

**Translanguaging as a Pedagogical Resource in Multilingual ELT Classrooms:
Exploring Perceptions and Practices**

A thesis submitted to the Department of English Education

In partial fulfilment for Master of Education in English

Submitted by

Khem Raj Rauteda

Department of English Education

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu

Nepal

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Declaration

I, hereby, declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research to any university.

Date: Feb 7, 2022

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Recommendation for Acceptance

This is to certify that Mr. Khem Raj Rauteda has completed his M.Ed thesis entitled **Translanguaging as a Pedagogical Resource in Multilingual ELT Classrooms: Exploring Perceptions and Practices** under my guidance and supervision.

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Dedication

Dedicated to

My living Goddess; My mother,

Mrs. Raju Devi Rauteda

&

My late father; Mr. Nanda Ram Rauteda

My ideal hero,

Whose dream was to see his son graduated!

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Khem Raj Rauteda

Abstract

The current study entitled **Translanguaging as a Pedagogical Resource in Multilingual ELT Classrooms: Exploring Perceptions and Practices** aims to analyze the secondary level English language teachers' perceptions in using translanguaging in their English language classrooms, to find out the purposes of using translanguaging, and to explore the translingual practices in natural setting. It was qualitatively accomplished where ethnography was employed as the research design. The data were collected by using classroom observation and indepth interview as research tools where three English language teachers, teaching English at secondary level in three different government schools of Sotang Rural Municipality, Solukhumbu were interviewed, and nine of their English language classes were observed. All the English language teachers teaching at government schools were considered as the population for the study, and three English language teachers teaching English at government schools at Sotang Rural Municipality, Solukhumbu, were selected as the sample via using nonrandom purposive sampling strategy. The collected data were analysed and interpreted thematically, descriptively, and recursively based on the norms of data analysis and interpretation of ethnographic research design. After the analysis and interpretation of data, the findings were elicited, and presented in three different subsections, namely: related to teachers' perceptions in using translanguaging, teachers' practices of translanguaging, and the purposes of using translanguaging in the classroom instruction. The findings of the study revealed that all the teachers, selected as sample were fond of using translanguaging to which they took as the good methodology of teaching. They further perceived it as a natural phenomenon, and as a pedagogical resource which is significant for various purposes. The participants were found to be using Nepali and

English simultaneously though they asked for using multiple languages in the instruction as translanguaging. Moreover, the findings of the study showed that teachers used translanguaging as a notion of code mixing and translation. Further, translanguaging was found to be using as a strategy of fun making, and meaning making. Beside these, it [study] uncovered the fact that translanguaging was used for several purposes such as for the purpose of praising learners, for paraphrasing, for motivating, for content simplification, and for comprehension.

This study consists of five chapters. The first chapter, introduction consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, chapter second deals with the review of theoretical and empirical literature along with its implications for the study.

Moreover, it includes the conceptual framework. Likewise, the third chapter deals with the methodology of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Likewise, the fourth chapter comprises the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings, conclusion, and recommendations of this study.

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Lists of Abbreviations

APA:	American Psychological Association
BE	Bilingual Education
CBI	Content Based Instruction
CDC	Curriculum Development Centre
CLIL	Content and Language Integrated Learning
DL	Dual Language
EFL	English as a Foreign Language
ELT	English Language Teaching
EMI	English as a Medium of Instruction
ESL	English as a Second Language
FGD	Focus Group Discussion
GE	General Education
M. Ed	Master's of Education
MLE	Multilingual Education
MOE	Ministry of Education
MTBE	Mother Tongue Based Education
TL	Translanguaging
T	Teacher

Chapter- I

Introduction

This is the introductory chapter of this study on **Translanguaging as a Pedagogical Resource in Multilingual ELT Classrooms: Exploring Perceptions and Practices**. The chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and the operational definitions of the key terms.

Background of the Study

Since I started my teaching in one of the government schools of Nepal, I have been experiencing, and being dealt with various kinds of issues in teaching and learning in general, and teaching English in multilingual community in particular. As I joined in teaching English in the public school of rural Solukhumbu, I used only English in my classroom teaching in the beginning, but I could not continue the effort for long because of not getting any kinds of interaction, motivation, and entertainment inside. Then I started using multilingual pedagogical practices such as using students' mother tongue, using Nepali or sometimes, I used other languages as Hindi or the language what the learners can understand. In that condition, I found the learners engaged in different kinds of activities in the classroom. The very incident in my teaching made me think over the pedagogical practices of language teachers. As stated in the research of (Ke & Lin, 2017), in English language education, language use in classroom continues to be influenced by monolingual ideology. They further say that there is a belief that English classes should be taught in English. However, the pedagogical practices are not limited in only one language instead the bilingual or multilingual teaching practices have become common in the language classrooms. I

myself have been using languages like Hindi, Nepali and sometimes other local languages like Doteli in my English classrooms. Moreover, in my schooling, and in college life, when the teacher used only English in the classrooms, I used to feel monotonous, but when they used Nepali or local languages inside, I used to get motivated, entertained, engaged, and encouraged in the classroom teaching learning activities. Further, it used to be easy to comprehend the content. These all events which I faced in my teaching and learning motivated me to take up the issue to dig out.

In the past two decades, the world has undergone dramatic changes due to the globalization and technological advancement (Ke & Lin, 2017). Migration, immigration, foreign trade, and foreign employment have become common to the people of the world to get access in the information, education, and economy. Moreover, people from one part of the world came in contact with the people from other part for different purposes. In that situation, knowledge of more than one language became inevitable, is called multilingual situation or multilingualism. Thus, the multilingualism has become a reality. Moreover, it has been stood as the thing to be promoted, coped, and researched in many fields including language education.

The increasing linguistic diversity has become an issue in language education across the globe. Therefore, the researchers took it as a hot topic for their research to dig out the challenges of teaching a language in multilingual classroom. Moreover, they attempted to draw out the pedagogical solutions to cope the difficulties of teaching language in such a vast reality. There is a debate among researchers; For example, (Baker, 2011; as cited in Phyak, 2018) stated that teaching a new language without using students' first language communicative and academic skills, is detrimental to learning a second language and academic content. However, many

teachers themselves adhere to adage that allowing students to use their home language is detrimental to their English language acquisition (Schulze, Itner & Marquez, 2019). This debate indeed gave birth to the new terms such as plurilingualism (Council of Europe, 2000), heterography (Blommart, 2008), Metrolingualism (Pennycook, 2010), Fluid lects (Auter, 1990), and translanguaging (Garcia & Li, 2014); (as cited in Canagjarah, 2013).

The major focused terminology here in this study is translanguaging; the term first introduced by Cen Williams, a Welsh Scholar, has great impact in language teaching. People take it as the linguistic and pedagogical resource that one can use in the classroom. Researchers such as Baker (2011); Cumins (2009); Cook (2001); Li Wei (2011); Garcia & Lin (2016); Fallas (2015); Creese & Blackledge (2010) take multilingualism as the resource in the foreign or second language classroom. They further suggested to use students' home language or L₁ in the classroom to get better L₂ competence which is primarily focused by translanguaging. Moreover, researchers, educators, and language teachers have more concerned in translanguaging, translanguaging pedagogy, practices and implications.

Throughout the reviewed literature, it is drawn out that translanguaging has been getting discussed by the researchers or it has become a matter of great concern in the field of second or foreign language acquisition. However, it has also been criticized by some researchers for example, (Kubota, 2016; as cited in Ke & Lin, 2017) criticized translanguaging as a matter which exacerbates inequality and social injustice. In this regard, she warns 'while notions such as hybridity, fluidity, and multiplicity are potentially liberating, they can obscure actual struggles and inequalities. My reading of all these scholarly discussions, and comparison to my own

practices of translanguaging as a teacher of English in multilingual classroom motivated me to come up with this topic to study on.

Considering the situation in Nepal, the 2020's report of language commission identified 131 languages which are spoken by different ethnic groups, but when we trace it back to the data comprised in the report of CBS - 2012, one hundred and twenty-three languages were identified in Nepal which were spoken by 125 different ethnic groups. Moreover, the constitution of Nepal 2072 has redefined Nepal as a multicultural, multiethnic, and multilingual country. In a similar vein, the constitution of Nepal 2072 has provisioned that the Nepali Language would be the language of nation and other local languages would exist as the national languages (constitution of Nepal, 2072). Moreover, it has also provisioned for multilingual education, and Mother Tongue-Based Education (ibid) to preserve the indigenous languages, and to preserve the linguistic human right. On contrast, the ministry of Education (MoE) has provisioned that all language subjects including English would be taught in the same language, and provoked for English as a Medium of Instruction (EMI) policy in 2014. The very policy implies that there is no space for students' home language in the classroom (Phyak, 2018). That very contradiction stroke me for long time because the policy and practice were totally separated, and they are separated too.

Till 1990s, the instructional theories and practices were more supporting to monolingual approaches (Joshi, 2018). Correspondingly, language education programs focused on teaching a version of named national language rather than its dialects (Otheguy, Garcia & Reid, 2015). However, the recent classroom studies show that translanguaging is naturally occurring phenomenon for multilingual students, and has been practicing by both the teachers and students (Canaragah, 2006). Supporting the idea (Escobar & Paltrineri, 2015; Otheguy, Garcia & Reid, 2015) stated that

multilingualism is default for human communication, and every speaker even the monolingual translanguage in their speech.

Being based on the literatures above, still the English language education classes have been influenced by English only policies in the name of native like proficiency in English. Researchers discussed on the learning strategies, affecting factors in language learning, and physical infrastructures, but the hidden linguistic resource i.e., the learners' knowledge of more than one language has slightly been left behind by both the teachers and researchers. Furthermore, translanguaging has been kept in concern by the researchers across the globe, but the issues of multilingualism, remedial strategies, pedagogical practices, teachers' perceptions, students' comprehension or achievement, implications of using linguistic fluidity in the English language classroom, have slightly been disregarded. Thus, I have got motivated in this area to conduct my research to grab the translingual practices in multilingual classrooms along with the teachers' perceptions over it. I hope that by highlighting translanguaging, English language teachers and educators can rethink and reposition the use of Nepali, local languages, or sometimes other languages to which students are familiar.

