INVESTIGATING THE NECESSITY OF TRANSLANGUAGING IN EFL CLASSROOMS AT UNIVERSITY LEVEL: PERSPECTIVES OF TEACHERS AND STUDENTS

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Abstract:

This article was based on investigating the necessity of translanguaging in an EFL classroom at university level and focused on the perspectives of teachers and students. The research focused on two research objectives: first, to investigate the perspectives of teachers regarding the necessity of translanguaging strategy in EFL classrooms; and secondly, to investigate students' perspectives towards the necessity of translanguaging strategy in EFL classrooms at university level. The study used a quantitative research design and the data was collected through two close ended questionnaires, designed for teachers and students separately. The questionnaires were shared with respondents through google forms links. Overall, the data was collected from 36 university teachers and 212 university level students. The finding showed that translanguaging is a useful pedagogy as it may play an effective role in students' language development in multilingual contexts. It can improve their vocabulary and communication skills by providing them an enriched linguistic repertoire involving both local and foreign languages. Simultaneously, translanguaging can also promote linguistic and cultural diversity among EFL learners, thereby, focusses on their social development. These factors advocate the necessity of using translanguaging in EFL classrooms at university level in multilingual contexts.

Keywords: Translanguaging, Pedagogy in EFL Classrooms, Linguistic Diversity

Introduction:

There is a need for decision making on the choice of medium of instructions in multilingual contexts including Pakistan. Teachers often find themselves in a situation where they need to decide on the medium of instruction whether English medium instruction (EMI) only or inclusion of local/native languages of learners. It may be assumed that in cases where English is not a native language of the learners, it seems necessary to consider the inclusion of their local languages for the better understanding of the linguistic concepts.

UNESCO considers that everybody has the right to learn in their native tongue, and this to be a crucial way to enhance learning, learning outcomes, and socioemotional growth. On the other hand, 40% of people across the world lack the access to an

education in a language that they can comprehend or speak. In addition to fostering harmony, tolerance, and respect for differences, cultural and linguistic diversity is essential to the development of sustainable societies. (https://www.unesco.org/en/languages-education).

Many educators are experimenting with new teaching methods in the classroom to improve the effectiveness of the learning process; as a result, pedagogic practices are becoming increasingly creative in Pakistan (Shamim & Rashid, 2019).

Simultaneously, recent years have seen an increase in the number of bilingual individuals worldwide, making it clear that innovative approaches to language instruction and education are needed (Anna M. Beres, 2015). The best and most useful teaching techniques are used in any institution to instruct students since they improve academic achievement and foster a good attitude toward learning in the learners (Sayer, 2013). Translanguaging is one of the most important pedagogical tools because it enables teachers and students to use their native languages for comprehension and learning in an English classroom (Karlsson et al., 2019). Regarding the instructional approach, Garcia and Leiva (2014) also noted that translanguaging helps students expand their linguistic repertoire, which enhances their speaking performance and improves their academic writing skills. Furthermore, translanguaging is seen to be a social phenomenon in which linguistic elements, e.g. code-switching is used to express a subject's identity, group affiliation, and culture (Grenner & Jonsson, 2020, p. 22).

Translanguaging is an educational approach that facilitates deeper engagement and comprehension of difficult texts and subject by utilizing learners' fluid language. Additionally, translanguaging is a method of teaching languages that values and makes use of the varied and dynamic language practices of students (Vogel and García, 2017). Sayer (2013) further noted that it offers flexibility in the process of learning in both monolingual and bilingual environments.

Baker lists the following benefits of translanguaging: First, because using two languages necessitates a procedure that is never done in a monolingual system, it leads to a deeper and more comprehensive grasp of the learning material. Secondly, the learners may become more proficient in the language they are still learning. Thirdly, by conversing in that language at home, parents who speak minority languages can support their children's language development. Finally, it makes it possible for pupils who speak English more fluently to assist their less proficient peers (Baker, 2001).

Though translanguaging is seen to be advantageous, particularly in multilingual environments, it can also be quite difficult. Even Garcia and Wei (2013), who are working on developing this theory, are aware of this problem. The majority of schools have never allowed translanguaging space for their pupils through their official school language policy because of the potential challenges that teachers and students may encounter in the classroom. While translanguaging seems to muddle them all, many contend that only the "language" as specified in national school curriculum and grammar books is significant and has to be employed in schools (Raja et.al., 2022).

