TRANSLANGUAGING PRACTICES IN AN ACADEMIC SETTING: A CASE STUDY OF A PAKISTANI UNIVERSITY CLASSROOM

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ABSTRACT: *It is a commonly held concept that interdependence of linguistic skills across languages develops both communicative proficiency and increases literacy. Based on the ethnography of learners, this study therefore, explores functions and effectiveness of learners' translanguaging practices with multiple literacies they bring to a university classroom as a valuable strategy in achieving communicative proficiency. Data collected via classroom observations and semi-structured interviews from eight graduate level students hailing from different cultural and linguistic backgrounds show that translanguaging accommodates English language learners in attaining desired communicative linguistic expertise and makes learning effective. While unpacking translanguaging practices in a Pakistani university classroom, this study has educational implications for language use.*

Keywords: Translanguaging, Communicative Proficiency, Language Use, Pakistani Classroom & Multiple Literacies

INTRODUCTION

This study is essentially an inspiration from the learners' translanguaging practices that celebrate the use of several alternate languages. Consequently, translanguaging is seen an approach to bilingualism where bilinguals perform a communicative act through access to different linguistic features of the autonomous languages to maximize the communicative potential. In this connection, [1] declared and emphasized the notion that translanguaging is thus a dependable linguistics practice that serves for both the communicative and the academic prospects. Similarly, translanguaging is not centered in languages rather bilinguals' practices significantly evident in making sense of multilingual real-life experiences. Translanguaging, hence, transcends beyond term code-switching, although it is included in the term. Following upon this idea, the researcher was urged to observe these practices across classrooms and outside of the classroom and how these practices are presented and displayed for negotiating different meanings through translanguaging practices at postgraduate level.

Moreover, this study is further guided with the researcher's intention to investigate the effects of translanguaging practices on learning process in an English is a target language (henceforth, TL) bilingual classroom setting. Keeping in view learners' diverse linguistic and cultural background and such mixed language practices urged the researcher to investigate the functions and effectiveness of linguistic practices (translanguaging) in learning in a multilingual university class. Moreover, an investigation proves a justification against the set targets and goals of the understudy and also provides a rationale for selecting a qualitative method and research design.

LITERATURE REVIEW

Research in the past has revealed manifold functions of translanguaging practices. Likewise, Translanguaging, primarily, concerns effective communication norms of maintain focus on function instead of form, cognitive processes, as well as language production where the researcher is also interested to investigate its effects on learners. [1] argues that bilingualism neither not refers to monolingualism multiplied another language nor does it like a bicycle balanced with two wheels, rather it is more like a vehicle effectively suitable in all types of terrain and having wheels that could both extend and contract when required, bend and bounce offering the possibility of moving over extremely via a sustained and an effective control. Likewise, defining the term, [2] states that translanguaging is a multilingual speaker's skill to shuttle amid languages via handling the diverse languages as their repertoire in an integrated linguistic system. On the other hand, [1] elaborates that translanguaging is not simply intermingling of languages, but language varieties are also included in it, hence extending the concept that translanguaging are essentially diverse discursive practices that bilinguals engage in for making their bilingual worlds properly comprehensible that include terms such as code-mixing, creolization, codeswitching, and crossing, etc. Language therefore helps as a tool for articulating thinking transforming it into an artefactual form [3].

So, Translanguaging is not only a limited source just to confine oneself to the use of two languages but shuttling amongst distinctive linguistic structures comprising different modalities that is writing, speaking, listening, signing, remembering, and reading, etc. and going beyond those capabilities. To this view, translanguaging and vigorous bilingualism [4] transfer further and develop concept of "multicompetence" and "holistic bilingualism" [5]. These latter concepts are primarily psychological and linguistic in nature, whereas, [4], and capture translanguaging as fundamentally sociolinguistic and ecological, and could only be expounded as transferred and interactional, contextualized and position or situated, developing and changing associated this concept with identity and ideological elements as all observed and experiences in classrooms. Moreover, due to rapid popularity and manifold benefits of translanguaging practices, both bilingual learners and educationists should essentially not only recognize the importance but also the value of translanguaging. It is often observed that the student

who translanguage feel at heart a linguistic incompetence and shame due to overburdened with monoglossic ideologies and highly places and values only monolingualism. The same is also true about bilingual teachers who avoid translanguage and are restricted to the belief that use of mainstream as medium is taken as good and valuable. [1] argues that teachers are well aware of the fact that bilingual classroom could not be turned into an effective teaching and learning setting without giving a definite place to translanguaging.