Statement of the Problem

The performative role of language in every aspect of human life is indispensable (Fairclough, 1995; as cited in Kokini, 2019). It implies that language is a fundamental aspect of human life affairs. It has several roles in several sectors such as in education, in communication, and in trade. Regarding English Language Education, it has been practicing as the medium of instruction or sometimes as an academic subject in the second and foreign language concentric ((Kachru & Nelson, as given by McKay & Hornberger, 2009).

As Nepal belongs to Expanding circle of English language, English has been teaching as an academic subject in the schools, and the colleges for long time. Considering on English Language policy in Nepal, in 2003, Ministry of Education (MoE) revised its existing policy of teaching English from grade four, and introduced English as the compulsory subject from the first grade (CDC, 2008). Moreover, MoE expects that teachers to teach English in English. Similarly, MoE provisioned for EMI policy in 2014. However, it seems as if it has disregarded the practical realities. In this regard, Davies (2009), and Giri (2011) stated that English teachers in Nepal are not proficient in English. Moreover, students who never had an exposure to English in the community are not well prepared to learn English in English (Phyak, 2018). Further, scholars blamed to the language policy as an unplanned one. At the same time, the policy has provisioned for the 'Multilingual Education (MLE) or Mother tongue Based Education (MTBE).

As multilingualism becomes a matter of discussion in the field of applied linguistics, researchers, language teachers, and educators took it differently. Moreover, the language pedagogy, methodology, and approaches have been highly discussed by the scholars. Some of them stood in favor of monolingual language teaching approaches such as EMI or only target language to be used in the language classrooms whereas some other stood in favor of using multilingual approaches such as translanguaging and multimodality. Translanguaging is a natural flow of two or more than two languages at a time. Regarding Language teaching, using more than one language naturally for different purposes is called translanguaging. Furthermore, translanguaging offers the use of students' home language inside the classroom. It is believed that when we free ourselves from exclusive reliance on monolingual instructional approaches, a wide variety of opportunities arise for teaching language

by means of bilingual instructional strategies that acknowledge the reality of strongly promote, two-way cross language transfer (Cumins, 2005). Moreover, Garcia (2009) states that translanguaging pedagogy offers opportunities for teachers and students to draw on all their linguistic resources.

Educators and researchers continue to explore the rich pedagogies in which students' heritage language can support students' academic linguistic and social development (Cumins, 2005). Disregarding the multilingual reality of the nation, and promoting EMI policy is totally controversial in the context of Nepal. I myself could not follow the monolingual trends in my English classrooms. If we observe the English language classes in secondary level, we can rarely find out the practices of such policies (Joshi, 2018). It is found that teachers and students use more than one language in interaction, and instruction by believing that the translanguaging leads to broader and deeper knowledge of language and subjects (William, 1996; as cited in Tropsten, 2018). Joshi (2018) stated that foreign language teachers are found often using multiple languages in their instruction. Now, all these readings, and my own experiences of teaching English in multilingual scenario made me to come up with this research topic. In this study, I attempted to explore why Nepalese English language teachers teaching in secondary level use translanguaging in their English language classrooms, and how they use and perceive it in their teaching.

Objectives of the Study

The objectives of the study were as follows;

- i. To analyze the perceptions of secondary level English teachers in their use of translanguaging as a pedagogical resource.
- ii. To explore the translanguaging practices in secondary level multilingual ELT classrooms.

- iii. To find out the purpose of translanguaging in the ELT classrooms.

Research Questions

The study was guided by the following research questions:

- i. How do secondary level English language teachers perceive the use of translanguaging in multilingual ELT classrooms?
- ii. How do English Language teachers use translanguaging in their ELT classrooms?
- iii. Why do teachers use translanguaging in their instruction? For what purpose?

Significance of the Study

Multilingualism is a living reality across the globe, and so is the case of Nepal. Teaching is not as easy as we think as it has been related with the cognition, intuition, and environment of one individual. Moreover, teaching language in multilingual situation is a difficult job. Though multilingualism has been taken up as a matter of discussion, research or discourse by the linguists, researchers, language teachers, and educators, there is not similarity in their views regarding its applications inside the classroom. Researchers (for example: Baker, Gracia, Ke, Lin, Canagrajah, Otheguy, and Cumins) raise their voice in favor of using individuals' linguistic repertoire or translanguaging in multilingual classroom for the better proficiency of target language.

This study basically deals with multilingualism, multilingual classroom, and use of more than one language in the classroom teaching, and specifically deals with translanguaging. Thus, it is significant for the language teachers to better cope the multilingual issues in the classrooms. Similarly, it has also the significance for teacher educators to design training courses and trainings for the language teachers.

Moreover, it is important for the scholars to understand the reality, for policy makers to plan further policies differently, for curriculum designers to design curriculum contextually or locally, for material developers accordingly. In a similar vein, the study is a contribution in the field of academia. More importantly, translanguaging has not been discussed by the earlier thesis writers in the Department of English Education at Kirtipur, so I do claim that this study is a guideline, and foundational work for future thesis writers who intend to conduct their thesis in this very area.

Delimitations of the Study

Every research study has certain boundaries in terms of area of study, research methodology, and target population. It further implies that one researcher cannot address all the things which are related to the issues because of the time limitation, financial reason, and justification. Thus, a researcher needs to confine his or her study in certain boundaries.

The study was confined to the following delimitations:

- The research was confined in the area of multilingualism in general, and translanguaging in particular.
- Ethnography was adopted as the research design.
- Classroom observation and indepth interview were applied as the data collection tools.
- Only secondary level English teachers and secondary level classrooms were selected as the sample population, though the target population was all the English language teacher teaching in multilingual context.
- Purposive sampling strategy was adopted to select the sample from the population.

- The area of study was limited in the government schools of Sotang Rural Municipality of Solukhumbu District.
- Three English Language teachers were interviewed, and nine English language classes were observed.
- The observed classes were recorded, transcribed, and analysed by using thematic approach of data analysis.
- The result and findings are to be generalized only in the target population of this study.
- Only the proposed methods and the procedures were used in its accomplishment.

Operational Definitions of the Key Terms

The following are the key terms used in this study:

Multilingualism: In this study, the term ‘multilingualism’ betokens the communicative context in which the speaker uses more than one language for the effective communication.

Multilingual Classroom: As it has been taken elsewhere, multilingual classroom refers to the classroom where students belong to different linguistic background, and use different languages in their communication. This study will be conducted in such a multilingual classroom where students speak the languages such as Sherpa, Tamang, Kulung, Nachhiring, and Nepali.

EMI: EMI stands for the English as a Medium of Instruction where English is used as the medium of instruction to teach non- English subject, but in this study EMI has been taken as the use of English –only in English Language teaching classroom. It also has been taken as the imposed monolingual instructional ideology.

Secondary Level: Secondary Level signifies the classes from grade Nine-Twelve.

Pedagogy: In this study, Pedagogy signifies to the teaching techniques and strategies.

Translanguaging: In this study, translanguaging refers to the dynamic and natural use of two or more than two languages in teaching of English Language Classroom.

Ethnography: As in the other studies, ethnography in this study refers to the method of observing human interaction, behavior, practices, perceptions, the way of studying cultural activities, and language practices of the people in certain setting.

Chapter-II

Review of Related Literature and Conceptual Framework

This chapter deals with the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

The section 'review of theoretical literature' has been taken up to extend the horizon of knowledge in the related field as a researcher. It primarily gets escorted to figure out the gap among the earlier literatures, and the study I am going to conduct. It consists of multilingualism, multilingual education, translanguaging, translanguaging pedagogy, suppositions of translanguaging, and significance of translanguaging. For that, I have reviewed the scholarly works from home and abroad. I reviewed them to develop the theoretical base to my research, and for my own comprehension in respect to the medium of instruction, Medium of interaction, translingual practices in multilingual classroom. Moreover, those reviews are proposed, and done to get the ideas and insights in terms of methodology, content, and organizations.

Multilingualism. Multilingualism simply refers to the use of more than one language in the same setting or similar purpose. Moreover, it signifies to either the competence of an individual or to the language situation in an entire nation or society (Clyne, 2007). It has been defined either in relation to an individual's ability to speak more than one language or in relation to language use, language status, attitudes of people towards language in a given society, language policy and planning. In this regard, (Kumar & Singh, 2014; as cited in Joshi, 2018) talk about the 'individual multilingualism' and the 'societal multilingualism'. Similar to Kumar, for Cenoz (2013) multilingualism is an interdisciplinary phenomenon that can be studied both

from individual and social perspectives. In addition, Sridhar (1995) states when multilingualism is viewed as an individual phenomenon, issues such as how one acquires two or more languages in childhood or later, how these languages are represented in the mind, and how they are accessed for speaking and writing, and for comprehension become central. He further says, when it is viewed as a societal phenomenon, one is concerned with its institutional dimensions, that is with issues such as the status and the roles of language in a given society, determinants of language choice, the symbolic and practical uses of languages, and the correlations between the language use and social factors such as ethnicity, religion and class.

Nowadays, multilingualism has become a common phenomenon across the globe (Cenoz, 2013). Globalization, transnational mobility of population, and spread of new technologies have highly influenced the political, social, and educational contexts (ibid) which resulted the language contact among the people who belong to different speech communities that increased the value of multilingualism. Thus, multilingualism has become a source of cross-cultural understanding and language learning that extends the horizon of individual's knowledge as the proverb implies "the limits of my language is the limits of my world".

