has been lauded in English-only classrooms of the Global North for creating spaces for non-English languages, such accomplishment may not be regarded as a success in the Global South classrooms since translanguaging in Bangladesh, at least, is a common practice despite strict EMI policy enforcement (Rafi & Morgan, 2022d, in press-a, in press-b, in press-c).

Furthermore, classrooms are the only spaces in these contexts where students receive an exclusive English-speaking environment for practising English; suspicion may spread on validating the naturally occurring translanguaging practices in these spaces. For example, based on the article 1, “Translanguaging as a transformative act in a reading classroom: Perspectives from a Bangladeshi private university”, published in the *Journal of Language, Identity & Education*, I delivered a webinar on the transformative potential of translanguaging pedagogy, in which I demonstrated how translanguaging pedagogies transformed students' preexisting ideas of colonial beauty standards to a more inclusive concept (Rafi & Morgan, in press-c). Dr Obaid Hamid, a key scholar of current EMI scholarship, attended the seminar and posed the following intriguing question:

Can the transformation be really attributed to translanguaging, or perhaps something else is going on? Or perhaps is it the case that the very fact that you did bring them an opportunity to engage and discuss these things regardless of which language was involved (Hamid, personal communication, August, 26, 2021).

Such remarks validate my argument to promote the difference between naturally occurring translanguaging practices and translanguaging pedagogies. I also felt the need to broaden the definition of translanguaging pedagogies, previously defined as a pedagogical practice for differentiating and facilitating instruction while enabling students to "cognitively engage with learning and act on learning" (García & Wei, 2014, p. 79). Multilingual students, according to Garcia (2020), "bring their whole selves—linguistically, culturally, historically, and politically" (p. 561) —into the process of learning. In my opinion, each of these aspects of the whole selves of multilingual students should be explicitly recognised and included in translanguaging pedagogies. This realisation came from the experience of publishing in top-tier journals, in which several reviewers and editors questioned the inclusion of culturally relevant materials in the pedagogic design of the translanguaging intervention in the articles they reviewed. For example, Peter Sayer, Editor, *TESOL Journal*, made the following observation about an article:

What exactly counts as TL (translanguaging): In some cases, it is difficult to see what the researchers were analysing as TL within the intervention and dataset. The pedagogical activity in Figure 1, for example, is presented as one that has "familiar themes and culturally relevant topics". How does designing some as familiar and culturally-relevant make it translanguaging? (P. Sayer, personal communication, February 2, 2022).

It seemed to me that such an observation stemmed from the genesis of translanguaging as a sociolinguistic theory expressly concerned with the construction of named languages and the fluid linguistic performances of bi/multilingual speakers. However, based on my experience of researching translanguaging as a pedagogic construct in this PhD project, I believe translanguaging pedagogies should be viewed through the lens of an

educational linguistics perspective rather than a sociolinguistic one since knowledge exists in an interconnected environment where languaging facilitates connections and students study more than just languages in educational institutions. Thus, rather than focusing exclusively on language, all components of multilingual students' whole selves, such as linguistic, cultural, historical, and political dimensions, should be explicitly recognised, named (in planning and in class) and accommodated in the design of translanguaging pedagogies. This design should be “systematic”, “planned, and “researched”, as I demonstrated in article 14 on how a loosely adopted translanguaging pedagogic design did not produce a wholly satisfying outcome (Rafi, 2020).

Such pedagogic designs also have essential implications for monolingual higher education classrooms in English-speaking countries. After completing the final milestone of my James Cook University PhD candidature, "the pre-completion seminar", I was given the opportunity to teach two subjects entitled "ED4995 - Education Across Culturally Diverse Contexts" and "ED3443 - English as an Additional Language/Dialect for Indigenous learners" to Australian pre-service teachers (teacher education students). In my view, both subjects have made significant progress in terms of appreciating and embracing cultural and linguistic diversities, respectively, in the curriculum, for Australian teaching contexts. The first subject dealt with crucial issues related to multiculturalism, such as racism, white privilege, sexism, place-based education and multicultural education. However, the reference materials for this subject were limited to "white" Australian and "Indigenous" Australian cultures, even though Australia is a multicultural country with a diverse population of over 270 ancestries. Furthermore, the materials were monolingual (English only), and the subject as a whole lacked a linguistic focus. The syllabus design reminded me of MacSwan (2017), who argued that content area teachers might remain oblivious to the linguistic aspect of their content area subjects. This finding coincides with the unwillingness of one of the focal