Raja et al. (2022) further mention that educational stakeholders must adapt by embracing multilingual pedagogies in the light of multilingual reality one common language activity in educational contexts, particularly in EFL classes, is translanguaging. Nonetheless, there are still many who criticize this practice. Several academics highlight the difficulties of putting translanguaging into practice in the classroom. They believe that obtaining students' attitudes regarding the use of

translanguaging is important because it reveals how students' perceptions and emotions regarding their translanguaging practices are shaped by their educational experiences. Furthermore, when deciding whether or not to use translanguaging in the classroom, teachers may take their pupils' attitudes into account.

The choice of language in the instructional process of Pakistan is considerable for various socio-political and academic reasons. For example, according to Batool (2022), since Urdu is an official language in Pakistan, using English as a medium of instruction at all educational levels is problematic. It has proven challenging to pinpoint its precise location within Pakistan. Although Urdu is recognized as Pakistan's official language, the Higher Education Commission favors using English as the primary language of instruction. For the purpose of comprehension and learning, this study provided an idea for an instructional learning technique that allows students to utilize their native languages in English classes. The study hypothesizes that giving students the opportunity to use their language resources in a translanguaging method will guarantee their academic success and benefit the lecturers.

Keeping in view the potential benefits of this approach, the present study intended to investigate the necessity of translanguaging at university level through the perspectives of teachers and students. Benefits of translanguaging may be taken as the token for its necessity to be implemented it in an EFL context similar to Pakistan.

Significance of the study
The present study will be significant as it may emphasize the importance of the use of different local languages and linguistic diversity in teaching/learning setup to accommodate deeper learning, positive collaboration in an EFL context.

Objectives of the Study
The objectives of the study are:
1. To investigate the perspective of teachers regarding the necessity of translanguaging strategies at university level.
2. To investigate students' perspective towards the necessity of translanguaging strategies at university level.

Research Questions
The research questions for this study are:
1. What are the perspectives of teachers towards the necessity of tanslanguaging at University level in a Pakistani context?
2. What are the perceptions of university students towards the necessity of tanslanguaging at university level in a Pakistani context?

Delimitation
This study is delimited to the perspectives of university teachers and students regarding the necessity of translanguaging strategy. For this purpose, the University of Narowal, one of the public universities from district Narowal, was focused.

Literature Review:
The word "translanguaging" was first used in Wales to refer to a type of bilingual education where pupils learn in one language - English, for example, - and then produce an output in their second language - Welsh, for example. This idea has since been expanded upon by academics worldwide, and it is currently maintained that this is one of the most effective approaches of teaching bilingual children in the twenty-first century. García (2009) introduced the term translanguaging to describe how bilingual individuals communicate and make sense of the world by fluidly utilizing
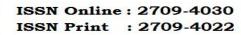
their linguistic resources, independent of designated language categories. Translanguaging is a flexible use of linguistic resources to help people make sense of their complex worlds and lives. It allows learners to connect the information they already know to the new information. In a learning environment, learners should be able to use previous knowledge to build more structure and connections to what they already know. The implementation of translanguaging may also preserve the cultural heritage of learners.

Translanguaging is different from code switching and many scholars have tried to differentiate between them. Garcia (2012), differentiating translanguaging and code switching, mentions that translanguaging involves more than just changing a language's encoding. The idea of code-switching makes the assumption that bilinguals' two languages are independent monolingual codes that can be employed independently of one another. Translanguaging, on the other hand, suggests that bilinguals have a single linguistic repertoire from which they deliberately choose characteristics to communicate successfully.

Li Wei (2018) also differentiates between translanguaging stating that when two languages alternate throughout a particular communication event, such as a conversation, email exchange, or even just signals like the ones above, it's referred to as code-switching. According to linguistic research, the alternation typically takes place at particular moments during the communicative episode and is controlled by both interactional (conversational sequencing) and grammatical criteria. Any analysis of code-switching typically begins with identifying the languages involved. Contrarily, translanguaging is a process of creating meaning and sense rather than an item or thing-in-itself that can be identified and examined. Therefore, the analytical focus is on how the language user uses various linguistic, cognitive, and semiotic resources to create meaning. Only when users purposefully manipulate a language, their identities, in structural and/or socio-political terms, become significant. Furthermore, language is described as a multilingual, multimodal, and multisensory sense- and meaning-making tool by translanguaging.