Researchers, and research organizations have defined multilingualism in relation to different dimensions. For example; European Commissions (2007) presents three dimensions of multilingualism such as 'individual versus societal multilingualism', the proficiency versus use dimension of multilingualism, and 'the bilingualism versus multilingualism dimension'. In this regard, the commission defined multilingualism as "the abilities of societies, institutions, groups and individuals to engage on a regular basis with more than one language in their day to day lives". In the similar vein, Bassetti & Cook (2011); and Baker (2011) supported to

the dimensions which were categorized by the Commission. They talked about the maximal proficiency view, and minimal proficiency view of multilingualism which is similar to the ‘proficiency and use dimension of multilingualism’ in the commission’s categorization. Correspondingly, Cenoz & Gorter (2011) state ‘multilingual speaker’, ‘the whole linguistic repertoire’, and ‘social context’ as the dimensions of the multilingualism.

Hence, the dimension ‘multilingual speaker’ by Cenoz & Gorter, ‘individual multilingualism’ by European commission (2007); Cenoz (2013); Kumar and Singh (2014); and Sridhar (1995), focus on the personal spheres and covers the acquisition and use of several languages by an individual. Moreover, it deals with an individual’s ability to master, and appropriately use two or more languages, and includes language related physical abilities and neurological processes taking place in the brain, in healthy, challenged and gifted individuals (Aronin, 2019). However, the dimension of ‘societal multilingualism’ and ‘social context’ are related to the sociology of a language. For instance, attitude of people towards language, language situation in the society, language policy and planning, and the individual’s language practices in communicative contexts. In this regard, Edward (2012) says that societal multilingualism comprises the issues like intersection of multiple language varieties in multilingual context, the status and social opportunities of the people, use of particular languages in certain multilingual contexts, and changing language policies and practices. Furthermore, the ‘proficiency and use dimension’ or ‘maximalist and minimalist’ views of multilingualism give emphasis on mastery over more than two languages. Here, maximalists’ definition is related to what extent one has native like control over two languages. On the other hand, minimalist definition considers incipient bilingualism with minimal competence over languages (Baker, 2011). Now,

'Bilingualism versus Multilingualism Dimension' believes that multilingualism has gained the currency in recent years at the expense of bilingualism. In this regard, Cook & Bassetti (2011) say that bilingualism generally refers two languages, but can include more languages. However, multilingualism is often used to refer to two or more languages (Aronin & Singleton, 2008). Indeed, maximalist and minimalist definition is supported by the definition in balanced and unbalanced multilingualism which were termed in the article titled 'defining multilingualism' by Cenoz (2013). Hence, the former seeks for equal fluency in two or more languages, and later accepts the different level of proficiency in different languages.

As discussed by Jasone Cenoz, multilingualism is defined in two different views; 'atomistic' and 'holistic'. According to him, atomistic view of multilingualism considers "languages as discrete, fixed, and independent entities and imply that multilinguals are expected to be like two or more monolinguals." This view was traditionally focused in the research field of linguistics and psycholinguistics where the specific elements of language used to be analysed. In this regard, Li (2011) pointed out, the idea is to look at "one language only" or "one language at a time" (p. 374). Thus, the holistic view of multilingualism believes on the balanced multilingualism which focuses on the mastery over two different languages, and asks for native like control over one language at a time. On contrary, the holistic view of multilingualism considers that multilingual speakers use different languages, either in isolation or mixed, according to their communicative needs and their interlocutors (Cenoz, 2013). Moreover, holistic view of multilingualism focuses on multilingual language use in social contexts, and use of whole linguistic repertoire in a particular social setting.

Multilingualism in education. It is not easy to understand what multilingualism means in education because multilingualism in one context is not the same as it is in another. However, it generally signifies to the context in education where two or more than two languages exist in the educational policy, curriculum development, and in classroom practices. It [multilingualism] has been viewed differently by different researchers, linguists, language teachers, and educators regarding its practice in language classes. Ngubane (2003) argues that multilingualism is not a problem for multilingual classroom instead it can be used as a source of teaching. He further talks about the advantages of multilingualism in education. As he mentioned in his research, multilingualism is beneficial to give the status to ethnic and local community language. Furthermore, he states that it enables children to maintain the link with cultural background, and facilitates access to the curriculum and learning in school. On contrast, the traditional believe over the bi/multilingualism takes it as a hindrance in the learning of the language. In this regard, Dahlin (2019) stated in his study on ‘Multilingualism in English Classroom’ that multilingualism was believed to cause intellectual disabilities. However, more current research studies have showed the benefits of being proficient in several languages (ibid).

It is generally assumed that teaching and learning a new language in a bi/multilingual context is a complex phenomenon. As multilingualism has been discussed by the researchers and linguists, its effects in second language acquisition have been examined. In this respect, Baker (2006) has talked about two different perceptions of multilingualism in language acquisition. As he talked; subtractive view of multilingualism rejects the presence of L₁ in the L₂ classroom whereas additive view of multilingualism asks to give the space to the learners L₁ in the second language classroom for the learners’ cognitive, economic and social development

(Baker, 2006; as cited in Dahlin, 2019). Consequently, another theory of language teaching, translanguaging pedagogy raises the voice for the use of students' linguistic repertoire to better cater the multilingual classrooms.

Regarding Second language acquisition, Krashen (1985) has stated the significance of comprehensible input in second language learning. In his input hypothesis, he states that when subject content is acquired in a first language, the input of the same subject matter in a second or foreign language can be transformed to be comprehensible. It further implies that, using learners' first language in second or foreign language classroom helps to transform the input into comprehensible input which assists in the internalization of the content, and development of concept. As Dahlin (2019) quoted Krashen (1985) "Despite the fact that more use of the first language might lead to less input of the second or foreign language, the input in the second language might be more comprehensible and therefore lead to a better language development because of the familiarity with the subject in the first language."

Moreover, Garcia & Wei (2014) give emphasis on the use of translanguaging as the mediating tool to acquire foreign language.

Hence, multilingualism is a context, and use of translanguaging pedagogy, using students' first language in the classroom, or giving space to the whole linguistic repertoire of the students in the classroom, are suggested to best cope multilingualism as resource in multilingual classrooms.

Throughout the discussion above, using more than two languages has been preferred for the better learning of second language, then why English only policy has been made a norm in English Language Teaching Classrooms. Thus, English only

policy is likely to be questioned in Nepal, and in the country where English only policy has been practicing in education.

Introduction to translanguaging. The term ‘translanguaging’ simply betokens the dynamic, natural, and purposeful use of two or more than two languages in communication for the purpose of making meaning. It is a dynamic process in which multilingual language users mediate complex social and cognitive activities through the strategic work of various sources of semiotics for action to know and be (Garcia & Wei, 2014). Moreover, William (2002) defines translanguaging as a bilingual languaging. He further says, “Translanguaging, simply means ‘receiving information in one language’ and, ‘using or applying it in other languages. It is a skill that happens naturally in everyday life.” However, translanguaging does not merely refer to switching between two languages, instead it involves a systematic use of two languages (Yuvayapan, 2019).

Translanguaging has been increasingly adopted by scholars to describe the linguistic practices of the speakers labeled as bilingual or multilingual, and to describe as well the many ways that those practices are leveraged for the variety of purposes specially in education (Blackledge & Creese, 2010; Garcia, 2009; Garcia & Wei, 2014; Garcia & Otheguy, 2015; Hornberger & Link, 2012; Lewis, 2012a; 2012b; Lin, 2014; Sayer, 2013; as cited in Canarajah, 2013). Scholars used different terms for translanguaging in their writing in different times such as ‘Fluid lects’ (Auter, 1999), ‘Plurilingualism’ (Council of Europe, 2000), ‘Multiliteracies’ (Cope and Kalantzis, 2000), ‘Codemeshing (Canarajah, 2006; Young 2004), ‘Heterography’ (Blommaert, 2008), ‘Third spaces’ (Gutierrez, 2008), ‘Polylingual languaging’ (Jorgenson, 2008) ‘Pluriliteracy’ (Garcia, 2009), ‘Transcultural literacy’ (Lu, 2009), ‘Continua of biliteracy’ (Hornberger, 2009), ‘Meterolingualism’ (Pennycook, 2010), (as cited in

Canarajah, 2013). However, the term ‘translanguaging’ was first coined by the Cen Williams, a Welsh scholar, in 1994 to refer to pedagogical practices in which English and Welsh were used for different activities and purposes (i.e., reading in one language; writing in another language) (Garcia & Li Wei, 2014).

As the world has moved from the nationalization stage to the global village, national monolingualism may no longer be the norm (Ke, 2010; as cited in Chung Ke & Lin, 2017). There are no speakers, even monolingual ones who translanguage everywhere and at all times that is who regularly use their full idiolects completely freely (Otheguy, Garcia & Reid, 2015). Moreover, all the speakers, even monolinguals, monitor their speech to some extent in order to adapt to the interlocutor and social situation at hand (ibid). In addition, the monolingual language ideologies were challenged by the researchers. For example, Escobar & Paltrineri (2015) state “monolingualism is the default for human communication, and it should be examined from the perspectives beyond the monolingual bias.”

Then, translanguaging has been developed as the post structural approach that focus on fluid, dynamic, and natural use of one’s linguistic repertoire in the social setting to which, Makoni & Pennycook (2007), termed as ‘poststructuralists’ approach to sociolinguistics’. Moreover, they emphasized not only the very diverse language practices of people in global world, but also the sociopolitical effects that the construction of named languages have had on language minoritized population. It discards the traditional structuralist view of language which conceives language as a static entity attached to a particular speech community (Chung Ke & Lin, 2017). Moreover, it reflects post- structuralist thinking and more critical consideration as it interacts with the emerging discourses such as nature of language, second language acquisition, and bilingualism (Gracia, 2009). In addition, it offers support for the

sustainability of what are considered threatened or endangered languages (Otheguy, Garcia & Reid, 2015).

