# Practising Translanguaging Strategies:
# An Application of Linguistic Diversity
# in ELT Classrooms

Mudasar Jahan[1]* , Saboor Ahmad[2] ,
Hina Sadia[3] , Lubna Aram Azam[4]

[1]Associate Lecturer, Department of English, University
of Gujrat, Gujrat, Punjab, Pakistan
mudasar.jehan@uog.edu.pk
[2]PhD Scholar, Department of English, Foundation University,
Islamabad, Pakistan
saboor20@gmail.com
[3]Lecturer, Department of English and Literary Studies, University
of Management and Technology, Sialkot, Pakistan
hina.sadia@skt.umt.edu.pk
[4]Lecturer, Department of English, Mirpur University of Science
and Technology, Mirpur, AJK
lubna.eng@must.edu.pk
*Corresponding Author: (Mudasar Jahan - mudasar.jehan@uog.edu.pk)

Abstract

This study introduces a trending phenomenon for Second Language Learners. The practice of translanguaging strategies in ELT classrooms is crucial to maintaining linguistic diversity and the smooth flow of the learning process. The study focuses on bringing linguistic diversity to BS English-level students to make their writing process smooth, influential and meaning-making. A pre-test based on academics was conducted without permission to use any word from the native language. Still, during the post-test, BS English students were allowed to use three translanguaging strategies Garcia (2017) introduced: code-switching, transliteration and multimodal. The results obtained from thirty students were classified as quantitative and calculated through SPSS, and for qualitative, NVivo was utilized. The data was obtained twice in a three-hour class each time. The data was scrutinized for which type of strategy of translanguaging is frequently used by BS

English students and to what extent students prefer to use translanguaging strategies while documenting a script. The study signifies that translanguaging provides linguistic diversity and helps students promote the integration of multiple languages in English Language Teaching (ELT) Classrooms. The findings align with Kachru's 91996) model of World Englishes. The study suggests focusing on particular translanguaging strategies where students face issues so that problems in writing in English may be resolved at the BS level.

**Keywords:** Translanguaging, linguistic diversity, linguistic strategies.

**Introduction**

Translanguaging uses multiple languages to convey messages, enabling seamless switching between dialects or registers, often seen in multilingual communities, particularly in English Language classrooms. Translanguaging acknowledges the interconnected nature of languages, recognizing their potential benefits for language acquisition, academic success, and fostering a sense of identity and belonging. The study investigates bilingualism students' preferred translanguaging strategies and their preference for using or avoiding them, emphasizing the necessity of assistance in writing during academic activities. The study delved into the advantages of bilingualism in writing skills, highlighting the potential for students to feel more at ease when incorporating their first language. The study suggests that students can enhance their writing skills by incorporating their first language words at the point of difficulty in a document. Wang's (2019) research on translanguaging has been instrumental in motivating researchers to explore its potential as a helpful methodology for second-language learners. Understanding these factors enables educators and policymakers to develop effective strategies to support multilingual learners and enhance their language learning experiences. A lack of vocabulary can hinder learners' precise expression, leading to difficulty

conveying intended meanings and repetitive or simplistic language use (Chokwe, 2013).

The study stated that BS English students face hindrances in a smooth writing flow due to a lack of vocabulary and needing help with appropriate word choice. Incorporating translanguaging and promoting language-switching strategies may enhance proficiency development and academic success despite the ineffectiveness of strict academic rules for second language learning.

The study utilizes Garcia's (2017, 2019) translanguaging model, acknowledging language use's dynamic and flexible nature, promoting the integration of multiple languages for effective communication and learning. The research investigates second language learners' English writing skills and the implementation of translanguaging strategies in classrooms, incorporating Garcia's (2017) strategies. The study investigates the usage of translanguaging among BS English students, offering insights into its benefits and potential educational applications.