Taking the similar ethnographic and ecological perspective scholars [6] successfully extend the importance of translanguaging in the classroom by applying the multilingual context of England classroom(s). Therefore, Studies based on ethnographic research in complementary schools (established by a language community outside the state sector to encourage the learning of a heritage language and culture) using Bengali, Mandarin Chinese, Gujarati and Turkish, they recommend translanguaging as a flexible and fluid bilingual teaching and learning pedagogy. Nonetheless, some add a high note of concern and warn the practitioners in connection with full bilingual strategies development and pedagogies grounded in flexible bilingualism and with the consequence concerning local circumstances being emphasized. For some, the role of code-switching is due to linguistic insecurity, Affective functions, topic switch, socialization, and repetitive function. Numerous pronounces five core functions of code-switching for i) translation, ii) establishing solidarity and group membership, iii) giving procedures and directions, iv) clarification, and v) checking and understanding. [7] document the following potential behind code-switching which is a parameter of translanguaging which reveals the occasions to describe the functions and effects of translanguaging practices. These includes: Increasing the inclusion, Participation, Understanding of learners in the learning process, Developing less formal relationship between participants, Conveying ideas more easily and Accomplishing lessons. The themes are developed in the sheet out of these functions and effects. Some functions and effects of translanguaging practices have been developed in the observation sheet and were seriously observed to support the main theme of the understudy that is to investigate the effectiveness and functions of translanguaging practices in university classes.

In order to justify the objectives and find plausible answers to the questions this study poses, an appropriate use of the research design is highlighted. These features and reasons of code-switching are described for the investigation of translanguaging practices because the term 'code-switching' is included in the term 'translanguaging. In order to overcome and fill this communication gap and to develop their cognitive abilities, to make learning easy and apprehendable, learners are seen frequently using translanguaging in the form of shuttling among languages to maintain a language repertoire for negotiating different meanings. To sum up this discussion, bilingualism is essentially a norm throughout the world. In Pakistan, bilingual education policies are practiced in the classroom discourse. At the very outset of these practices, learners are kept restricted to monolingual assumptions where they need a release to translanguaging practices to build their communicative proficiency through

the use of regional and national languages. These practices of different languages are useful in Pakistani educational contexts as translanguaging allows the learners to the use of alternate languages. Learners are imposed to the usage of target language and shuttling between languages is considered as a bad practice. This results in as a failure in professional life.

Research Questions

Following research question not only guides this study but also provides assistance in different phases during the research process of this study.

➢ Why do learners adhere to use of translanguaging practices in a university classroom?

➢ Do translanguaging practices enhance learners' communicative proficiency and participation in classroom discourses?

➢ How does translanguaging prove to be effective in the learning processes and serve as a valuable strategy of teaching and learning in a university classroom?

Study Site

Site of this was a public sector university in Khyber Pakhtunkhwa (henceforth, KP), Pakistan, having students from southern KP areas and other provinces as well. Having an ideal location for students from all the provinces of Pakistan, this study site presents a higher potential for attracting students from diverse cultures and languages. Participants include eight students majoring in English, belonging to different areas of Pakistan, having different mother tongue, and cultures.

Theoretical Framework

This study is centered in the area of translanguaging practices in the bilingual classroom and is inspired from framework on language ecology approach as discussed in literature review section. [8] ecological approach exhibits that new language development alongside the already existing languages and emphasizes that already established languages develop relationships with the new ones. In addition to that, [8] argues that it is necessary for the teachers to engage learners in such pedagogic activities that promise development of "a panoramic view of self" (p. 54). At this stage, teacher's and learner's engagement in diverse activities establish a new identity as an emergence language learning process. Similarly, some considers classrooms as ecological microsystems. They described the value of exploring ecological minutiae of translanguaging practices in classrooms; associate it with the shaping ideologies that intend language policy and language choice. [9] raises a similar point and claims for "microecologies" (p.225) of linguistics, political, social, and pedagogical practices.

Study Participants

Keeping in view qualitative nature of this study, the researchers' purposive sampling via 'purposeful selection' or procedural selection is used. Eight student participants are students are selected via purposive sampling. The selected students having different cultural background and different languages, which are Pushto, Siraiki, and Urdu that they not only use for communication but they also understand one another's languages for communicative purposes, at least.

Participant classroom observation recorded via audiotapes and participants were given pseudonyms and semi-structured interviews further strengthened the data.

The participants who volunteered for this study were pursuing their graduate studies in English in an institution where the language of instruction was English; nonetheless alongside their education in the mainstream language, they frequently practiced their mother tongue and other regional languages both inside and outside their classroom. Rationale for only eight participants is that they are treated as representing of regional languages frequently used in their classroom. In addition, English being is the target language, participants' cultural and linguistic differences, which are Pashto, Urdu, and Siraiki were also considered for selection.