Likewise, Otheguy, Garcia, & Reid, 2015, define translinguaging as the deployment of speakers' full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and states) languages. It emphasizes on the use of speakers idiolectal linguistic system to which Ricardo, Otheguy, García & Reid (2015) takes as an individual's 'mental grammar'. For them, the idiolect is a mental grammar that is acquired primarily through, and deployed mostly in social and personal interaction. They further defined translinguaging as using one's idiolect, that is one's linguistic repertoire, without regard for socially and politically defined language labels or boundaries. Thus, translinguaging can be taken as a complete use of one's 'mental grammar' in social and personal interaction which scaffolds in meaning making process, and comprehension of complex cognitive tasks as Vygotsky postulate of language as a mediating tool that allows for higher order thinking (Escobar & Paltrineri, 2015).

Translinguaging includes range of processes in which bi/multilingual people make use of knowledge they have of many languages, and how to use these languages (Heugh, French, Armitage, Kerry, Leech, Billingham, & Ollerhead, 2019). It includes the language activities like 'code switching', 'translation', 'interpreting', and 'use of home language' (Childs, 2016; Heugh et al., 2019). Therefore, people sometimes take 'translinguaging' and 'code-switching' as synonymous terms; they are synonymous in some (Joshi, 2018, p.14). Similarly, to Poza (2017) "translinguaging appears as a repackaging of code switching. However, 'code-switching' rests on the assumption that bilinguals have two separate bounded language systems (Garcia & Kleifigen,

2018), on contrary, translanguaging offers a more holistic view of one's unique linguistic system (Schulze, Ittner & Marquez, 2019).

Translanguaging has been practicing as a pedagogical practice in language education that uses bilingual as resource, rather than ignore it or perceive it as a problem (Yuvayapan, 2019). It believes the norm that individual's native language practices improve their competence in foreign language (ibid). Moreover, it emphasizes on the use of L₁ as a mediating tool in L₂ classroom to simplify the complex cognitive tasks (Escobar & Paltrineri, 2015).

Therefore, as the term discussed in above reviewed literature, it can be inferred that translanguaging is a bi/multilinguals' language practice which emphasizes the use of individuals linguistic repertoire. It is normally practiced in communication in multilinguals' daily life. Moreover, it has been practicing as a pedagogical approach in the field of language education to support students in multilingual classroom. As it believes on bilingualism as a norm, it can address linguistic diversity of multilingual classroom. Thus, translanguaging is a mix languaging which is dynamic, purposeful, and systematic.

Suppositions of translanguaging. The concept of translanguaging has been developed from welsh studies, however, it has rapidly been expanded in the field of education (Vogel & Garcia 2017). In the context of multilingual education, it usually seems practicing by the teachers, students, and teacher educators. It generally is a language practice that goes beyond the concept of 'two solitudes' model introduced by Cumins (2005). Hence, the 'two solitudes' model of language teaching talks about the separation of first language and target language in language learning environment (Creese & Blacklegde, 2010), but translanguaging adopts the values of fluid languaging where the speakers use more than one language at a time dynamically.

Moreover, it has been taken as the ‘language alternation’ (Poza, 2017). The view of defining translanguaging that defines it as the combination of two or more languages in a systematic way within the same learning activity (Cenoz & Gorter, 2011). Thus, it has usually been believed that language is learnt better if two or more languages brought together. In this regard, Cummin’s interdependence hypothesis (1979) gives emphasis to the common underlying proficiency. He further states that bilinguals have two separate linguistic systems although they feed each other, and are interdependent.

In the regard of theoretical foundations and assumptions, Sara Vogel and Ofelia Garcia in their book ‘Translanguaging’ talks about three basic promises of translanguaging theory which are presented below;

- i. Translanguaging posits that individual select and deploy features from unitary linguistic repertoire in order to communicate.
- ii. It takes up a perspective on bi and multilingualism that privileges speakers’ own dynamic linguistic and semiotic practices above the named languages of nations and states.
- iii. It still recognizes the material effects of socially constructed named language categories and structuralist language ideologies especially for minoritized language speakers.

In a similar vein, Creese & Blackledge (2010) and Garcia (2009) talk about the Welsh tenets of translanguaging. The welsh tenets of translanguaging are presented below;

- i. Bilingual children develop a single complex language repertoire, a unitary language system and a single identity as bilinguals.

- ii. Bilingual children are capable of communicating and acting with only certain features of their repertoire, those that respond to socially named languages.
- iii. To deepen the bilingual child's performance in socially named languages, it is important to first recognize and leverage their entire language repertoire.

Throughout the theoretical promises, and the Welsh tenets of translanguaging, it has been detected that translanguaging attempts to challenge to the traditional model of multilingualism which was based on the structuralist ideology, and translanguaging has stood as the post-structural language ideology which believes on the fluidity, dynamicity, or language hybridity. Moreover, using translanguaging is beneficial for the bi or multilingual students to comprehend the complex content and concept in one hand, and to communicate with teachers and the friends on other. Not only translanguaging is beneficial for learners, but also it is significant for the language teachers and educators to better educate multilinguals.

Translanguaging pedagogy. Pedagogy generally betokens to the method and practices of teaching, specially an academic or theoretical concept. Here in language education, it signifies to the teaching strategies, techniques, approaches and methodologies used to deliver the content. Moreover, translanguaging has been practicing as a pedagogical practice in multilingual classroom to enhance interaction, and embrace inclusion.

Translanguaging pedagogy is often used as an umbrella term to refer to “pedagogical strategies used to learn languages based on the learners’ whole linguistic repertoire”, and “spontaneous multilingual practices used in a pedagogical way” (Cenoz & Gorter, 2017). Furthermore, it has gained the traction in language

education, and it challenges to some conventional beliefs in the field (Liu; Yilo & Lin, 2020).

It [Translanguaging] talks about the use of one's idiolect that is one's linguistic repertoire, without regard for socially and politically defined language labels and boundaries (Otheguy, Garcia & Reid, 2015). This means that translanguaging goes beyond the linguistic boundaries. Creese & Blackledge (2010) talk about the linguistic boarder. They stated that in the modern world, the concept of boarders tends to blur and the movement of people across these socially constructed lines is becoming commonality. It further implies that the people across the globe translanguage their speech naturally. Moreover, translanguaging has become a naturally occurring phenomena in multilingual world. This is the case not only in the community but also in the classrooms where students belong from different linguistic background, and use translanguaging as a mediating tool to communicate each other. In this context, translanguaging has been practiced as the pedagogy in the language classroom, and it assists in the development of learners' creativity and criticality (Li Wei, 2011).

Why translanguaging. In recent years, there is a theoretical appraisal of the importance of first language in learners' learning of additional language. However, the concept of target language only or one language at a time in a language teaching classroom has still been existed in practice (Vogel & Garcia, 2017). As translanguaging uses the knowledge of more than one language as resource in language classrooms, it offers many benefits to the language learners, instructors, and educators.

Regarding the benefits of translanguaging, (Cumins, 2008; as cited in Nambisan, 2014) states that translanguaging allows students to use their native

language as a positive linguistic resource that will be an asset to them and aid them in developing ways that can help them negotiate meaning and communicate in English. It further implies that translanguaging is a meaning making process that helps learners to understand the content. It is usually believed that there is close relationship between the language learning and the learners' identity. Learners' motivation, confidence, and the self-esteem are considered as the affecting factors in language learning. Hence, translanguaging assists to enhance the learners' confidence, and keep self-esteem in the heart via using the language of minority in the classes. In this regard, Martin (2005) states that translanguaging helps students by projecting the safe environment where their identities and cultures are valued (as cited in Nambisan, 2014). Similarly, translanguaging rejects the monolingual orientation for language learning and allows students to use their idiolectal repertoire in the language classroom.

As translanguaging considers the boundaries of language as permeable, it believes that language instruction should not kept separate from the languages that the learners are familiar (Cenoz & Gorter, 2017; Garcia & Lin, 2016). They further say that the ultimate goal of learning a second or foreign language is not only to achieve native like competence, but also to value the learners' whole linguistic repertoire. Thus, translanguaging respects the learners' linguistic repertoire which helps to get them highly motivated, confident and engaged in. In one hand translanguaging has broken the artificial and ideological divides between indigenous VS immigrant, majority VS minority, target language VS mother tongues (Nambisan, 2014), and empowers the learners. On the other hand, it helps to reexamine an age-old question of the role of first language in the learning of second or target language (Garcia, 2009; Creese & Blackledge, 2015; as cited in Nambisan, 2014). Talking about the

significance of translanguaging in the multilingual classroom, for Cumins (2008) there is a common academic and cognitive language proficiency in both first language and second language. Thus, using translanguaging is significant to get proficiency in language. Moreover, translanguaging is a flexible languaging where the choice of language to the students is provided (Lin, 2012; Nambisan, 2014). It means translanguaging leaves learners and teachers free in their languaging inside and outside the classroom. In a similar vein, for Otheguy, Garcia & Reid (2015) translanguaging provides a smoother conceptual path than previous approaches to the goal of protecting minoritized communities, their language, and their learners in the schools. They further say that translanguaging practices nurture all bi or multilingual students to develop linguistic proficiency in one hand, and content comprehension on the other. It suggests that translanguaging can function as the strategy to empower the learners who belong to minorities.

Translanguaging offers many benefits not only for the learners but also offers the benefits for the instructors or educators or teachers. Li Wei (2014) states that theory of translanguaging can be transformative for educators. The researcher further says that once educators start looking at language from the point of view of bilingual learners, and not simply at the named languages with its prescribed features, everything changes. It means that translanguaging theory assists educators or teachers to value the students' full linguistic repertoire, and enable them for more justifiable or equitable education. Similarly, Nambisan (2014) says that translanguaging helps instructors to cultivate the students' knowledge by acknowledging and utilizing the diverse base of knowledge that students have in their native language. It further implies that teachers can use translanguaging as a teaching strategy in multilingual classroom to empower learners, and to be empowered themselves.