García, Johnson, and Seltzer (2017 as cited in Vogel and Garcia, 2017) have identified four purposes of translanguaging, for the strategic use in education which, according to them, work together for the advancement of social justice. These purposes are: first, it provides support to the students for their engagement in the comprehension of complicated texts and material. Secondly, it is facilitator in developing linguistic practices. Thirdly, it provides situations for bilingual students. Finally, it contributes to the socioemotional development and support for students' varied identities.

Asfour et al. (2020), consider it a useful activity for the students in a learning system. According to Sahr (2020), translanguaging is an effective strategy for promoting language learning as well as a way to integrate and include pupils. It is believed that language serves both a functional and dynamic purpose. It is thought to arrange and mediate knowledge and intellectual learning. Additionally, Grenne and Jönsson (2020) talking about translanguaging, consider it a dynamic combination of native language and different linguistic resources to make meaningful communication. According to Galante (2020), the educational translanguaging assignments may encourage students to deepen their grasp of the topics. According to a descriptive quantitative survey, the majority of Indonesian Elementary EFL teachers were in favor of using local and Indonesian languages in EFL classes, particularly to help

students with low English competence (Khairunnisa & Lukmana, 2020). Similarly, Jaradat's 2014 study concentrated on the undergraduate French language learning curriculum. According to the survey results, translanguaging is seen by students as a useful technique for knowledge acquisition that can improve their learning process. Putrawan (2022) concluded that teachers and students have expressed their support for the use of translanguaging as a pedagogy in EFL classrooms since they think that this pedagogical method may have a good impact on EFL teaching and learning.

Raja (2022) also reveals teachers' perceptions towards translanguaging. According to the data, translanguaging was used by all participants in their EFL classes in a number of common scenarios. Even though the participants had differing opinions about translanguaging, they continued to employ it in their instruction and connected it to advantages. Furthermore, most instructor participants expressed a good intention to use translanguaging in their next lesson.

Batool et.al. (2022) have highlighted significant findings in their study in a Pakistani context that there is a need of the use of translanguaging practices in the classroom. Their research also concluded that students want this practice in the English classroom as they think it is capable of helping linguistic proficiency, a helpful pedagogic system for understanding materials, it gives freedom to the students while learning in multilingual contexts. Their research also highlighted that students opine that their teachers should not stop using translanguaging in the classroom.

Imdad et.al. (2022) have also drawn findings related to the positive impact of translanguaging on augmenting English fluency on MBBS students. According to the study's findings, students significantly improved on their post-speaking assessments, and the participants saw translanguaging as a constructive activity that improved their fluency in speaking English.

Methodology:
Nature of Research
The research framework for the present study was quantitative in nature. The researchers used two close ended questionnaires to collect statistical data.

Population and Sampling
The population of this research were all the teachers and the students of English department at University of Narowal, Narowal. A sample of 36 teachers and 212 students from English Department from University of Narowal participated in the provision of data for the present study.

Research Tool
Questionnaire designed on google form was used as a data collection tool to investigate students' and teachers' perceptions towards the necessity of translanguaging as a pedagogical strategy in EFL classrooms. One questionnaire was designed for teachers while the second one was for students. Both questionnaires were comprised of three parts: the first part contained demographic information with three items such as Gender, Qualification and Experience; the second part contained five items on the translanguaging practices while the third part was based on twenty-five items based on the benefits and necessity of translanguaging in EFL classrooms. Questionnaires were shared with the relevant participants i.e., teachers and students via google form link.

Demographic information in the questionnaire for students consists of two variables such as Gender and Qualification only while there is an additional variable in teachers' questionnaire that is experience. Rest of the items are the same in both

questionnaires. The questionnaires were designed in a way to investigate their perceptions regarding the necessity of translanguaging in an EFL context, considering its potential benefits for multilingual students.

Data Analysis and Presentation

After collecting data through questionnaire, it was analyzed through SPSS and results are reported in the form of tables through frequencies and percentages. The data is based on two sets such as one set of teachers' data and second is for students. Data presentation is also in two parts. Items of part three of both the questionnaires are coded from 1-25 in the respective tables of data set.