Garcia's (2017) model of translanguaging is a suitable framework for integrating multiple languages into the learning process, acknowledging the diverse linguistic backgrounds of students. The translanguaging model promotes using multiple languages in various contexts, recognizing language as interconnected and fluid and facilitating communication and learning. Translanguaging is a method that enables students to effortlessly switch between languages, using their native language as a tool for better understanding and expression.

The study explores bilingualism students' preferred translanguaging strategies and their usage or avoidance, highlighting the importance of writing assistance during academic activities. This study contributes to linguistics by examining students' translanguaging strategies, including code-switching, transliteration, multimodal, collaborative learning, and inclusive environment, focusing on multimodal linguistic backgrounds. Understanding communication strategies' preferences

and usage rates can inform language educators and policymakers, promoting practical communication skills and adaptability in diverse linguistic contexts. This study emphasizes acknowledging and appreciating students' linguistic diversity, fostering an inclusive and culturally sensitive educational environment.

The study limited itself, involving thirty randomly selected BS English-level University students. Due to time constraints, it used self-report bias and data collection through pre-test and post-test methods. This study employs a mixed-method approach to offer valuable insights for educators, policymakers, and language learners on effective strategies for promoting multilingualism and improving language learning outcomes.

**Literature Review**

Researchers in multilingual classrooms use the term 'translanguaging' to describe the process of multilingual oral interaction (García, 2019; Creese & Blackledge, 2019) and the use of different languages in written texts (García & Kano, 2014). Conteh (2018) critiques translanguaging as pedagogy, arguing that research has primarily focused on understanding interaction processes rather than addressing its pedagogical potential. Ali (2021) said the concepts of 'common underlying proficiency' (CUP) and linguistic interdependence emphasise the positive benefits of transfer in language learning. Some of the relevant research works are as follows:

a.   **Translanguaging: A Potential Language Bridging Pedagogy**

Translanguaging pedagogy is an educational equity strategy that utilizes multilingual learners' communicative repertoires to encourage active participation and meaningful learning in the classroom. The potential for promoting teachers' voices in research and academic discourses related to translanguaging has been highlighted by many scholars. Teachers have highlighted the benefits of translanguaging in classroom activities involving using video clips in students' home

languages and collaboratively constructing translations (Mertin, 2018). Gatil (2021) said translanguaging strategies should be introduced in schools, revealing that translanguaging effectively bridges the linguistic gap between L1 and L2 learners in linguistically diverse countries. Wang (2019) explored that translanguaging pedagogy is a way to maintain class communication within the Confucius learning culture, advocating for transformative student-teacher relationships for creative foreign language education. Madkur, Friska, and Lisnawati (2022) investigated teachers' perceptions that teachers have a positive attitude towards translanguaging. Teachers believe translanguaging enhances learning motivation and atmosphere while integrating local values and culture into English classrooms. Sutrisno (2023) highlights that translanguaging enhances learning activities in diverse communities, enhancing students' multilingual and linguistics competencies and making learning more comprehensive. He emphasizes the importance of code-mixing and code-switching as a balancing linguistic device. Tsou (2021) advocated translanguaging as a Glocalized strategy in Asia's ELF context in English education. Espino, Gonzales and Martin (2021) suggested translanguaging to education by focusing on world Englishes rather than a monolingual one to address societal and translanguaging aspects. Bui and Tai (2022) suggest that translanguaging can enhance L2 task-based performance, particularly for learners with lower effects and limited lexical and morpho-syntactic knowledge. Ooi, W. Z., & Aziz, A. A (2021) explored translanguaging pedagogy and said that it highlighted the potentials, considerations and trends of teaching and learning ESL. Tran (2021) explored translanguaging theory and practice in ELT, aiming to raise awareness among EFL educators about this emerging trend in multilingual environments. Makalela's (2015) explored the impact of translanguaging strategies in multilingual classrooms, revealing that these techniques provide emotional and social benefits, enhancing content understanding and multi-competence. Tran (2021) explored translanguaging theory and practice in ELT,