Moreover, Cenoz & Gorter (2017) have presented three main contributions of translanguaging which are presented below:

- i. Translanguaging in input and output that includes the strategies of using different languages for input and output and translates.
- ii. The use of the first language as a resource in language and in ‘Content and Language Integrated Learning’ (CLIL), and in ‘Content Based Instruction’ (CBI).
- iii. Translanguaging in writing including holistic lens when analyzing multilingual learners’ writing strategies and translanguaging practice in writing.

Thus, translanguaging is such a practice of multilinguals where the speakers use hybrid language in their communication. It assists people to communicate in the community, learners to learn language in the classroom, and teachers to cope the problems which raise in the multilingual classroom. Throughout the above discussed literatures, translanguaging pedagogy seems as if it is a part of humanizing pedagogy (Salazar, 2013) which values the students’ sociocultural resources. Moreover, it respects the students’ subject position to empower them linguistically to enhance their language education. Furthermore, it functions to transform input into comprehensible input, and also helps to learn and teach complex text easily.

Review of Empirical Literature

Many research studies have been carried out in the field of translanguaging and translingual education. Hence, the very section has dealt with the earlier research studies conducted in the field of multilingualism and multilingual education in general, and translanguaging or translingual pedagogical practices in particular. Moreover, the studies related to translingual practices in English language teaching

classrooms have been primarily focused. As I stepped up in the area of translanguaging, I gathered the theses, dissertations, journal articles, and blogs to have insights in terms of research problem, methodology, content, and organizational aspects. The empirical literatures are awakened to the researchers how to conduct research, and what are the issues to be addressed, and how one's research is going to be different in comparison to others. Therefore, I have reviewed some articles, theses, and dissertations considering them as a related literature in the field.

Nambisan (2014) escorted a mixed method study on 'Teachers' attitudes towards and uses of translanguaging in English language classrooms in Iowa' to examine the existing attitudes and practices of translanguaging, the use of the students' native language in the English language classrooms, by 19 English language teachers in the state of Iowa. Teachers from both mainstream and dual language programs responded to a survey that collected information regarding the importance that they place on various uses of translanguaging (both by students and by teachers), and also information regarding the frequency with which these teachers felt it was practiced in their classrooms. The researcher collected quantitative data by using multiple choice and Likert scale questions whereas open-ended responses were applied for the qualitative data which were collected to explain, and support the quantitative findings from the study. Moreover, the qualitative data were collected to provide a more holistic view of the attitudes of participating teachers towards translanguaging in their classrooms. The findings of the study indicated a division between the attitudes and the practices of the participants regarding translanguaging. While the majority of the participants believed that nearly every use was important, only a small (less than half) portion of the participants implements these practices in

the classroom. While the small number of participants suggested caution in interpretation, these findings have implications nonetheless for theory and practice.

Similarly, Mazak & Donoso (2014) made an ethnographic case study in the University of Puerto Rico Mayaguez (UPRM) to describe one professor's translanguaging practices in an undergraduate science course. The university was officially bilingual where Spanish was the language of instruction, but students were required to have working knowledge of English. The researchers collected data with the help of ethnographic field notes of eleven observed classes. Observations, interviews, artifacts including professor's presentations, academic readings assigned, quizzes, and exams, were applied as the tools of data collection. As it was the case study, the researchers visited the course for eleven times where the major focus was on the use of language in instruction. Throughout the data analysis via coding, decoding, and categorizing, the researchers identified several strategies of translanguaging practices such as (a) using English key terminology in discussion of scientific content in Spanish; (b) reading text in English, and talking about it in Spanish; (c) using Spanish cognates while referring to English text; (d) talking about figures labeled in English using Spanish; (e) pronouncing English acronym in Spanish. Moreover, the findings of the study revealed that translanguaging activated all the students meaning making resources as it allowed to use students' whole linguistic repertoire. Not only that, translanguaging was also found apprenticing students into scientific discourse community, and translanguaging was found prompted by English text in those classes of undergraduate plant science.

Joshi (2018) conducted an interpretive ethnographic study on 'Translanguaging as a negotiated pedagogy in higher education: Classroom practices, experiences, and implications' in the faculty of education of university campus

Kirtipur, Tribhuvan University. The study aimed to explore the practices of translanguaging in higher education in Nepal; to explore the perceptions of university level students on the use of translanguaging into the classes; and to analyze the purpose of translanguaging in classrooms. He selected four teachers, and 10 of their students as a sample via using purposive non-random sampling strategy. For the data collection tools, he applied Focus Group Discussion (FGD), class observation, and interview, and analyzed the data qualitatively. The findings of the research were categorized in three different subsections on the basis of the objectives. The study found that teachers had been practicing translanguaging in their classes where mostly English and Nepali language were used by the teachers. However, the practices were rarely observed by them. As the study revealed, teachers used translanguaging for various purposes in the classroom such as (a) for the purpose of socialization and fun; (b) as a communication and paraphrasing strategy; (c) for the purpose of emphasizing on certain issues; (d) for helping students understand; (e) as code mixing strategy; (f) for motivational purpose; (g) for translation; (h) as a fashion; and (i) as attention and consciousness raising tool. Moreover, the study uncovered the teachers' beliefs on translanguaging. It showed that all the teachers were practicing translanguaging unconsciously, and they were positive in using translanguaging in the classroom, and believed that it helps to simplify the content; to increase interaction; to motivate students; and to make students feel free. Most of the participants took it as a natural process. Regarding students' beliefs on the use of translanguaging in their classes, students were found more entertained in the multilingual classes. They responded that all of their teachers used translanguaging in their classes what students took positively.

Alzahrani (2019) escorted a research study on ‘Investigating translanguaging practices and attitudes of international students in higher education at an American University’ to investigate the students’ perceptions with regards the use of first language to facilitate their writing in second language (English). Moreover, the study aimed to examine the influence of using first language in the quality of their writing. The study was conducted via adopting the sequential explanatory mixed study. Seven international learners who belonged to different sociolinguistic background (for example: China, Brazil, Saudi Arabia) were surveyed; interviewed; and observed their writing scripts. The collected data were analyzed statistically and thematically. The findings of the study showed that majority of the students routinely used their first language while they were brainstorming for their writing in second language. However, about half of the participants did not agree with the statement. The result showed that the students took their use of first language, was helpful in planning for writing in second language. Though some participants responded that using first language has negative impact on improving the writing skill, the observation of their manuscript disclosed that their writing was more or less affected by the influence of their first language.

In a similar vein, Yuvayapan (2019) made a mixed study entitled ‘Translanguaging in EFL Classrooms: Teachers’ Perceptions and Practices’ in private and state schools of Turkey to examine the teachers’ perceptions on translanguaging, and to figure out the reasons of differences between their perceptions and actual use of first language in their classrooms. The study was accomplished via using questionnaire based on the Likert scale, classroom observation, and semi structured interview as the tools of data collection. The researcher distributed the questionnaire to the 50 EFL teachers who work in schools and cities of Turkey. Moreover, 37

participants were female, and 13 were male. He also observed five English classrooms in three different private schools in Osmaniye. Further, the researcher interviewed the teachers to grasp their beliefs. The findings of the research showed that teachers were positive in using translanguaging in their classroom instructions for different purposes. The study identified that teachers used translanguaging purposefully for the purposes such as to help low proficiency students; to quickly clarify during activities; to build bonds with students; to praise students; to give feedback; for classroom management; to give directions; to describe vocabulary items; and to explain the concepts. According to the study, teacher mostly used translanguaging for giving directions. However, they did not employ this pedagogy due to the expectations of their institutions, colleagues, and the parents of their students.

Kokkini (2019) has escorted research entitled, 'Translanguaging in Greek Language Classroom: The Case of Foreign Schools in Greece' to describe the situation in foreign schools in Greece assuming that they promote multilingualism. The research was conducted to explore the attitudes of teachers teaching Greek as a second Language in these schools towards translanguaging, and their actual practices in the language classrooms. To come to the result, the researcher applied an online questionnaire featuring both quantitative and qualitative questions. As the questions were disseminated to thirty Greek Foreign Schools, the result revealed that the teachers had recognized the benefits of translanguaging, but many of the teachers do not involve in the learners first language in the classroom. The finding of the research showed that the translanguaging had been considered as the scaffolding approach in the learning of the second language. However, it was kept less in concern towards the purposive use of translanguaging in the language classroom.

In a similar dimension, Charamba (2020) carried out a mixed method study entitled 'Pushing linguistic boundaries: Translanguaging in bilingual science and technology classroom' to investigate the role played by language in the academic performance of 40 fourth grade science and technology students at a primary school in Bikita district, Zimbabwe. As being a mixed method study, the researcher used random sampling strategy, and participants were randomly assigned to either the control or experimental group using research randomizer. Both control, and experimental group were differently treated in their instruction. The experimental group had translanguaging informed intervention while the control group followed the traditional monolingual approach. A paired 'T' test revealed a statistically significant difference in the academic achievement of the two research groups in the post test suggesting the efficacy of translanguaging in the classroom. The finding of the research study showed that language does play pivotal role in students' comprehension of scientific concepts. The researcher further claimed that the students were academically benefitted of doing away with named languages through the use of students' linguistic repertoire in the classroom.