Summary of Teachers' Demographic Data

Out of the total 36 respondents, 52.8 percent identified as female, 44.4 percent as male, and 2.8% said they would rather not tell.

The majority of responders (88.9%) had an MS/MPHIL qualification, while a lesser percentage (5.6%) or postdoctoral degree (5.6%) possessed a PhD.

Sixty-six percent of teachers reported having more than five years of experience. Tabular presentation of the data is given below:

Table 1.1

Summary of Teachers' Demographic Data Based on Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	19	52.8	52.8	52.8
Male	16	44.4	44.4	97.2
Prefer not to say	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Table: 1.2

Summary of Teachers' Demographic Data Based on Qualification

Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
MS/MPHIL	32	88.9	88.9	88.9
PHD	2	5.6	5.6	94.4
Post Doc	2	5.6	5.6	100.0
Total	36	100.0	100.0	

Table: 1.3

Summary of Teachers' Demographic Data Based on Experience

Experience	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 year	12	33.3	33.3	33.3
More than 5 Year	24	66.7	66.7	100.0
Total	36	100.0	100.0	

Summary of Teachers' Data on Translanguaging Practices

In response to the question "How frequently do you find your students using more than one language in daily communication?", the majority of respondents observed that their students routinely communicate in more than one languages on a daily basis (86.1%) while only (14%) is cumulatively reported as occasional, rare and never use

of translanguaging which is very low hence showing the importance of translanguaging in this EFL context. Around 58.3 % of respondents are multilingual students and 36.1% are bilinguals which may highlight the necessity of translanguaging practices in EFL classrooms.

In response to the question "How often you allow them to express their understanding of the lesson in their local/native languages?", 91.7% responded positively while only 8.2% responded negatively.

It was also found that different students exhibit diverse levels of comfort while using translanguaging in different contexts; most notably in class discussions (36.1%) and in all contexts (41.7%). Offering opportunities for language switching, 27.8%, promoting peer collaboration 27.8%, including translanguaging into classes 5.6%, or using all tactics 38.9% were among the strategies used by respondents to incorporate translanguaging. This research emphasizes the use of various viewpoints and approaches to translanguaging.

Table 2
Summary of Teachers' Data on Translanguaging Practices

1.	*How frequently do you find your students using more than one language in daily communication?*	*f*	*%*	*Valid %*
	Always	16	44.4	44.4
	Frequently	15	41.7	41.7
	Occasionally	2	5.6	5.6
	Rarely	1	2.8	2.8
	Never	2	5.6	5.6
	Total	36	100.0	100.0
2.	*Are your student?*	*f*	*%*	*Valid %*
	Multilingual	21	58.3	58.3
	Bilingual	13	36.1	36.1
	Monolingual	2	5.6	5.6
	Total	36	100.0	100.0
3.	*How often you allow them to express their understanding of the lesson in their local/native languages?*	*f*	*%*	*Valid %*
	Always	10	27.8	27.8
	Frequently	9	25.0	25.0
	Occasionally	14	38.9	38.9
	Rarely	3	8.3	8.3
	Never	10	27.8	27.8
	Total	9	25.0	25.0
4.	*In which situations do you feel that your students find translanguaging most comfortable?*	*f*	*%*	*Valid %*
	Conversation with friends	6	16.7	16.7
	Academic tasks	2	5.6	5.6
	Classroom discussion	13	36.1	36.1
	All	15	41.7	41.7
	Total	36	100.0	100.0

5.	What strategies do you provide to your students to effectively incorporate translanguaging in the lessons?	f	%	Valid %
	Providing opportunities for language switching	10	27.8	27.8
	Encouraging peer collaboration in multiple languages	10	27.8	27.8
	All	2	5.6	5.6
	Total	14	38.9	38.9

Part 3: Summary of Opinions of Teachers about the Benefits and Necessity of Translanguaging in EFL classrooms

36 participants responded to a variety of questions included in the table, along with their degrees of agreement with the claims. Overall, a sizable percentage of participants tended to agree or strongly agree with the assertions; the average level of agreement varied between questions, ranging from 44.44% to 66.67%. There were, however, a few minor differences in the replies, with certain questions receiving larger neutrality or disagreement percentages than others. Notably, there was more agreement on questions 1, 2, 4, 10, and 19, and more disagreement on questions 8 and 15. This indicates that participants had a generally good attitude towards translanguaging, hence, made it evident the necessity of translanguaging as a pedagogy in EFL classrooms. It was found that around 90-95% teachers consider that translanguaging enhances their students' understanding, self-expression and positively impacts their learning.