aiming to raise awareness among EFL educators. Sutrisno (2023) highlighted the role of translanguaging in enhancing multilingualism, urging teachers to understand classroom language policies and accommodate language development. Theodoropoulou (2021) suggested a practice-based translanguaging approach, allowing teachers and students to enhance their autonomy and motivation to improve teaching and learning performance. The study by Sahib, Nawing, Sari, and bin Ukka (2020) investigated translanguaging strategies in ELT classrooms, finding that EFL translanguaging is a tool for material transfer. Saha and Rahman (2022) found that translanguaging is effective when the target language is taught in the mother tongue. Neokleous and Krulatz (2020) highlighted the need for translanguaging pedagogy in contemporary classrooms, despite constraints imposed by education policies, as it can potentially enhance student teaching. Shi (2023) explored that early years English language educators can improve children's linguistic repertoires through translanguaging components, including learning English with their languages. Sah and Li's (2022) case study explored the potential of Nepali translanguaging in the two dominant languages for creating a flexible teaching and learning environment. Zhang and Wei (2021) stated that bilingualism in China typically involves teaching English as the medium of instruction, utilizing localized knowledge for effective teaching, and policy implications for universities to shift away from monolingual paradigms. Nufus (2023) introduced translanguaging as a new bilingual and multilingual education strategy, allowing teachers to explain material in their first language and enhancing learners' language learning experience. Baker (2021) emphasized the significance of translanguaging, trans-modality, and transcultural communication in English Medium Instructions. Fang & Liu (2020) revealed students' neutral-to-positive attitude towards translanguaging practices, while teachers acknowledge its effectiveness in content learning, deepening understanding, creating class rapport, and improving English proficiency. Yousef's (2023) study revealed that translanguaging in English as SLA

significantly enhances students' understanding, skill development, and reading comprehension abilities. Cenoz and Gorter (2020) advocated for pedagogical translanguaging, viewing learners as emergent multilinguals who can use English and other languages, not as deficient English users. Witari and Sukamto (2023) highlighted the importance of teachers' perspectives on translanguaging in addressing the diverse needs of learners. Barros, Domke, Symons, and Ponzio (2021) proposed translanguaging as an instructional approach that re-conceptualizes educators' views on multilingualism, language learning, and linguistic diversity. Mukhopadhyay (2020) explored multilingual training teachers' use of translanguaging to clarify concepts, instruct students, practice discourse-based management, and enhance communication. The study by Calingasan, Erlano, Salik, and Sinagandal (2022) indicated that most people find translanguaging beneficial for second language learning, social settings, and higher education, as it facilitates effective communication and learning. Ali, Rodriguez, and Park (2023) proposed practical strategies to help teachers integrate translanguaging into their teaching practices, fostering an inclusive and effective language-learning environment. Makalela's (2015) suggests that classroom translanguaging can provide cognitive and social benefits to learners proficient in multiple languages. Vu (2021) emphasized the importance of teachers comprehending and effectively adjusting to translanguaging for effective linguistic and social development. Wei (2022) advocated for translanguaging in language education, promoting the active use of multiple languages and meaningful resources in teaching and learning. The study by Tastanbek, Kazymbek, Kalizanova, and Kaipova (2023) found that initially, teachers had negative attitudes towards translanguaging, but after a year, they began to appreciate its benefits. Emilia and Hamied (2022) identified cognitive, social, and psychological benefits to students. Lundberg (2019) explored teachers' beliefs about translanguaging and found welcoming attitudes towards translanguaging and growing acceptance of literature concepts. Yolandana, Setyaningsih, and Drajati

(2023) highlighted the effectiveness of translanguaging as a flexible, inclusive learning tool, recommending policy changes, improved training, and collaboration between educators and policymakers.