As translanguaging practices have become common in almost all the situation, the attention of the researchers has been highly dragged by the term. Regarding translanguaging practices in the field of education, Aoyama (2020) deported a research article on 'Exploring Japanese high school students' L₁ use in translanguaging in the communicative EFL classrooms.' The study aimed to examine advanced Japanese high school students' use of, and perceptions toward L₁ (Japanese) in translanguaging during communicative L₂ (English). The study adopted the mixed method research paradigm. Moreover, quantitative survey was done in 190 third year high school students, and qualitative data were grabbed from classroom observations,

and in-depth interviews with nine students from the same group. The data were collected sequentially where qualitative data were used to explain or support to the quantitative one. The quantitative finding revealed that all students, to varying degrees, partially used their first language (Japanese) during communicative second language (English) activities. Similarly, the data from the classroom observations supported the survey results and identified five salient speech function of the students' partial L₁ use in the activities. The identified speech functions for which the students used their first language were, (a) fillers; (b) backchannelling; (c) asking for help; (d) equivalents; and (e) metalanguage. Moreover, the interview data showed that students used their first language in the activities of second language for three nuanced reasons such as use of L₁ as a communication strategy; because of Learner and instructional factors; and L₁ equipped them as a communication layer for translanguaging.

Similarly, Torff & Murphy (2021) escorted an experimental survey entitled 'Teacher's beliefs about translanguaging: Effects of language skills and instructional setting' to assess teachers' beliefs about translanguaging; and to examine how translanguaging beliefs differ as a function of the instructional setting in which it is used. Two hundred forty-nine teachers of four different settings such as Bilingual Education (BE), Dual Language (DL), General Education (GE), and ESL self-Contained (ESL), were randomly selected as the sample population. The survey forms were used as the tool of data collection which were collated among teachers of three different elementary schools in the north eastern United States including classroom teachers, and special subject teachers. The result showed that teachers examined translanguaging to be generally more effective when students have strong Spanish skills. Moreover, teachers viewed translanguaging as the strategy that assists to leverage students. Further, the Spanish skills constituted the broadest influence on

teachers' beliefs about translanguaging, were uncovered in that study. Moreover, translanguaging activities were rated as more effective for students with strong English skills. Teachers did not feel that translanguaging was unnecessary or distracting for proficient English Speakers; rather, they viewed translanguaging as an asset when working with those students. When Spanish skills were strong, students' level of English proficiency did not matter. But when Spanish was weak, translanguaging was judged more effective for high-English students than low-English ones. In general, translanguaging was seen as more effective in DL and BE settings, and less effective in GE and ESL. Since the DL and BE settings were designed to make use of students' L₁ skills, and translanguaging works by leveraging home languages, it was not surprising that teachers viewed DL and BE as preferred settings for translanguaging. Throughout the discussion, it can be drawn out that translanguaging was taken as a strategy that could be used in bi or multilingual classroom to leverage students. However, the use of translanguaging depends up on the setting and the language skills of the students.

Having reviewed those empirical literatures from home and abroad, Nambisan (2014) examined the existing attitudes and practices of translanguaging, and the use of students' native language in English language classrooms. Moreover, Mazak & Donoso (2014), and Joshi (2018) investigated translanguaging practices in undergraduate science course, and in higher education, respectively. In a similar vein, Yuvayapan (2019), and Kokini (2019) uncovered the teachers' perceptions on translanguaging, and their actual practices in classrooms. Furthermore, Alzahrani (2019), and Charamba (2020) dugout the students' perceptions on translanguaging for the quality of writing, or for the better performance in academics. Further, Aoyama (2020) examined the advanced Japanese high school students' use of, and perceptions

towards their first language in translanguaging during communicative second language. Likewise, Troff & Murphy (2021) examined the differences in between the teachers' beliefs on translanguaging, and their actual practices in the instruction.

Throughout the above reviewed literatures, I came to know that translanguaging has been practicing consciously or subconsciously in the field of education. Moreover, it has been considered as the most concerned terminology in the research arena of second language acquisition or multilingualism. Having observed the research trends in translanguaging, I found that researchers have conducted so many studies on translanguaging practices, and perceptions from primary level to higher education. However, only a few studies have been escorted out on translanguaging practices in English language classrooms. Moreover, translanguaging has been slightly watched in Nepal which I experienced during the review of literature despite Nepal is a multilingual country or the country where many linguistic minorities have been existed for long ago. Moreover, the contradiction among the constitution, policies, and actual reality dragged me in this area to conduct this study.

Thus, this study is different from all other studies above in terms of objectives, area, methodology, and research problem. However, the ideas have been taken from many researchers in order to get methodological insights, and build theoretical understanding in the field. Regarding the context of Central Department of English Language Education, no any theses have been conducted since this very study got proposed. Thus, I do claim that, this study will be the foundational work in the area of translanguaging for the future researchers in M.Ed. level.

Hence, the study attempted to address the existing gap via exploring the translanguaging perceptions and of secondary level English language teachers in their multilingual ELT classrooms.

Implications of the Review for the Study

Literature review is the foremost for conducting any research studies. It helps researchers by providing the insights in the detection of research gap, development of theoretical and conceptual framework, developing the methodological tools, and validating the research findings. For Cresswell (2012) literature review is a written summary of journal articles, books and other documents that describes the past and current state of information, organizes the literature into topics, and documents a need for the proposed study. In addition, Kumar (2012) states that literature review is an integral part of the research process, and makes a valuable contribution to almost every operational step. He further says, it assists researchers to link what they are proposing to examine, and what has been already been examined.

For this study, I have reviewed both the theoretical and empirical literatures in the field for various purposes such as for the development of the theoretical and conceptual understanding about research problem, to get the methodological insights, and to broaden my knowledge in the selected field. I have benefited in different aspects from these research studies. Regarding the reviewed literatures above, Phyak (2018) and Joshi (2018) assisted me in the selection of the research problem contextualizing it with the Nepalese scenario. These studies further supported me in the development of objectives and methodology. Likewise, the studies conducted by Garcia (2009); Li Wei (2011); Cumins (2009); Creese & Blackledge (2010); Canarajah (2013); and Garcia & Li (2014) helped me to develop the theoretical and conceptual understanding of the field. These studies further supported me to broaden the theoretical knowledge in multilingualism and translanguaging. Moreover, the research studies conducted by Louis (2017); Cenoz & Gorter (2017); Kokini (2019); Alzarhrani (2019); Charamb (2020); Ayoma (2020); Troff & Murphy (2021) made

me familiar with the current research trends in translanguaging. They also supported me to select the methodology for this study. Furthermore, I was assisted in the development of data collection tools, and also got equipped with the data analysis insights. Moreover, the study carried out by Nambisan (2014), Joshi (2018), and Yuvyapan (2019) were very much helpful to me to develop the conceptual framework too.

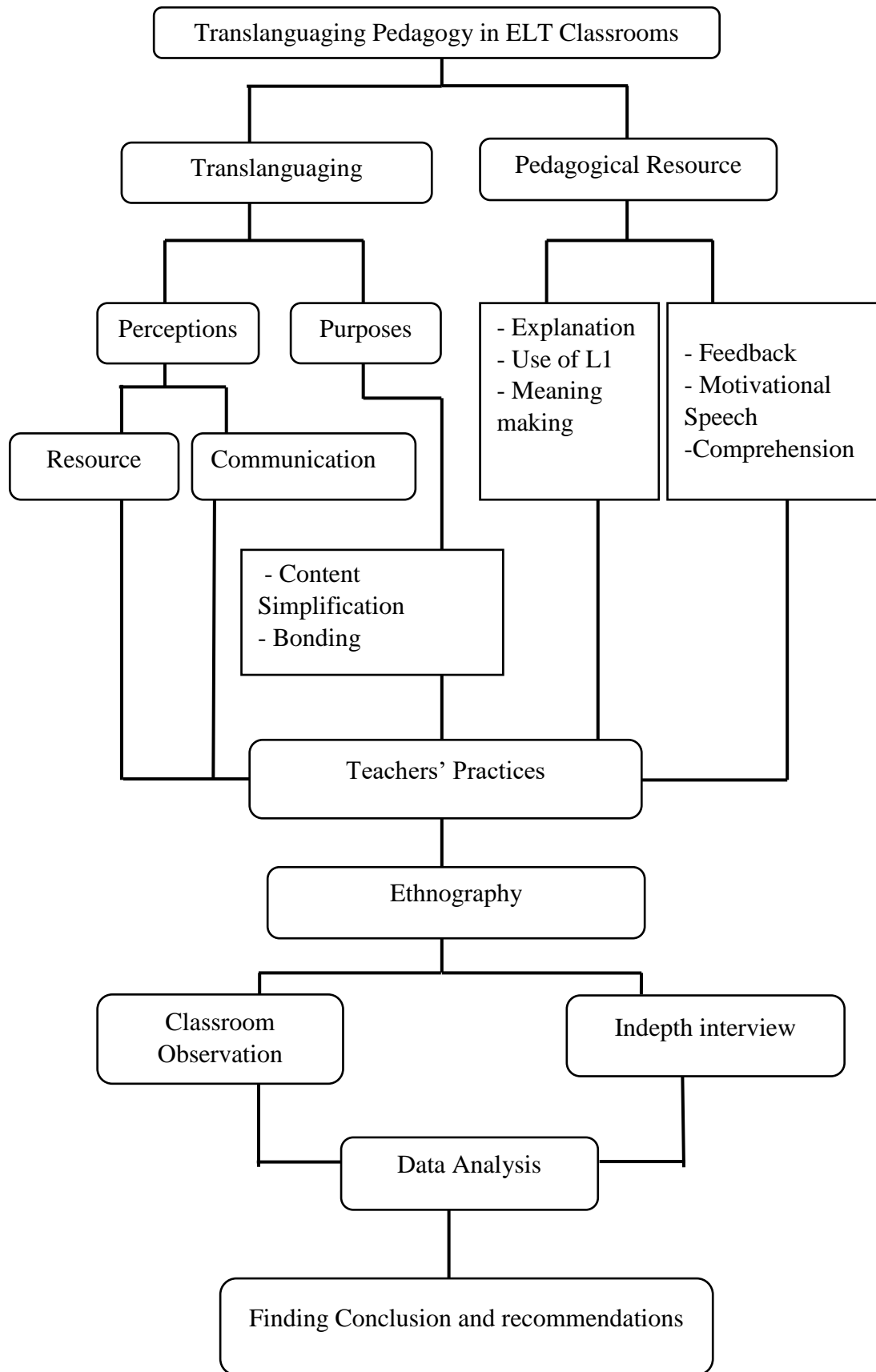
In summary, these all literatures played very significant role in my study from the beginning. In one hand they made me clear on the concepts, theoretical foundations, research trends, and research gap; on the other hand, I got insights in the development of objectives, research questions, methodologies, conceptual framework, data collection tools, and analysis procedures.