content teachers of the project to accept the combined approach of translanguaging and CLIL in Anthropology classrooms (read Article 8, also in Rafi & Morgan, in press-b). If we do not educate pre-service teachers about the language differences in multilingual societies, I am concerned that the critical awareness of cultural diversity will not transfer into meaningful action as "language serves to construct the very idea that one is hoping to convey" (Swain & Lapkin, 2013, p. 105). The need for languaging content and pedagogical design, as well as the overall benefits of such efforts, have been demonstrated clearly and comprehensively documented in the content learning articles of the PhD research project. I am aware that a project underway in Australia, to develop a National Plan and Strategy for Languages Education (Morgan et al., 2021) addresses this point precisely- ensuring teacher education programs include "language awareness and language study" and elements of learning how to work with diverse languages and cultures of students in classrooms. It is hoped that this approach will be taken up by the Australian Government and will filter into courses such as the one I have been teaching.

The other subject, "ED3443 - English as an Additional Language/Dialect for Indigenous learners", has a clear linguistic focus on its own merit. It was designed from an Indigenous perspective for non-Indigenous teachers with frequent references from Indigenous languages. It significantly aided pre-service teachers in understanding linguistic diversity, language shift, and language loss in the face of Australia's monolingual mindset (Clyne, 2005). Despite these substantial advances, the subject remained primarily concerned with improving Standard Australian English (SAE) proficiency, catering to the monolingual mindset it was fighting. This educational paradigm was also evident in the PhD research project's language learning classes, where learning English remained the sole focus (Articles 1, 2, 5, 6; Rafi & Morgan, 2021; 2022d; in press-c). These combinations of findings made me

wonder if *learning language* had become almost synonymous with *learning English* in mainstream education.

In both cases, promoting translanguaging pedagogies can systematically incorporate materials from multiple languages and cultures and provide teacher education students with rigorous exposure to teaching multiple languages and cultures to multilingual-multicultural students in the same classrooms. Hence, I deliberately modified a few sessions and explained how the teacher's "stance", "instruction", and "design" might differ in translanguaging pedagogies (García & Kleyn, 2016). Students were critically engaged with the agenda of linguistic justice and cultural equity issues during these sessions. The two subjects comprised 38 and 117 students, respectively, with a handful of them enrolled in both. The responses to the assessment tasks of those involved in both demonstrated more broadened dispositions to multilingualism and multiculturalism than others. The following compliment from a student highlights the potential of translanguaging pedagogies in teacher education programs:

I felt like all the questions you asked got me thinking, and I made a lot of notes. It's the first time that I have actually felt excited to get stuck into an assignment (personal communication, August, 11, 2021).

These personal reflections have significant implications for the socio-academic categorisations of subjects that distinguish language learning subjects from content learning subjects. As noted previously, knowledge resides in a connected environment, and language enables how these connections are created. Translanguaging pedagogies can make a significant qualitative contribution to the teaching and learning of these subjects.

In an invited keynote speech about knowledge production at the International Conference on Research in Language Education<sup>2</sup>, I discussed how English-based internationalisation spawned new forms of oppression and intellectual inequality, such as academic dominance and reliance on Euro-American intelligentsia (Alatas, 2006; Chen, 2012). As a result of such knowledge production, bilingual researchers are judged as deficient English learners, and are detached from their own social realities and theoretical resources (Shen, 2018). Even though many disciplines would never accept a method that oversimplifies complex language distribution, research internationalisation necessitates a parallel process of textual transformation from a source language to English, whether through data translation or subsequent publications (Santos, Black, & Sandelowski, 2015). Since translanguaging is a characteristic language behaviour of multilinguals, it should also be present in that parallel process of textual transformation from their source language into English. In that sense, validating translanguaging practices can promote a learning context where production, circulation, and reception can be facilitated from translanguaging perspectives across all disciplines.

As a personal effort, I have endeavoured to validate translanguaging by including translingual texts in all articles of the project. Five articles have already been published in reputable journals after being submitted. Most of these journals employ ScholarOne Manuscripts™, a peer review software that breaks down translingual manuscripts during the first submission, resulting in more consultations, preparation, and publishing time. In addition, I had to provide English translations for the translingual texts. These translations took up additional room in the journals' limited word limit guidelines, compelling me to prepare monolingual English-only manuscripts in several circumstances.

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<sup>2</sup> Organised by International Society of Teachers, Administrators, and Researchers, Philippine Association of Institutions for Research, Asian Society of Teachers for Research, Asian Association for Academic Integrity, International Alliance of English Language Teachers, Bicol College, and Liceo di San Lorenzo.