### b. Translanguaging: A Challenge for Monolingual Policies

Translanguaging challenges monolingual and teacher education systems, necessitating a dynamic view of multilingualism, requiring languages to be considered separate categories. Liu and Fang (2022) explored the multilingual development of translanguaging in English language teaching, highlighting its challenge to monolingual policies and the need to re-evaluate and acknowledge students' first language as a linguistic resource. Ambele (2022) investigated teachers' perceptions, highlighting challenges in eliminating learners' L1 language and implications for practice, policy, and research. Rafi (2023) introduced a translanguaging pedagogical intervention in private universities to address issues faced in traditional English Language Teaching classrooms. Burton and Rajendram (2019) explored the attitudes towards translanguaging in the classroom and potential reasons for instructors' resistance to integrating translanguaging ideology into English language teaching pedagogy. Anderson and Lightfoot (2021) found that only a minority of teachers actively facilitate translanguaging in language practice activities, while many are against its inclusion. Alfian (2022) suggests that while some studies support translanguaging, others highlight its drawbacks. Students view it as a threat and an opportunity, while lecturers vice versa. Mushtaq (2023) explored translanguaging use in Pakistan's Higher Education System, examining perceptions of teachers and students and aiming to inform policymakers about threats to the national language. Jia Fu and Pun (2023) explored translanguaging as a challenge to monolingual assumptions and linguistic resources in meaning-making. Zhou and Mann (2021) revealed that teachers effectively employ translanguaging in teaching, rejecting the traditional monolingual approach. Gorter and Arocena

(2020) suggested that translanguaging can benefit emergent bilingual students but requires pedagogical adaptations. It emphasizes critical thinking and bicultural identities to counter Monolingualism.

### c. Translanguaging: A Challenge to Second Language Acquisition

Translanguaging in education uses one language to reinforce another, improve understanding, and enhance student activity while directly focusing on the second language without involving the first language. Hasan, Islam, and Shuchi (2020) argued that while L1 and translanguaging use in L2 classrooms are pedagogically similar, the latter is beneficial. Fang, Yuan, Xu, and Wang (2022) argued that Global Englishes and translanguaging have challenged the traditional native-oriented goal of English as a Second Language. Huang and Chalmers (2023) found that while pedagogical translanguaging can be beneficial in certain situations, the average methodological quality of the literature makes it challenging to make definitive causal inferences. Islam and Melo-Pfeifer (2023) argued that translanguaging, a paradigm in language acquisition research, challenges traditional theory and pedagogy, promoting linguistic equity and expanding multilingualism as a linguistic repertoire. Nurfauziah, Nugraha, and Kartini (2023) examined classroom strategies for implementing translanguaging practices in ELT classes. The study revealed that translanguaging, a teaching method that involves using examples, translating language, delivering jokes, asking questions, giving instructions, and motivating students, positively influences their engagement and attention. Costley and Leung (2020) analysed policy documents and teacher interviews to develop an agenda for implementing translanguaging pedagogies in state-funded educational contexts to bridge policy-relationship gaps. Cenoz and Gorter (2022) explored language teachers' challenges in implementing translanguaging practices. Raja, Suparno, and Ngadiso's (2022) posed decision-making issues for translanguaging in second Languaging acquisitions. Prilutskaya (2021) examined pedagogical translanguaging to inform

educators and researchers on future research priorities for linguistically inclusive education, utilizing learners' full linguistic repertoires.

**Methodology**

A quasi-experimental study examined students' preferences in translanguaging and the most commonly used type using Garcia's (2017) model in the classroom, promoting fluid language use for communication and learning. The study involved participants divided into two groups: an experimental group that received translanguaging support and a control group that received instruction without translanguaging approval. The study compared language proficiency and academic performance between experimental and control groups, with the experimental group receiving integrated translanguaging strategies and the control group receiving traditional monolingual instruction. Post-tests were administered to groups to assess their progress in language acquisition and academic success after a specific period. The pre-test and post-test data analysis aimed to determine the influence of translanguaging practices on language learning outcomes. The research method is a mixed-methods approach, combining quantitative and qualitative methods through pre-tests and post-tests. Pre-tests establish a baseline measurement of participants' initial language proficiency and academic performance before any intervention. The pre-test serves as a benchmark for assessing the efficacy of translanguaging strategies in enhancing language acquisition and academic achievement. The study utilized SPSS for quantitative data analysis and NVivo for qualitative data analysis, specifically for coding student languages. This method provides a comprehensive understanding of the influence of translanguaging practices on language acquisition and academic achievement. This research aligns with constructivism, emphasizing learners' active role in constructing knowledge and understanding through social interactions and experiences. The study explores students' preference for translanguaging in writing skills and the most common type, promoting a constructivist