ANALYSIS AND DISCUSSION
Participant interviews worked as an elicitation technique for understanding their perceptions related to the area this study focused on. The second research tool of classroom observation is used in collecting and interpreting the data. With the growing tendency in classroom context research the researcher also observed and recorded the utterances of the participants in classroom discussion. As mentioned earlier translanguaging goes beyond the notion of code switching, although it is included in the term. Following the functions and effects of code switching, an observation sheet was developed for collecting and interpreting the data. As code switching is included in the term of translanguaging that is why the observation sheet is developed for investigating the phenomenon of translanguaging practices.

Thematic Category I

Table 1: Functions of Translanguaging Practices: Categorization

Themes related to functions of translanguaging practices in classroom	S1	S2	S3	S4	S5	S6	S7	S8	Total
Concepts/ideas clarification	1	2	1	3	2	0	5	4	18
Making learning effective	2	1	2	1	0	3	1	4	14
Sense-making/way of communication	2	4	3	3	7	3	2	2	26
Negotiation of different meaning	2	4	0	7	4	11	4	6	38
Develop linguistic proficiency and languages repertoire	2	0	3	2	3	5	6	6	27
Socializing	1	3	1	0	8	3	4	3	23
Elaboration of ideas	1	4	2	1	5	2	4	8	27
Total	11	18	12	17	33	27	26	33	177

S8: Sahi, (asking from S4) apka kia opinion hai (Alright, what is your opinion?)

The above table presents a brief sketch and shows how many times utterance is made for carrying a particular purpose to be performed on different occasions by the learners stating in other than English Language. As the observations were made with different intervals in different classes and extracts are taken from different classes for analysis purpose. So, purposeful extracts have been presented from the entire collected data.
S1 pointing to S2 (Reading a poem): what do u think, last sentence dekhein na .... (Look at the last sentence)
In above extract taken from transcription no.1 (Attached as Appendices C) it can be easily traced that learners were highly motivated and curious to make learning effective as their shuttling between languages showed a remarkable achievement in the learning process which positively indicated a process of learning without any hindrance. The first utterance after the silent reading of the poem "Dekhein na' (Look at this) was purely used by the learner for elaboration of the idea. First he composed a sentence in the beginning of the discussion in English and then switches to Urdu for ease of learning and to create a sense-making way of communication.

It is also argued here that the use of two languages was needed simultaneously to negotiate different meanings and it was due to the bilingual text that the full consideration was paid to make learning effective. So, it is stated that both languages are indispensable in relation to one another; else

meaning cannot be negotiated without the use of two languages.
On another occasion the S2 used the pushto language for socializing purpose and to build a language repertoire, Like,*hmm, nahe es mein inhon ne btaya hai birds k baray mein ... (Che agha da mashoom pa shan da, tasu sa wayo) (Hmm, No, it has been told about the bird. Speaking in Pushto, the child is like the bird, asking from another student that what do you say?)*
It is evident that the learner movement between languages was an indication to engage the diverse learners. The use of languages did not emerge distinct for learners in that social act of communicative interaction but rather a source to be used for negotiating different meanings and included as much of the group members as possible. This use of several languages along with an integrated system of other languages displayed a nice amalgamation of the language indexes that addressed the linguistic complexity of the community.

Teacher: Yes, I will give you a topic for discussion. Aap khud b kisi topic ka sochen. Ok wait a little. (You may think of some topic on your own)
The topic for discussion was, "children should leave their home only when they get married"
(Delivering the same topic in Urdu by the teacher) *Kia bachoun ko apnay gar shadi sy pehlay ya shadi kay baad chorna chaheya, meri baat aap ko samaj a gaye keh mazeed explain karun (whether children should leave their home only*

when they get married? Do you understand me or I should give you more explanation)

One can argue from the above extract that teacher translanguaging with an emphasis shows to make learning effective as [1] asserted that it is assumes that linguistic acts, which monolinguals enact are actually legitimate linguistic practices. The teacher in the beginning himself assumes the bilingualism as a norm for socializing act, like, *Aap khud b kisi topic ka sochen. Ok wait a little. (You may think of some topic on your own)* It seems that there is students' consensus about the implausibility of the topic. The word "OK" uttered by the teacher is clearly used for the topic shift.

In the above example learners were, at times, engaged in using different languages to clarify the concept when student 6 translated the directives of the teacher in Siraiki language. It was not only to clarify the concept but it was also meant for creating a sense-making way of communication. Through this they built their own linguistic competence and language repertoire as it was obvious when the learner translated it into the local language where it was necessary to be used for the topic to be understood.