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The overall problems identified in this project, either in education or research, can be rendered less problematic, and even solved by challenging dominant ideas of language, social institutions and power relations that promote and perpetuate monolingual ideologies and hegemonies of languages and cultures (Jones, 2020). I believe all stakeholders of the knowledge community need to be sensitised to the translanguaging movement to provide linguistic security, communicative and education possibilities to everyone in our multilingual world (García, 2009). This PhD research project is a small part of that mammoth task. For the time being, I would like to conclude the project by taking refuge in the compliment of an attendee of one of my invited webinars:

Congratulations, sir, for being the voice of the majority, promoting local language in research work, to reach and to educate everyone.

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**Appendix A: Focus Group Questions for Students**

1. How did you feel about the use of Bangla and English in the classroom?

(শ্রেণীকক্ষে বাংলা ও ইংরেজির ব্যবহার সম্পর্কে আপনি কেমন বোধ করেছিলেন?)

2. Do you think this new teaching approach helped to learn English language?

(আপনি কি মনে করেন এই নতুন শিক্ষণ পদ্ধতি ইংরেজি ভাষা শিখতে সাহায্য করেছে?)

3. Do you think this new teaching approach helped to practise Bangla language?

(আপনি কি মনে করেন এই নতুন শিক্ষণ পদ্ধতি বাংলা ভাষার অনুশীলন করতে সাহায্য করেছে?)

4. Do you think the use of both languages help to understand the lecture?

(আপনি কি মনে করেন উভয় ভাষার ব্যবহার ক্লাস লেকচার বুঝতে সাহায্য করেছে?)

5. How do you feel about the class test in which you flexibly used words from both Bangla and English? (বাংলা ও ইংরেজী উভয় ভাষার শব্দগুলি ব্যবহার করে যে ক্লাসের পরীক্ষা নেয়া হলো, তা সম্পর্কে আপনি কি মনে করেন?)

6. How do you feel about the class test in which you had to use English only?

(কেবলমাত্র ইংরেজী ব্যবহার করে যে ক্লাসের পরীক্ষা নেয়া হলো, তা সম্পর্কে আপনি কি মনে করেন?)

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7. How reasonable was it to use both Bangla and English to test your understanding of the class lecture? (ক্লাস লেকচার বোঝার জন্য বাংলা ও ইংরেজি উভয় ভাষার ব্যবহার করা কতটা যুক্তিযুক্ত ছিল?)

8. Do you think university should use this teaching and learning approach in classroom teaching and examinations?

(আপনি কি মনে করেন বিশ্ববিদ্যালয়ের এই শিক্ষণ এবং পরীক্ষা পদ্ধতি ব্যবহার করা উচিত?)

9. What are the challenges of administering these teaching and learning practices as a policy in your classroom?

(আপনার শ্রেণীকক্ষের নীতি হিসাবে এই শিক্ষাদান ও শিক্ষণ পদ্ধতিগুলি পরিচালনা করার প্রতিবন্ধকতা গুলি কি কি?)

10. What are the benefits of administering these teaching and learning practices as a policy in your classroom?

(আপনার শ্রেণীকক্ষের নীতি হিসাবে এই শিক্ষাদান ও শিক্ষণ পদ্ধতিগুলি পরিচালনা করার উপকারিতাগুলি কি কি?)

Bengali translation of these questions has been certified by:

Name: Rubeca Fancy

Designation: PhD research fellow, University of New England

**Appendix B: Interview Questions for Teachers**

1. How did you feel about the use of Bangla and English in the classroom?
2. Did you find this pedagogical approach new compared to the existing ones? How?
3. Do you think this translanguaging pedagogical approach helped students to practice the English language?
4. Do you think this translanguaging pedagogical approach helped students to practise the Bangla language?
5. Do you think the use of both languages helps students to understand the lecture better?
6. How do you feel about the class test in which students flexibly used words from both Bangla and English?
7. How do you feel about the class test in which students had to use English only?
8. How reasonable was it to use both Bangla and English to examine the performance of students?
9. Do you think the university should use this teaching and learning approach in classroom teaching and examinations?
10. What are the challenges of administering these teaching and learning practices as a policy in your classroom?
11. What are the benefits of administering these teaching and learning practices as a policy in your classroom?
12. What are the challenges your university might face in administering these teaching and learning practices as a policy?
13. What are the benefits your university might gain in administering these teaching and learning practices as a policy?



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