view of learning as a dynamic and socially situated process. The study hypothesized that educators can create an engaging and inclusive learning environment by acknowledging and valuing students' linguistic diversity. The researcher studied over 30 BS English students to explore the advantages and potential applications of translanguaging in language instruction. Garcia's (2017) research framework was utilized to assess the efficacy of translanguaging in enhancing language skills and academic performance among University-level BS English students.

**Research Framework**

Garcia (2000) argues that discontinuing one's mother tongue during second language learning creates artificial boundaries, emphasizing the ambiguity and hybridity of Translanguaging. She viewed languages as communicative resources, valuing linguistic diversity and heterogeneity, and argued that language mixing reflects sophisticated linguistic diversity. She highlighted the importance of native language practices in learning a second language in fostering local identities within multilingual communities. Garcia (2017) advocated for an ethnographic, context-sensitive language study that considers speakers' metalinguistic awareness and ideologies, emphasizing the importance of studying translingual practices over monolingual categories. She emphasized the importance of studying multilingual language practices, valuing Translanguaging's identity work and subversive potential, and challenging native or mother tongue interference in second language learning. Garcia's (2017) model of translanguaging promotes linguistic diversity, inclusive learning environments, and positive outcomes, enhancing student proficiency and academic achievement.

**Figure 1**

Strategies of Translanguaging (Garcia, 2017)
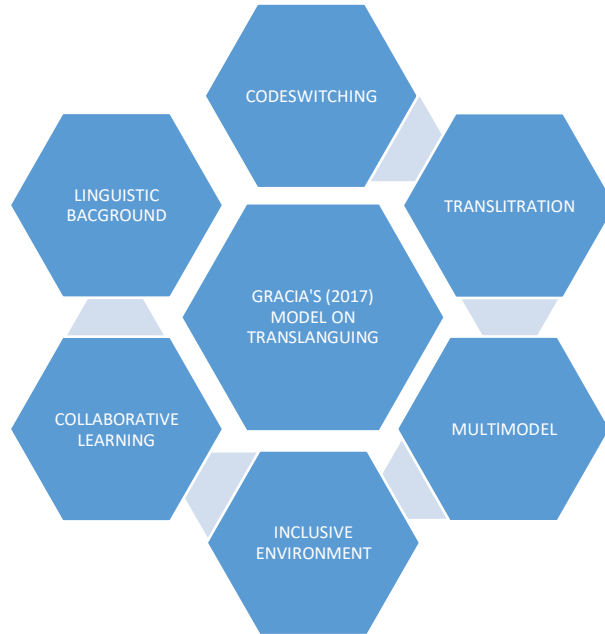


**Table 1** Description of the model of Translanguaging
Strategies (Garcia, 2000).

| # | Strategies | # | Functions |
|---|---|---|---|
| 1 | **Code-Switching:** Code-switching is a translanguaging technique where individuals switch languages to express identity, clarify meaning, or bridge linguistic proficiency gaps, promoting inclusivity and multilingualism (Cogo, 2016). | 1 | **Collaborative Learning** Translanguaging promotes collaborative learning, fostering meaningful interactions and co-constructing knowledge through multiple languages, enhancing individual understanding (Mbirimi-Hungwe & McCabe, 2020) |
| 2 | **Transliteration** Translanguaging, a flexible and dynamic use of multiple languages, includes transliteration, representing sounds or characters in another script, facilitating more accessible communication  and understanding between languages (Wei & Ho (2018). | 2 | **Linguistic Background** Translanguaging acknowledges and appreciates diverse linguistic backgrounds, encouraging individuals to utilise their native and proficient languages for effective communication and meaningful interactions (Oliver et al., 2021). |
| 3 | **Multimodal** Translanguaging, a communication method that uses multiple languages and various modes of expression, can be enhanced by multimodality, resulting in a dynamic and | 3 | **Inclusive Environment** Translanguaging fosters an inclusive environment, promoting acceptance and validation of all languages and fostering a sense of belonging and equality among language users (Adams, 2020). |