Likewise, through this process the participants of the study skillfully used their ability of multilingualism to involve other learners in the class discourse to negotiate different meaning. They did it for the purpose to accomplish their lesson and to make learning effective. Here, it can be comprehended that participants negotiated an interaction in a bilingual manner through "bilingual label quests" which [10] attributes to [11] where students were allowed to accomplish their lessons bilingually.

The repeated shuttling of the learners between languages developed a linguistic competence and language repertoire. They had been engaged intensively in translanguaging practices since class commencement and made their understanding deeper and better. This back and forth shift and fluidly while using two languages allowed learners to make clearer meanings and enhance mutual communication.

It was affirmed by the learners that translanguaging was found throughout the classroom discourse, characterizing the true and different functions of translanguaging. This can be argued that their spontaneous shuttling between the languages was to negotiate different meanings, attain both knowledge and understanding either using two or more languages. The translanguaging practices could be seen for making learning easy and effective.

In this class we can see many examples of flexible bilingualism serving as an effective learning approach helping in engaging learners to socialize in the discourse and clarify the idea before going on to do the task, for example, *apka kia opinion hai (Alright, what is your opinion?).*This is how learners used flexible bilingualism in classrooms to create a sense making way of communication along with the development of linguistic competence and maintained a rapport of languages repertoire.

This class was observed twice on different occasions but very less translanguaging practices could be found that learners were engaged in the target language due to restriction or imposition of the teacher on the students for the target language usage only. Though learners never felt embarrassed for monolingual assumptions and target language dominance in the class, but despite the fact, they were found in use of translanguaging very casually and seldom but spontaneously too. The teacher was engaged in discussion with the students about the character of Heathcliff from Wuthering Heights by Emily Bronte.

Despite the restriction to the use of target language only, learners depended on more than a single language use other than the target language for a comprehensive negotiation of different meanings. It was also observed that mainly the participant used moving between languages either for clarification of a difficult concept or an idea. For a better understanding of the true nature of the contents, the learners shuttled from English to Urdu in order to elaborate the ideas.

Other functions in these few utterances in the other languages also described the phenomenon of language repertoire. The restriction of one language was badly perceived by the learners and implied it as bad practice, as it confined the true learning process and lessened the chance to achieve high academics. They used translanguaging primarily to negotiate different meaning, and to make their learning well developed and established. It was revealed that translanguaging helped the learners to broaden their understanding and performance.

From this extract taken from transcription no. 5 it was unblemished that two languages were simultaneously used to negotiate different meanings and to elaborate the idea for developing linguistic competence. It also showed that translanguaging makes learning effective as it was apparent that learners never felt embarrassed or shy due to shuttling between languages. S4 argument proclaimed in the beginning was adopted as a language developing for the function of sense making meaning and to clarify the delivering piece of information.

S3 provided a detailed educational background for socializing the speech act and also showed his linguistic competence that he studied Siraiki as a subject when he was receiving his primary education. It showed his early bilingualism where he had developed a language repertoire in early childhood. It was manifested from this concept that due to S3 fluid increase in linguistic competence had enhanced his capabilities to use the resources of several languages across for making learning effective and to negotiate different meanings.

In this class, translanguaging had illustrated the ability of the learners to utilize properly the practice of translanguaging and heteroglossia. Here it was also asserted that the core function of translanguaging was to establish individuals' identity positions as it had encompassed the norms and linguistic values of the learners. For example, in the first utterance of S3 when he delivered an argument about the communicative practices of the learners through L1, had ensured an enhancement in linguistic competence and makes learning effective. It verified the basic function of translanguaging where a focus lies on the interactional strategies for negotiating different meaning and emphasized the process by which the participants' encompassed socially expressive and meaning forms while either in bilingual or monolingual talk. This practic truly reflected the entity what, [12] implied to translanguaging as "hybrid language practices".

It is important to mention here that the question through interaction by the teacher was an indication in the development of the communicative proficiency. As marked distantly from the discussion in different languages which moved the contents further that helped the learners to elaborate their ideas and make learning effective. The complete utterance in Urdu by S3 as a reply indicated a step forward to create a sense making communication and to clarify the idea further. For example, the use of **q k (because)** was used as discourse marker to elaborate the idea. So, it was clinched that translanguaging in multilingual context serves many beneficial functions.