The similar opinion was reflected in the form of agreement on the use of translanguaging for various aspects of the language development of their students, such as, vocabulary skills, understanding of grammatical rules and communication skills. Majority of respondents also considered translanguaging useful for creating a more inclusive learning atmosphere. They also think that it has the potential for enhancing students' classroom participation; promote their linguistic diversity and may contribute significantly in cultivating much-needed and effective group work skills for an improved learning and thinking.

The last five questions were based on collecting opinions of the respondents on the necessity of translanguaging pedagogy in EFL classrooms. It was found that teachers agreed to incorporate translanguaging as a pedagogy in EFL classroom at university level. They were largely of the opinion that it should be incorporated in the classrooms and teachers and language policy makers in HEIs should play an active role in a regular incorporation of translanguaging in EFL classrooms.

Keeping the majority of agreements in view the possible benefits of translanguaging, it becomes evident that how much it is necessary to properly incorporate translanguaging in EFL classrooms at university level.

Table: 3 Summary of the Opinion of Teachers about the Benefits and Necessity of Translanguaging in EFL classrooms

Sr.#	SD		DA		N		A		SA		Total	
	f	%	f	%	F	%	f	%	f	%	f	%
1	2	5.56%	1	2.78%	2	5.56%	22	61.11%	9	25.00%	36	100%
2	0	0.00%	2	5.56%	5	13.89%	23	63.89%	6	16.67%	36	100%
3	1	2.78%	0	0.00%	4	11.11%	22	61.11%	9	25.00%	36	100%
4	1	2.78%	1	2.78%	2	5.56%	23	63.89%	9	25.00%	36	100%
5	0	0.00%	2	5.56%	7	19.44%	17	47.22%	10	27.78%	36	100%

6	0	0.00%	2	5.56%	2	5.56%	22	61.11%	10	27.78%	36	100%
7	1	2.78%	3	8.33%	2	5.56%	20	55.56%	10	27.78%	36	100%
8	0	0.00%	4	11.11%	5	13.89%	16	44.44%	11	30.56%	36	100%
9	0	0.00%	1	2.78%	2	5.56%	17	47.22%	16	44.44%	36	100%
10	1	2.78%	0	0.00%	2	5.56%	22	61.11%	11	30.56%	36	100%
11	0	0.00%	0	0.00%	4	11.11%	22	61.11%	10	27.78%	36	100%
12	0	0.00%	2	5.56%	2	5.56%	20	55.56%	12	33.33%	36	100%
13	0	0.00%	2	5.56%	6	16.67%	18	50.00%	10	27.78%	36	100%
14	0	0.00%	0	0.00%	3	8.33%	19	52.78%	14	38.89%	36	100%
15	1	2.78%	4	11.11%	3	8.33%	19	52.78%	9	25.00%	36	100%
16	2	5.56%	1	2.78%	1	2.78%	20	55.56%	12	33.33%	36	100%
17	1	2.78%	3	8.33%	4	11.11%	19	52.78%	9	25.00%	36	100%
18	0	0.00%	0	0.00%	3	8.33%	24	66.67%	9	25.00%	36	100%
19	2	5.56%	0	0.00%	2	5.56%	20	55.56%	12	33.33%	36	100%
20	0	0.00%	2	5.56%	3	8.33%	18	50.00%	13	36.11%	36	100%
21	1	2.78%	0	0.00%	5	13.89%	19	52.78%	11	30.56%	36	100%
22	0	0.00%	0	0.00%	7	19.44%	16	44.44%	13	36.11%	36	100%
23	0	0.00%	2	5.56%	6	16.67%	17	47.22%	11	30.56%	36	100%
24	0	0.00%	1	2.78%	2	5.56%	20	55.56%	13	36.11%	36	100%
25	1	2.78%	0	0.00%	8	22.20%	14	38.90%	13	36.10%	36	100%

Summary of Students' Demographic Data:
Out of the total 173 respondents, 81.6 percent identified as female, 17.5 percent as male, and 9% said they would rather not tell. The majority of responders (41.0%) are 12 years' students while a lesser percentage (30.7%) are 14 years' level students and (28.3%) belong to the group of 16 years of education.