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| | | |
|---|---|---|
| rich communication experience (Ponzio & Deroo, 2023). | | |

**Results**

Translanguaging offers a helpful framework for analysing how Pakistani BS English students use linguistic and non-linguistic resources in their semiotic repertoires to make sense of understanding. This concept refers to 'the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages'. The study analysed data on students' usage of transliteration words to gain valuable insights. Firstly, the frequencies of three selected categories used by students were calculated and compared to the overall word count, resulting in a percentage representation using SPSS software. Subsequently, a deeper examination of the data was undertaken to identify patterns and trends using NVivo. This analysis provided a comprehensive understanding of the underlying use of translanguaging strategies.

**1. Code-Switching**

Quantitative data analysis has shown that code-switching is the most used type of translanguaging among university students, which is fifty percent (see Table 2). Code-switching, as defined by Garcia's (2017) model on translanguaging, refers to the intentional and seamless switching between different languages or language varieties within a conversation or communication context. It is a common linguistic phenomenon when individuals draw upon their multilingual abilities to navigate social, cultural, and linguistic interactions. Qualitative data shows that when allowed, they frequently switched to save time and convey their concept and in a single stretch of clause and sentence, they move between the target language and mother tongue (see Table 3).

**Table 2** The mean value for Code-switching calculated on SPSS

| One sample t-test | N 100 | Mean Score | S. D | t-value | p-value |
|---|---|---|---|---|---|
| Students | 30 | 1.5 | 50.00 | 50 | .000 |

**Table 3** List for Code-switching calculated on NVivo

| | |
|---|---|
| خطرہ | سہی جگہ |
| خاص طور پر | ہوا کی آلودگی |
| کافی مشکل ہے | اور سب سے زیادہ |
| پاکستان کے قیمتی ذخائر | اور سب سے زیادہ |
| سمجھ سے باہر | کم سے کم |
| استعمال شدہ چیزیں | پلاسٹک کے شاپر |
| ماحولی خرابی | صاف اور ستھرا ملک |
| فضول اور گندا سامان | کرنے کے لیے |
| کے لیے کوشش کرنا نہایت ضروری ہے | کے لیے کوشش کرنا نہایت ضروری ہے |
| ہم اکثر | ہو رہا ہے |
| اور ہمیں چاہیے | آج کے دور می |
| اپنے معاشرے کو | اہم ہیں بہت |
| قدرت کو بچانا | دنیا کے حالات |
| آب و ہوا | تحفظات |
| ماحول میں درختوں کا خاتمہ | سب سے پہلے |
| سب سے بڑا خطرہ | رہنے کے قابل |

This phenomenon aligns with Garcia's (2017) concept of translanguaging, which emphasizes the fluid and dynamic use of multiple languages within a given context. In this case, code-switching refers to the intentional switching between different languages or language varieties within a conversation. Cultural identity, social norms, and linguistic proficiency often influence this practice. The prevalence of code-switching suggests the presence of linguistic diversity and the potential for translanguaging practices.

Code-switching is an instructional approach because the benefits are unknown to the teachers and the students. For example, when teachers try to ease the process of acquiring English for their students, they allow the students to use their first languages so the students feel comfortable with the target language to make students focus on the content (Baeoueb &Toumi, 2012) or the

language itself (Lopez & Gonzalez-Davies, 2015) depending on the teachers' intention. There are two hypotheses for using code-switching; one is need-based when only those words borrowed as loan words for code-switching do not exist in the native language, like scientific and technology words, while on the other, the prestige hypothesis, which is used to acquire social acceptance and to gain a higher status in a social circle (Hoque, Ali, Puteh-Behak & Baharun, 2021).