There were many evidences to translanguaging in this transcription from class no.7 that were found in the tutorial class which was arranged by the department on every Friday. This tutorial is specifically designed for developing speaking skills and to develop confidence in learners. It is mandatory for all the learners to attend the session. The teacher had started discussion on the uses and abuses of internet which was placed after obtaining the mutual consensus of the learners.

Learners shuttled frequently between languages for performing certain tasks, either providing a clarification of an idea or might negotiate different meaning in different contexts. As translanguaging goes beyond distinctive linguistic structures and, at times, encompasses an extensive range of linguistic performances of multilinguals where it was difficult to draw a line without the active communicative performance of the learners. Learners were engaged to ensure their participation in the given speaking skill activity. The participants shuttled between languages primarily to construct their meaning according to the context. For this, they learnt a concept in one language and later repeated it in another language.

It can be viewed clearly in the extract that a single utterance in Urdu, like *aap khud sochien,class chor k and ya kaha ka Insaf hy (Think yourself about it that we skip our classes and we spend time on using facebook. It is not just and fair)* showed the transformative nature of translanguaging. In addition to that it was performed for other functions, like, to maintain a language repertoire and to build up a sense of how to make ways of communication. Analysis also showed that learner was absolutely engaged in ignoring the language use norms but preferred to use languages flexibly to support their learning and building a conceptual and linguistic knowledge.

Besides all this, the second immediate utterance in the second part of the sentence was used for the elaboration of the idea and produced a sound for socializing the discourse of the classroom. Here languages were not kept separate but were used as continuation of the same idea to make a rapport of languages repertoire. The emphasis upon the word also pointed out an enhancement in learning process.

This extract was taken from the beginning of the "Prose" class of literature where students before the proper start of the class wished their morning greetings to each other. This translanguaging was found quite amazing and interesting for the reason that it was a nice amalgamation of several languages where one international language i-e Arabic was used for wishing good morning. The teacher had not started any discussion yet but the participants were observed and recorded for analysis purposes.

In addition to that, it was observed in particular that the participants were seriously engaged in the usage of different languages. The participants were not conscious in moving between languages due to absence of the teacher. They were not restricted or imposed yet to the use of target language only but they frequently shuttled between languages to produce a sense making of the way of communication for building a phatic communion between interlocutors.

The above extract showed that several languages were operated for performing different functions where languages were not kept separate but instead used together to create a sense making way of communication and to maintain the languages repertoire. S3 use of Siraiki performed manifold functions like; it might be used to negotiate different meaning along with an increase in linguistic competence. The function of short phrases was to make a coherent argument for the whole, like, *bilkul teek(I am alright) and haal suna? (tell me about yourself)* indicated the language repertoire of the learners used for the effectiveness of learning.

It can be argued that separate languages were used for socializing the discourse and being conscious to the identity position of each other. The utterance of *Kia ho raha hy (what's going on?)* indicated the learners language repertoire and acquired communicative proficiency in two languages simultaneously. The use of other local varieties of languages, like Pushto and Urdu in target language showed an access of the learners to all existing resources of linguistic skills. Their multilingual practices were to clarify the difficult concepts and situations. Here, several languages were used simultaneously to convey a different message but the language repertoire help learners to make the message(s) understandable.

Participants' interviews showed that translanguaging enabled learners to access the available language and academic resources easily and proved helpful in broadening their understanding for attaining communicative skills required for classroom interaction. Furthermore, it was evident from participants' interview by the end of their interaction frequency of shuttling between languages decreased as a result of increased vocabulary and required expressions through translanguaging. Most significantly, it was proposed that translanguaging practices foster comfort in expressing learners' ideas because they gained enough access to shuttle amid languages via translanguaging and enhanced their communicative proficiency due to enhanced opportunities of communication.

It was observed during the interviews of the participants that they were unconsciously switches to other languages to gain a language repertoire. In addition, data reveled that participants' consciousness during their hybrid linguistic practices decreased significantly nonetheless they used local languages for the purpose of minimizing communicative gaps via unconscious adherence other languages. They were found unaware about the frequent use of languages other than English because their key focus was sustained on communication.

Thematic Category II

Table 2: Effectiveness of Translanguaging Practices: Categorization

Impacts of Translanguaging practices : Themes	S1	S2	S3	S4	S5	S6	S7	S8	Total
Turn-taking	2	4	2	1	3	2	1	6	21
Topic shift	3	2	1	1	4	2	1	4	18
Learning ease	1	0	0	2	3	5	3	5	19
Identity Positioning, multilingual world negotiation	2	1	2	0	3	6	2	5	21
Linguistic social, cultural identities exploration	0	4	2	3	1	0	2	0	12
Raising questions	1	3	0	2	2	4	2	1	15
Describing normal and usual practices	2	0	1	2	0	0	1	0	6
Participation	2	3	1	0	3	6	4	8	27
Total	13	17	9	11	19	25	16	29	139

S3 to S4: (Siraiki) thusa bahun mushkil englishan alainda piyan. (You speak very difficult English).