Conceptual Framework

Conceptual framework is a visual representation of the presumed relationship of the concept or variables that involves in the study. Kumar (2012) stated that conceptual framework is the basis of research problem which usually focuses on the sections. He further says that it describes the aspects that the researcher selected from the theoretical framework to become the basis of inquiry. So that, conceptual framework is taken as the researchers' explanation of how the research problem would be explored.

Hence, the conceptual framework for my study on 'Translanguaging as a Pedagogical Resource in Multilingual ELT Classrooms: Exploring Perceptions and Practices' is presented below in the page no. 39, figure 1.

Figure: 1 Conceptual Framework



Chapter–III

Methods and Procedures of the Study

Simply, research methodology refers to an overall plan that is used in the accomplishment of any kind of research studies. For Kothari (2004) all the methods which are used by the researcher during the course of studying his or her research problem are termed as research methods. Further, he says that research methodology is a way to systematically solve the research problem. Moreover, research methodology is understood as the science of studying how research is done systematically. To be specific, research methodology not only talk off the research methods but also considers the logic behind the methods that one uses in the context of his/her research study (Kothari, 2004).

Hence, this chapter deals with the research design, population, sample, and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations.

Design and Methods of the Study

Research design is the arrangement of conditions for the collection and analysis of the data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004; Selltiz, Deutsch, & Cook, 1962; as cited in Kumar, 2012). Further, Kumar (2012) says that a research design is a plan, structure, and strategy of investigation so conceived as to obtain answers to research questions or problems. Kumar, further specifies that research design is a complete scheme or program of the research which the researcher uses to answer the questions validly, objectively, accurately and economically.

There are several research designs under quantitative, qualitative, and mixed method approaches. For this study, I selected ethnographic research design which

comes under qualitative inquiries. Thus, the research design for this study was the ethnography. Here, ethnography is the study of people in naturally occurring setting or fields by means of methods which capture their social meanings, and ordinary activities, involving the researcher participating directly in the setting (Brewer, 2000). Moreover, Reeves, Kuper, & Hodges (2008) state that ethnography is the study of social interactions, behaviours, and perceptions that occur within groups, teams organizations, and communities. Though the root of ethnography has been traced back to the anthropological studies of 1990's, it has been adopted by the sociologists as well (Reeves, Kuper, & Hodges, 2008; and Denzin & Lincoln, 2011) in present time. Similarly, Fettermann (2010); Reeves, Kuper, & Hodges (2008) present a similar view that ethnography aims to give holistic insights into people's views and actions as much territory as possible. Fettermann (2010) further says that ethnography describes the history of the group of the location, kinship patterns, symbols, policies, economic systems, and educational systems. Thus, ethnography is a research procedure for describing, analyzing, and interpreting a culture sharing groups, shared patterns of behavior, beliefs, and languages that develop over time.

Ethnography plays a complex and shifting role in the dynamic tapestry that the social sciences have become in the 21st century (Hamersley, 2007). It has been implied in different field of social research in the recent days. It is believed that ethnographies need to provide detailed day to day picture of events. Moreover, the task of ethnographers is to document the culture, perspectives, and the practices of the people in the setting (Reeves, Kuper, & Hodges, 2008). As ethnography observes social meanings, behavior, practices, perceptions of the informants in the field (Brewer, 2000), it provides organic findings (Nunan, 2010). Ethnography is much relevant in the social research because it is conducted in natural setting, produces

accurate reflection of perspectives and behaviours, use cultural lens, and its use of multiple method of data collection (Gay, Mills & Airasin, 2011). Moreover, Pole and Morrison (2003) state that ethnographic research is significant for three major reasons such as detailed data and careful analysis; comprehensive and contextual description of the social action, event and setting; construction of an accurate of the discrete location, event and setting. Thus, this research study was conducted on the basis of ethnographic research design as it objectified to explore the perceptions and the practices in terms of language practices in general and translanguaging in particular.

To come to the results of my study, I used two different data collection tools which were classroom observation, and in-depth interview. Regarding the study, the methodological procedures were adopted as they were applicable in the stepwise ethnographic research design. In brief the methodological procedures which I had implemented in the completion of this study have been presented below;

- Developing the objectives and research questions
- Selecting the area of investigation
- Developing the data collection tools
- Go to the field
- Data collection
- Recording, transcription, coding and categorizing of the data
- Analysis and interpretation of the data
- Drawing the findings and conclusion

Population, Sample and Sampling Strategy

Population refers to the real or hypothetical set of people, events or objects to which the result of the research is wished to be generalized, and the sampling refers to

the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made (Kotahri, 2004). Hence, in this study, the population consisted of all the English language teachers teaching in multilingual context in Solukhumbu district. Among them, three English language teachers teaching in the government schools of Sotang Rural Municipality were selected as the sample by using nonrandom purposive sampling strategy. Here, nonrandom purposive sampling is termed as a judgmental, deliberate, or non-probability sampling (Kothari, 2004). He defines purposive sampling as the sampling strategy which does not afford any basis for estimating the probability that each item in the population has of being included in the sample (ibid). Moreover, in purposive sampling, items are selected deliberately as the choice and access of the researcher. Further, Kumar (2012) states that non-random purposive sampling does not follow the theory of probability in the choice of elements from the sampling population. Non-probability sampling designs are used when the number of elements in a population is either unknown or cannot be individually identified. Moreover, the major concern of adopting this sampling strategy is to acquire indepth information (Manion & Morrison, 2007).

To be specific, the area of the study was Sotang Rural Municipality, Solukhumbu. Primarily the English language teachers teaching in secondary level were the target population for this study. I used the nonrandom purposive sampling strategy in the selection of the sample. Three English language teachers were selected as the sample, and three classes of each teacher were observed. It was done among the teachers teaching in different government schools of that very Rural Municipality. However, all the English language teachers were referred as the population of this study.

Research Tools

Research tools simply signify the instruments which the researchers use in their study. For Kothari (2004) anything that becomes a means of collecting information for study is called research tools. In other words, research tools are those instruments which are used to elicit the desired information required for the study. Selection of the research tools depends up on the design that one selects for the study.

This study was conducted on the basis of ethnographic research design where several methods of data collection tend to be used such as indepth interview, participant observation, personal documents, artifacts, discourse analysis of natural language (Brewer, 2000). In this study, I primarily used classroom observation and the indepth interview to elicit the data. The former tool was developed and applied to explore the real translingual practices of English language teachers in their classrooms, and the later one was developed and applied to find out their perceptions towards using translanguaging in their instruction of English language teaching. In classroom observation, mainly the language practices of teachers were observed, and recorded in the cellphone. Similarly, interview was conducted with the help of interview guidelines. The data collected from both the tools was recorded, transcribed, coded, categorized, and analysed later.

Classroom observation. The very first tool used in this study was classroom observation. Observation is the most commonly used method especially in studies relating to behavioral science (Kothari, 2004). Further, Kumar (2012) says observation is one way to collect primary data, and it is purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Moreover, it is done to get much deeper, richer, and more accurate information (ibid). In this study, nine classes of three English language teachers were observed,

recorded, transcribed, coded and interpreted as Kumar (2012) says observation is done in qualitative research to record the practices in natural setting.

Indepth interview. Interview method of collecting data involves presentation of oral verbal stimuli and reply in terms of oral-verbal responses (Kothari, 2004). Similarly, (Burns, 1997; as cited in Kumar, 2012) states that ‘an interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person.’ Among different types of interviews, indepth interview was used in this study. Here, in depth interview rooted in interpretive tradition. According to Taylor and Bogdan, indepth interviewing is ‘repeated face-to-face encounters between the researcher and informants directed towards understanding informants’ perspectives on their lives, experiences, or situations as expressed in their own words’ (1998 as cited in Kumar, 2012). To collect the data, three English language teachers were interviewed in depth to get rich information regarding the research problem. Interview guidelines were used when it was needed.

To be specific, I used classroom observation and interview guidelines as the research tools for the accomplishment of the study.

Sources of Data

On the basis of the designed research plan, the ways of collecting data are determined. Hence, sources of data imply those sources which provide information and details to the researcher to validate the findings. In the context of this study, both primary and secondary sources of data were used.

Primary sources. Primary data are those which are collected afresh and for the first time, and thus happen to be original in character (Kothari, 2004). Moreover, Kumar (2012) added that primary sources are those when someone else collects

information from respondents for the specific purpose for which a study is undertaken. As the primary source of data, I used the information collected from in depth interview, and classroom observation (Kumar, 2012) done in the sampled population.

Secondary sources. Secondary sources of data are those which have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2004). Similarly, Kumar (2012) states that the information which is already available such as government publications, reports and previous researches are called secondary source. In this study, I used the earlier literatures, policy level documents, journals, books, and theories as the secondary sources of data

To be specific, secondary Level English teachers, and the related literature were the sources of data for this study.