**2. Transliteration/ Romanization**
The percentage of transliteration is at the second number. It is a communicative practice that disrupts language boundaries (Wong, 2021). Transferring sounds from one language into another is not a uniform process. However, instead, it takes different forms depending on the orthographies and phonological properties of source and target languages, the less common of which involve methods significantly different from transliteration or Romanization (Li, 2007). The result of the study has shown that thirty-five (35 %) transliteration is done by students when they are allowed translanguaging (see Table 4). Transliteration involves converting text from one writing system to another while preserving the phonetic or phonological values of the original language (see Table 5). Transliteration is commonly used when there is a need to represent words or phrases from one script to another, such as from a non-Latin script to a Latin script (Shakeel Khan & Waheed, 2021).

**Table 4** Mean value Transliterations calculated on SPSS

| One sample t-test | N 100 | Mean Score | S. D | t-value | p-value |
|---|---|---|---|---|---|
| **Students** | 30 | 1.5 | 35.00 | 35 | .000 |

**Table 5** List for Transliteration calculated on NVivo

| |
|---|
| Government jang rookny ki try kr rhi hai. He has been announced as a biased mujram (political criminal) for dhandhle (corruption). Pakistan's petrol has less karkardgi (mileage). If more atomic dhamaky (blasts) will perform, world peace will end forever. |

Pakistan's 80% population is <u>unparh (uneducated)</u>.

The government is trying to control <u>the abaadi (population)</u> of Pakistan.

<u>Khala baaz (astronauts)</u> in India are trying to send the moon's photos.

To analyze this data, one can start by categorizing the types of transliteration used and examining the reasons behind their usage. Consider factors such as collaborative learning, linguistic background, and inclusive environment impact transliteration in language learning and communication effectiveness. Data providing insights into the role of transliteration in language use among students.

### 3. Multimodal

The third number is multimodal translanguaging. Although closely associated with linguistic repertoires, translanguaging practices include multimodal semiotic repertoires (Creese & Blackledge, 2019). Historically, non-linguistic modes (e.g., drawing, gesture, and action) have typically been viewed in bilingual education as compensatory to language (Grapin, Llosa, Haas, Goggins & Lee, (2019). Instead, translanguaging positions all modes as valuable for meaning-making and expression (Otheguy, García & Reid, 2015). Garcia's (2017) model of translanguaging, multimodality, refers to using multiple modes of communication simultaneously or sequentially. These modes include spoken, written, gestures, images, and other non-verbal cues. Multimodality recognizes that communication is not limited to words but encompasses various forms of expression and meaning-making. In Garcia's (2017) model, multimodality highlights language use's dynamic and flexible nature, where individuals draw upon different modes to convey their messages and navigate diverse communicative contexts effectively. It emphasizes the interconnectedness and integration of multiple ways of constructing meaning and understanding. Students use 15 % multimodality (see Table 6) and use images, native language, mother tongue, national and target language, emoticons, alphanumeric words and symbols (see Table 7). This suggests that they may need to fully explore the

potential of incorporating gestures, images, or non-verbal cues in their communication practices.

**Table 6** Mean value Multimodal calculated on SPSS

| One sample t-test | N 100 | Mean Score | S. D | t-value | p-value |
|---|---|---|---|---|---|
| **Students** | 30 | 1.5 | 15.00 | 15 | .000 |

**Table 7** List for Multimodal calculated on NVivo

你好! (Nǐ hǎo!)

सभी को अपना धर्म निभाना चाहिए।

(Sabhī ko apnā dharma nibhānā cāhie.)

We hope to progress in life through hard work.

☺ Emoticons make the language more expressive and close to oral language.

Mathematical calculations are used to save time and reduce space.

This is used to lessen language use for direction.

This shows that someone is in the thinking process.

To show attachment and emotional closeness, a symbol of heart is used.

This sign is used to show that the mobile phone is getting recharged.