In this extract taken from transcription no.1 learners had used several times the words, like, *ok, yeah, yes, alright and haan* which were uttered for different effects. In some places it was used as a discourse marker for topic shift and also to raise questions and others also used it for ensuring their participation. It was used almost by every participant before commenting which was used primarily for turn taking.

Another obvious effect was that the use of several languages simultaneously itself indicated a move towards creating an individual linguistic identity where the content of the message was to be conveyed and to make the learning process easy. After each point, learners returned to the use of other local languages like, Siraiki, Urdu and Pushto to negotiate their multilingual world. In this regard, it was possibly a face saving regarding different levels and communicative abilities in three or more languages.

It is worth noting from the above extract was the use of hetroglossic term such as *englishan*. It was common among the Siraiki speakers, either to describe it as English word or Siraiki word with a Siraiki suffix; we would describe them as hetroglossic. The learners coined such words as apparently acceptable form. These hetroglossic words appeared to function as a language resource that the learner used for exploring social, cultural and linguistic identities and also for negotiating their multilingual world. This happened because the learners were well aware of their multilingual world, its limitations and range, and the identities making use of it. This also reflected learners' linguistic practices beyond the classroom setting, indexing other languages that are played out through bi/multilingualism. As pointed out that bilingual participants in the classroom used their bilingual proficiency as a primary source for identity performance to peers.

Here we can analyze in the above extract that the learner's use of Urdu words as, **q k (because)** in the middle of the utterance was an evidence for ease of learning and elaboration of idea. It was what [13] and [1] emphasized that due to emergence of the direct method and the development of communicative language teaching approaches, monolingual beliefs had prevailed in teaching English as a foreign language and bilingual education programmes. As [1] argues that bilingualism neither not refers to monolingualism multiplied another language nor does it like a bicycle balanced with two wheels, rather it is more like a vehicle effectively suitable in all types of terrain and having wheels that could both extend and contract when required, bend and

bounce offering the possibility of moving over extremely via a sustained and an effective control.

It was also observed that the second time utterance in Urdu showed a shift in the topic. It was, obviously, due to learners diverse linguistic and cultural backgrounds where learners were engaged in a process in which language and literacy were central as both means and end. This could be seen in the extracts that the interaction took place throughout the session in other language varieties which indicated that learner's biliteracy development was enhanced when they had an access to resources in all their existing linguistic skills.

It was also true from the words of [14] that first language skills must of a child must be well developed for ensuring the maximization of not only their academic success but also linguistic performance. All this was proved from the next argument of S2 who thoroughly spoke in Urdu for exploring his social, cultural and linguistic identities and more obviously, for describing the usual and normal practices.

It can be analyzed that different languages were used for creating different positive effects in learning process. It created a nice amalgamation of several languages to negotiate their multilingual world. It was thoroughly used for ease of learning as shuttling between languages enhances the linguistic competence and communicative proficiency. S6 voluntarily uttered an utterance in pushto, like, *tha sahe wayay (yeah, you are right)* It show some agreement but was also used for turn taking and shifting the topic. S4 had also a serious concern for his linguistic identity which, he believed, was possible to build through languages repertoire. His agreement to the comments of other participant fellows also extended his active participation.

Besides many functions of translanguaging, there was certain effectiveness found in learner's translanguaging while carrying out different tasks. In transcription no. 3, the use of *Sahi in Urdu (Alright)* was used for shifting the topic and also for turn taking to cover the communicative gap. It was also used for raising the question to ask the other fellow while negotiating the multilingual world. The word *"keh" (that)* was obviously used for transformation of ideas clearly while moving to Urdu language in the beginning of a new utterance in order to create an ease in learning.

It was also elaborated about this session recording that learner used Siraiki language to explore the linguistic identity which describes the usual and normal practices of the learners. At this standpoint [15] preferred the term

"translanguaging" to code-switching for describing the common effects of bilingualism exclusive of diglossic functional separation.

On another occasion shuttling between languages was also used for participation, to make meaning, transmit information, and perform identities using the linguistic signs at their disposal to be connected with the speaker from other communities. For example, *develope ho rha hai, (It is developing)* an intrasentential level of code-mixing was seen in the utterance which meant to develop their understanding for accomplishing the lesson well. It also served the effects for participation in the discourse.