Table 4.1
Summary of Students' Demographic Data Based on Gender

Gender	Frequency	Percent	Valid Percent
Female	173	81.6	81.6
Male	37	17.5	17.5
Prefer not to say	2	.9	.9
Total	212	100.0	100.0

Table: 4.2
Summary of Students' Demographic Data Based on Qualification

Qualification	Frequency	Percent	Valid Percent
12 Years	87	41.0	41.0
14 Years	65	30.7	30.7
16 Years	60	28.3	28.3
Total	212	100.0	100.0

Summary of Students' Data on Translanguaging Practices

According to the data, 40.6% of participants said that translanguaging was felt most at ease during their talks with friends. Academic assignments and classroom discussions came in second and third, with 13.7% and 11.8% of respondents, respectively. Interestingly, a sizable fraction of participants, 34 percent, said they felt at ease using translanguaging in any circumstances. When it comes to the tactics teachers use to successfully integrate translanguaging into their lessons, giving students the opportunity to switch between languages was the most common strategy (39.6% of respondents acknowledged using it), followed by promoting peer collaboration in multiple languages (21.7% of participants). Furthermore, a sizable proportion of respondents 38.7% said that their teachers successfully integrate translanguaging into their classes by utilizing all available options.

Table 5

Summary of Students' Data on Translanguaging Practices

1.	How frequently do you use more than one language in daily communication?	f	%	Valid %
	Always	57	26.9	26.9
	Frequently	62	29.2	29.2
	Occasionally	42	19.8	19.8
	Rarely	47	22.2	22.2
	Never	4	1.9	1.9
	Total	212	100.0	100.0
2.	Are you_____?	f	%	Valid %
	Multilingual	128	60.4	60.4
	Bilingual	59	27.8	27.8
	Monolingual	25	11.8	11.8
	Total	212	100.0	100.0
3.	How often your teachers allow you to express understanding of the lesson in your local/native languages?	f	%	Valid %
	Always	44	20.8	20.8
	Frequently	63	29.7	29.7
	Occasionally	55	25.9	25.9
	Rarely	40	18.9	18.9
	Never	10	4.7	4.7
	Total	212	100.0	100.0
4.	In which situations do you find translanguaging most comfortable?	f	%	Valid %
	Conversation with friends	86	40.6	40.6
	Academic tasks	29	13.7	13.7
	Classroom discussion	25	11.8	11.8
	All	72	34.0	34.0
	Total	212	100.0	100.0
5.	What strategies your teachers use to effectively incorporate translanguaging in lessons?	f	%	Valid %
	Providing opportunities for language switching	84	39.6	39.6
	Encouraging peer collaboration in multiple languages	46	21.7	21.7
	All	82	38.7	38.7

Total				212	100.0	100.0

Summary of the Opinion of Students about the Benefits and Necessity of Translanguaging in EFL classrooms

The percentage distribution of answers to each question about the degree of agreement with translanguaging-related statements is shown in the following table. The columns show the percentage of respondents who strongly disagree, disagree, feel neutral, agree, and strongly agree with the corresponding statements. Overall, the majority of respondents tended to strongly agree or agree with the assertions in all questions, demonstrating a favorable opinion for translanguaging and its possible effects on several different areas of language learning. The level of agreement did vary, though, with some questions receiving larger percentages of agreement than others but still there is a clear agreement on the necessity of implementation of translanguaging in EFL classrooms at university level.

Majority of students perceive translanguaging useful for the understanding and expression of linguistic concepts. The percentage of agreement is around 90-95. They feel comfortable with translanguaging while they are expected to reflect on their understanding of various aspects of language development, such as, vocabulary, grammatical rules and communication skills. They also found it useful for creating a more inclusive learning environment, classroom participation, linguistic diversity as well as for the perseverance of local cultures.

There was also an agreement among students related to the role of translanguaging as a contributor to better learning as well as to the expansion of learning and thinking skills of students. An appreciable number of respondents reflected their opinion on the necessity of translanguaging as a pedagogical practice. They also showed their opinion about the role of teachers and language policy makers in HEIs in incorporating translanguaging at university level.