Signs are used to show that something is going to end.

4om, gr8, f9. Alphanumeric words from digits and linguistic origins are used as the economy of language to save time and show that universal traits in language are understandable to everyone.

**Discussions**

Students favour code-switching (50% usage rate), followed by transliteration (35% usage rate) and multimodality (15%) at the lowest usage rate. These findings align with Garcia's (2017) model, suggesting that students use code-switching to communicate effectively. Students utilize transliteration to convey their intended meaning, enhancing their academic writing skills and facilitating smoother communication across various languages or registers. However, the limited use of multimodality suggests that students may only partially explore multimodal communication, such as gestures or images, and use less to maintain academic constraints. Data supports Garcia's (2017) model by highlighting the significance of code-switching, transliteration and multimodality in students' communication practices.

**Conclusion**

Transliteration serves as a tool for students to bridge the gap between different languages and effectively convey their intended meaning. It allows students to navigate diverse linguistic contexts and improve their communication abilities. Students adeptly navigate between other languages or registers to convey their intended meaning effectively. The high usage rate of code-switching indicates its significance in facilitating effective communication among students. Additionally, the data analysis revealed that transliteration is the second most commonly used communication strategy. This suggests that students find transliteration valuable for enhancing their academic writing skills and achieving smoother communication. Multimodal is at the third level; it indicates that they express themselves by singing their colloquial language and emoticons, focusing on multimodal phenomena and taking it as a significant linguistic constraint compared to code-switching and transliteration. The results meet Garcia's (2017) model based on strategies. This suggests that students may need more time to fully explore the potential of incorporating multiple modes of communication, such as gestures or images. Further research can explore the reasons behind these preferences and explore strategies to encourage multimodality, ultimately enhancing students' communication skills and adaptability in diverse linguistic contexts.

**Key Findings and Suggestions: Translanguaging is a booting strategy for second language learning**

Students use code-switching[1], transliteration[2], and multimodality[3] as communication strategies to effectively navigate between languages and registers, conveying meaning and adapting to different linguistic contexts. The study underscores the significance of acknowledging and appreciating students' linguistic diversity in educational settings, providing practical insights for language educators and policymakers to create inclusive teaching methods.

Teachers must strategically utilize translanguaging to enhance meaning expression, boost confidence, affirm

identity, and improve content comprehension while advancing target language skills (Rafi & Morgan, 2022). Translanguaging enables learners to utilize their full linguistic range, including their first language, promoting second language growth through connections, vocabulary expansion, and enhanced proficiency. Translanguaging empowers learners to communicate effectively using their preferred languages, facilitating the expression of intricate ideas and intended meaning despite needing more ability in the target language. Translanguaging enhances learners' confidence, reduces errors and fear, and encourages active engagement, boosting motivation and participation in language learning by using their first language as a resource. Translanguaging enhances learners' cultural identities by recognizing language-cultural connections, enabling access to complex academic content in their first language, and improving comprehension, text engagement, and classroom participation. Educators should guide learners in implementing translanguaging advantages, ensuring strategic use, effective language navigation, and skill development for target language learners.

## Contribution of the Study

The study provides valuable insights into students' communication needs, offering practical implications for language educators and policymakers to develop effective teaching methodologies promoting adaptability in diverse linguistic contexts. This research enhances communication strategies, contributes to language acquisition, sociolinguistics, and intercultural communication, and informs educational practices, fostering linguistic diversity and improving language learning experiences. The findings align with Kachru's 91996) model of World Englishes that every country and culture may grow its own English. Translanguaging has the same concept as World Englishes.

## Recommendations for Further Studies

Further research can delve into the reasons behind these preferences and explore strategies to know more

methods, ultimately enhancing students' communication skills and adaptability in diverse linguistic contexts. The study suggests that students may need to fully explore the potential of incorporating gestures, images, or non-verbal cues in their communication practices. Further research could investigate ways to promote and enhance multimodality among students, potentially leading to more effective and engaging communication.

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