As it was mentioned in the analysis of the first theme, the teacher in this session was restricted to the use of target language (English) for learners. The teacher relied on monolingual assumption for learners to achieve communicative proficiency in the target language. In such situations, [2] reminds that there is still a lot to do in developing effective teaching strategies based on those broader models of translanguaging. In this class, it was rapidly observed twice that teacher craved to keep learners restricted to the use of English and had drawn a line between languages somewhere in terms of language separation. The teacher did not like the use of any other medium in the classroom discourse and this was evident from his repetition of the question which was uttered twice with no change in the words, like, It was contingent that asking for the repetition of the question by S4 was essentially used to ensure the participation and to develop an ease in learning process.

Like, S3 uttered in English and completed the second part of utterance in Urdu which was associated for negotiating the multilingual world. In such situations translanguaging had become the most important communicative tool in an increasingly multilingual world. It was then a responsible translanguaging of communicative practices that offered communicative and educational possibilities to all. It happened naturally when they translanguage orally to get the meaning, for developing the context and content. Here it was used to co-construct the meaning and to include others in participation. S2 pointed out another glimpse of translanguaging as an effective tool for participation and drawing the communicative proficiency, like,

The switch to Urdu was a brief conclusion as an end to the argument and was used to raise new questions, at hand, as well as for shifting the topic. This participant continued his argument thoroughly in the target language and a single utterance in Urdu language indicated a sign of achieving communicative proficiency. This class also provided us manifold effectiveness of translanguaging practices where learners celebrated the freedom to move back and forth between more formal and informal varieties of one or the other languages. Learners did not shuttle without creating any effect in learning process. The interaction in transcription no. 5 clearly revealed that translanguaging allows the learner to conceptualize the contents for developing communicative proficiency and maximizing the learning process.

The use of English words along with Urdu words like,*Ma ny apni matriculation urdu medium school sy kia hy (I did my matriculation from Urdu medium school)*was used primarily for exploring linguistic identity and gaining an access or

moving between languages was an evidence to build an ease in learning. The participant mentioning the medium of instruction in his early academic years closely resembled his usual and normal practices of multilinguals, least not, bilinguals. From the above table it was proved that 7 times learner's shuttling showed an emphasis on ensuring their participation and Urdu language was used with the same ratio of 7 times to shift the topic and to develop a new idea which focused on socializing the discourse.

In this TESOEL (teaching of English to the speakers of other than English language) class the teacher used the IRF (Initiation-Response-Feedback) when he inquired to know the understanding of the learners for communicative language teaching approach which was a part of content on the pages of the syllabus of the said subject. Students displayed their different literary and linguistic skills and that provided many examples as effectiveness of translanguaging in the classroom.

In this class, like the other classes, learners were frequently moving between languages for negotiating their multilingual world. Words presented in this portion for analysis are taken from transcription no.6. Their use of the words, *yani, (I mean), yani hum (I mean, we…) Ok, alright, sahe hy (alright)* performed many steps for evolving of translanguaging in shifting the topic and ensuring the participation. Through this they developed their multilingual world to get an opportunity for accessing all the existing linguistic resources.

It was observed that several times an act was performed to use the other languages for sustaining their linguistic identities and also describing the situation in usual and formal practices. Like, *munga da L1 importance na shu ignore kawalay. (we cannot ignore the importance of L1).*This truly served as a device for making an inclusion to make meaning and emphasis of the utterance revealed the turn taking of the participant.

It was identified that translanguaging was purposive as they were required to use two languages simultaneously. As a matter of need of the time to compensate themselves in using more than two languages where they not only explored their social, cultural and linguistic identity but also enhanced the capabilities of learners for acquiring a new integrated system of language. The participants also argued in favour of minority speakers, otherwise they strictly warned in these words, *lekin per be jo minority speaker hy uska to haq mara jayega. (It will be unjust and unfair to ignore the participation of minority speaker. They will be deprived of their basic rights.)*

The examples are taken from transcription no. 7.It was observed in this class that despite the fact that learners were well versed in the topic about the uses and abuses of internet but still they translanguage for creating an ease while displaying their knowledge across languages. They showed their interdependence of skills to move the task further. Like, *.acha thera apna kera mamool hy thu jera istimal karenda facebook* (what is your timing for the use of facebook?). Here more than two languages were used for providing learning environment for learners to enact the learning skills across languages to raise many questions where they could easily display their linguistic skills for linguistic identities and particularly for turn taking.