Table 6

Summary of the Opinion of Students about the Benefits and Necessity of Translanguaging in EFL classrooms

Sr.#	SD		DA		N		A		SA		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
1	9	4.25%	2	0.94%	21	9.91%	121	57.08%	59	27.83%	212	100%
2	3	1.42%	6	2.83%	29	13.68%	147	69.34%	27	12.74%	212	100%
3	4	1.89%	4	1.89%	32	15.09%	130	61.32%	42	19.81%	212	100%
4	3	1.42%	9	4.25%	30	14.15%	124	58.49%	46	21.70%	212	100%
5	4	1.89%	4	1.89%	15	7.08%	139	65.57%	50	23.58%	212	100%
6	2	0.94%	2	0.94%	18	8.49%	132	62.26%	58	27.36%	212	100%
7	5	2.36%	4	1.89%	21	9.91%	113	53.30%	69	32.55%	212	100%
8	3	1.42%	9	4.25%	39	18.40%	112	52.83%	49	23.11%	212	100%
9	4		6	2.83%	40		128		34		212	100%

No.	f	%	f	%	f	%	f	%	f	%	Total	%
		1.89%				18.87%		60.38%		16.04%		
10	4	1.89%	6	2.83%	40	18.87%	128	60.38%	34	16.04%	212	100%
11	2	0.94%	6	2.83%	34	16.04%	129	60.85%	41	19.34%	212	100%
12	3	1.42%	4	1.89%	36	16.98%	135	63.68%	34	16.04%	212	100%
13	0	0.00%	5	2.36%	32	15.09%	138	65.09%	37	17.45%	212	100%
14	1	0.47%	5	2.36%	34	16.04%	143	67.45%	29	13.68%	212	100%
15	4	1.89%	4	1.89%	19	8.96%	142	67.00%	43	20.28%	212	100%
16	3	1.42%	2	0.94%	30	14.15%	150	70.75%	27	12.74%	212	100%
17	2	2.36%	5	2.36%	36	11.79%	140	66.03%	29	13.68%	212	100%
18	2	0.94%	5	2.36%	36	16.98%	140	66.04%	29	13.68%	212	100%
19	2	0.94%	1	0.47%	30	14.15%	147	69.34%	32	15.09%	212	100%
20	2	0.94%	7	3.30%	36	16.98%	137	64.62%	30	14.15%	212	100%
21	2	0.94%	5	2.36%	24	11.32%	144	67.92%	37	17.45%	212	100%
22	0	0.00%	6	2.83%	27	12.74%	125	58.96%	54	25.47%	212	100%
23	4	1.89%	3	1.42%	39	18.40%	141	66.51%	25	11.79%	212	100%
24	0	0.00%	6	2.83%	27	12.74%	125	58.96%	54	25.47%	212	100%
25	4	1.89%	3	1.42%	40	18.87%	140	66.04%	25	11.79%	212	100%

Conclusions and Recommendations

The present research was based on collecting and understanding the perspectives of teachers and students about the necessity of translanguaging as a pedagogical practice at university level. Based on both teachers and students' data, it was found that they strongly advocated the necessity of translanguaging at university level. Both teachers and students view translanguaging useful in many ways, such as, improving vocabulary, language development, better communication, linguistic inclusivity, linguistic diversity, cultural perseverance, better and expanded thinking and learning skills. The positive opinions of both teachers and students about these factor can be taken as a sufficient reason to build a case for the successful implementation of translanguaging in EFL classrooms at university level.

As both teachers and students consider that translanguaging can play a considerable part in the development of their students' thinking and language learning. They also considered it essential for maintaining linguistic confidence among their students, therefore, policy makers and administrators should devise necessary strategies to

implement translanguaging officially making it mandatory for all EFL teachers to use it in their classrooms.

This study also emphasizes on the necessity of translanguaging as a pedagogical strategy as it may help students to actually understand the taught concepts easily and effectively. There is also a need to conduct similar studies in the field of language education with different and comprehensive objectives as well as with alternative methodological choices, e.g. qualitative research designs, to explore the benefits and challenges of using translanguaging as a pedagogical strategy in multilingual contexts, similar to Pakistan, at large.

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