These abrupt and short utterances in the interaction were employed mainly for topic shift like, *daily da nahe* (not on daily basis.) and *chalo ya thu bahun achi gaal en* (well that's a great idea) where translanguaging performed an act to negotiate their multilingual world. It can be analyzed here that the use of other languages paved the way for learners to achieve communicative proficiency where translanguaging was an effective tool in creating an ease in learning process.

The examples have been taken from transcription no. 8 and were used accordingly to identify translanguaging as an effective tool in academic setting. The learners wished morning greetings in different languages; even Arabic language was used to specify their religious identity. The learners also uttered in several languages for the purpose of ensuring their participation and obviously, to negotiate their multilingual world. It is argued that several languages are used for different contexts, and primarily, to infer different meaning, the meaning of the message was not clear until both languages were used. It was the flexible movement of the languages that engaged the learners from diverse linguistic background and different levels of proficiency.

It was observed that shuttling between languages was mainly served for creating an ease in learning process throughout the session. The use of such utterances when describing the electricity problems as,**"I myself faced this problem last night,***muje thu itna ghusa aa raha tha"……………... (I was getting angry/ crazy)* revealed the true effective nature of translanguaging which helped in extending her idea.This emphasis and cross tone of the speaker publicized a shift in topic and also indicated the celebration of the linguistic proficiency. It also pointed out a greater ease in learning process. *ohoooooo……………………... (Feeling sorry for the loss).* This interjection was used for turn taking and also highlighted the social identity of the speaker. "Ok' was used in the next utterance for both participation and turn taking.

After this deep observation and analysis, it was resolved that translanguaging was an effective tool in learning process. It helped the learners to build their own language repertoire through different linguistic skills to explore the different dimensions of learning. It can be argued from the results that showed the effectiveness of translanguaging that it was appropriate in broadening the understanding of the learners for gaining a responsible translanguaging through communicative proficiency.

Following the observation sheet developed as an adaptation from previous research [7] and [16] documented the following prospective behind code switching which is a parameter of translanguaging and reflects the occasions to describe the functions and effects of translanguaging practices. These include: increasing inclusion; participation, learners' learning process understanding; fostering decrease in participants' formal relationships, transmitting ideas in easy ways, and accomplishing target lessons. Some functions and effects of translanguaging practices have been developed in the observation sheet, seriously observed by the researcher to support the main theme of the understudy that is to investigate the effects and functions of translanguaging practices in the said university classes.

Classroom observation showed that learners relied on using regional languages to foster a sense making of way of communication through the use of alternate languages out of the already existing linguistic abilities to negotiate different meanings that help in making learning effective. Translanguaging proved beneficial for them while offering clarification of ideas and difficult concepts. Regarding the effectiveness of translanguaging, it was evident that translanguaging had a more and better effect on learners' communicative expertise. Instead of hindering the way of learning and communication, it increased learners' ability in effective conceptualization of languages integrated system. In the beginning, learners depended more on the languages other than English whereas at the later stages of classroom observations they were found fluent and confident enough to the extent to communicate in the target language and that showed their improvement in communicative abilities.

Despite the restriction of using other than English language during initial classroom observation, it was noticed that learners used translanguaging as a facilitator at different occasions during the conversation that ensured their participation in classroom discourses where it was mandatory to opt for languages other than English for negotiation of different meanings, build linguistic repertoires essential for attaining communicative proficiency. In the last session of classroom observation there was no language restriction on languages use but at this stage learners were adequately affable to construct sentences on their own based on their increased vocabulary and skills of effective expression in the target language. Likewise, translanguaging assisted them in the topic shift and ensured their participation in classroom proceedings and activities.

CONCLUSION

In this study, it was argued that translanguaging seems to have provided the learners with opportunities to interact with students of different linguistic and cultural backgrounds, to develop alternative language ideologies, and to engage in multilingual practices. The linguistic ideology of the four participants in this study seems to have changed from separate multilingualism to flexible multilingualism, although their retrospective accounts reveal that the language ideologies they held when they first came to the university were similar to those of the year one students in this inquiry.

The current study's mandate for the standardized practices of the language clearly demonstrates that translanguaging practices are essentially required in a multilingual classroom where English is primarily taught as a foreign language to accommodate the learners having different cultural and linguistic background. It is also important to mention that these are far reaching effects of translanguaging which promotes the communicative proficiency and learners accomplish their competence in the target language through the practice of more than one language.

The current educational policies, on the one hand, and achieving communicative proficiency, on the other, offer new and promising spaces for innovative programs, curricula, and practice that value and build on the rich and varied communicative repertoires and translanguaging practices of students. In such situations, translanguaging can be seen as a

valuable strategy to assist and facilitate the learners during the learning process.

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