Data Collection Procedures

Data collection begins after a research problem has been defined and research design plan chalked out (Kothari, 2004). As a researcher, I implemented some systematic procedures to collect the data from the primary sources which were the secondary level English language teachers. First, I developed the proposed tools on the basis of my research design and the condition of my respondents. Then I went to the field, and build the rapport with the concerned authorities that is the school administration and the secondary level English language teachers. Thereafter, I slightly reported the purpose of my study to the participants and made them clear in terms of privacy and confidentiality. After taking the consent from the participants, I interviewed them in depth with the help of interview guidelines which were already developed. I used the cellphone recorder and the diary to record the data. Then, the recorded data was transcribed, coded, categorized and the themes were developed.

Similarly, in the next phase, I observed the classes focusing on the language practices. I observed nine classes (three classes of each respondent) focusing on the translingual practices of teachers. I recorded the whole class with the help of my cellphone. At the same time, I used the diary to record the gestural practices. Finally, I showed my gratitude to the respondents and get back from the field. The responses of the recorded classes were processed as the data processed from the interview. In the next phase, I compared the obtained data from both the tools to identify the gap between the perceptions and the practices. This is how the data was collected and the analysed via using thematic approach of data analysis.

Data Analysis Procedures

To systematically analyze the data, I have employed the qualitative technique. The data collected from the observation and interviews were transcribed, coded, and categorized to develop the themes. On the basis of the similarity of the responses and the practices, the major themes were generated and interpreted in three different sections which were teacher's perception in the use of translanguaging, teacher's practices of using translanguaging, and the purposes of using translanguaging. Moreover, the transcribed data from the interview was analysed and interpreted with verbatim of the interviewees to make the data more authentic and valid. Further, the data was made evident via relating it with the earlier literatures reviewed in the section 'literature review'.

Ethical Considerations

According to the Collins Dictionary (1979); as cited in Kumar (2012), ethical means 'in accordance with principles of conduct that are considered correct, especially those of a given profession or group.' Ethical consideration betokens the codes and conducts that the professionals must follow. In this regard, Kumar (2012)

says that being ethical means adhering to the code of conduct that has evolved over the years for an acceptable professional practice. It further implies that ethical considerations are the moralities which ask for the things can be done and cannot be. Regarding research, ethical considerations are related to the participants, researchers, and organization (Kumar, 2012). Moreover, they are related to the culture and heritage of the particular group too. In case of this study, Madison (2005) says that “an ethics of ethnography probes the question, what are the moral and ethical implications of conducting fieldwork?” Therefore, to maintain the ethicality, I employed the following ethical considerations;

Giving credit to the earlier researchers or the scholars for their work is the first and the foremost responsibility of any researcher. So, to make my study original, authentic, and plagiarism free, I acknowledged to all the earlier researchers and scholars from whose work I brought the ideas. Further, the consent, accessibility, privacy, and the confidentiality of the respondents were highly taken in to consideration. As a researcher, to avoid the misconception of the participants, the purpose of the study was reported before observing the class and interviewing them. Moreover, I took consent from the concerned authorities as well. As the study adopted the ethnographic research design, it tried to explore the language practices in the natural setting. So, I tried my best not to harm the heritage, culture, and the cultural language practices of the respondents. Similarly, the collected data was analysed and interpreted objectively to make the result more generalizable in the target population. Furthermore, only the proposed method and the format was applied to make the research scientific and systematic. In a similar vein, the heritage, culture, and the costumes of the respondents was regarded as per the norms of ethnographers. Last but

not least, the study was totally based on the American Psychological Association (APA) 7th Edition to have the consistency in my research study.

Chapter-IV

Results and Discussions

This chapter includes the detail analysis and interpretation of the collected data. The data have been collected from three of the participants who were teaching English in rural Solukhumbu, via classroom observation and indepth interview. Their classroom practices and responses reflected the translingual practices and perceptions over it. They further helped to find the purpose of using translanguaging in the ELT classrooms. In this section, the collected data from interview and observation were recorded, transcribed, coded, categorized and analysed critically and logically based on the research questions and objectives.

Analysis of Data and Interpretation of Results

This part includes the presentation, analysis and interpretation of the collected data through indepth interview and classroom observation. Since the purpose of the study was to analyze the perceptions of the secondary level English teachers in their use of translanguaging as a pedagogical resource; to explore their translingual practices with regards to the purpose of using translanguaging in the ELT classrooms, I chose the ethnography as the research design to meet the objectives of the study. I applied both primary and secondary sources of data. As the primary source, the data obtained from interview and classroom observation were used, and related literatures such as books, theories, journal articles, thesis, dissertation and blogs were used as the secondary sources of data.

Hence, the obtained data from both the primary and the secondary sources have been further analysed thematically. As the research was based on qualitative approach, the data were analyzed recursively. As a researcher, first I built the rapport

with the concerned authority, then I interviewed the respondents individually in depth. At the same time, I observed the class where I was hidden. The observed classes and the responses were recorded through cellphone. All the recordings were transcribed, coded, categorized and analysed. After all following themes have been derived from the data accumulated from indepth interview and classroom observation.

Background of the Respondents

As the study was an ethnography, respondents were observed and interviewed in natural setting. Three English language teachers teaching English in the public schools of Sotang Rural Municipality, Solukhumbu were the participants of this study. The background of the participants has been briefly presented below by denoting them with T1, T2, and T3.

T1: He has been teaching English in government schools for six years in Nepal. Recently, he has been teaching English in the Birendra Jyoti Secondary School, Sotang Soplukhumbu. He has completed his master's degree in English Education from Tribhuvan University, and is pursuing his masters in Political Science in the same University. He himself is multilingual, and use more than one languages in his classroom instruction. He added that he is a reseach practitioner who conducted many research paper regarding English language teaching.

T2: He is also the experienced teacher who has been teaching English for five years. Though, he has taught in many private and public schools, he has been teaching English at the Bakhapalam Secondary School of Sotang Rural Municipality in recent days. Moreover, he accomplished his masters in English literature from Tribhuvan University. Beside English, he has been teaching social at the School. He mentioned that teaching English in only English is really detrimental for the creativity of the students.

T3: He was pursuing his masters in English Education from Tribhuvan University. As he stated, he has taught English in different private schools for three years, and has been teaching English in Hunga Secondary School of Sotang Rural Municipality Sotang Solukhumbu for a year. He states that he is an innovative, and quite curious with the new things in his teaching.

Teachers' Perceptions towards Translanguaging as a Pedagogical Resource

The term 'perception' basically signifies the attitude or the belief of an individual towards something or somebody. Here, it betokens the view or the belief of the secondary level English language teachers towards their use of translanguaging as a pedagogical resource. As the research aimed to analyze the perceptions of secondary level English language teachers, three teachers were interviewed in depth to elicit the data. So, the teachers' perceptions in the use of translanguaging in ELT classrooms have been presented in the following sub themes. Moreover, the themes have been developed on the basis of the responses that the respondents shared.

Translanguaging as a natural phenomenon. Translanguaging has been defined as a natural phenomenon by the scholars such as Garcia and Wei (2014). It is believed that translanguaging is such a language practice of bi or multilinguals where one individual uses two or more than two languages in his or her speech dynamically or naturally. As it has been defined as a natural phenomenon by the scholars, I asked a question to my participants who had been teaching English in secondary level for half a decade, to make my research evident. They responded to the question in their own way. As I asked 'what do you think about translanguaging?' The T1 responded that

....So, in my opinion, translanguaging is such a language practice of the people where they use more than two languages dynamically and naturally. It

is a natural mix of more than two languages. So, most of the teachers, they use translanguaging inside the classroom...

Hence, the excerpt showed that teachers perceived translanguaging as a form of code mixing what Cangarajah termed as ‘code meshing’ which happens naturally. It further says that it is a dynamic practice which shifts timely and unconsciously.

Same question was asked to another respondent to have his belief on translanguaging. T2 responded:

.....In my experience, translanguaging is a language practice which is natural and dynamic. It talks about the linguistic repertoire of the learner. Moreover, translanguaging in the common sense refers using two or more than two languages naturally. It is natural phenomenon.....

Hence, the data showed that translanguaging emphasizes on the learners’ linguistic repertoire or on the use of learners’ language experiences in classroom. The respondent here believed that translanguaging is such a language practice where multilinguals use more than one language via using a single linguistic system. Moreover, it revealed that translanguaging focuses on the linguistic repertoire of the learner that is the learners’ knowledge of different languages. As Makoni & Pennycook (2007) said that translanguaging is dynamic and natural use of linguistic repertoire in social setting.

Similar type of response was uttered out by another respondent. T3 said that
.....umm, as I know, translanguaging might be the language practice of mixing two languages without any sincere concern. I fluctuate timely in my speech. I cannot control. So, it’s a kind of fluidity in languaging.....

In this excerpt, the respondent talked about the fluctuation or fluidity in languaging. It means that translanguaging is a hybridity or fluidity in language

practices without any sincere effort what (Otheguy, Garcia, & Reid, 2015) says that the language practice without any watchful adherence. T3 further responded that

...translanguaging is only a situation where an individual uses more than one language at a t time without having any conscious effort....

From these all responses what I found that translanguaging is a natural phenomenon where bi or multilinguals mix up different languages without any serious effort even the speakers themselves are unknown about how they are speaking, and how many languages they are mixing up. So, translanguaging is a natural phenomenon or natural language practice of bi or multilinguals.

Significance of translanguaging. Translanguaging promotes a deeper understanding of subject matter, by discussing in more than one language. A translanguaging approach to teaching would mean that multilingual students would have opportunities to use any language they have access to in a school setting. As the study aimed to explore the perceptions of the secondary level teachers in their use of translanguaging as a pedagogical approach, teachers were interviewed in depth along with their classroom observations. As they were asked if they believed that the use of translanguaging is beneficial in the English language classrooms, all the participants responded that it is significant in the classrooms to instruct students.

The earlier research like Nambisan (2014) talked about the benefits of using translanguaging in the ELT classrooms. In a similar way, I questioned to my respondents whether translanguaging is beneficial in the language classrooms or not, the respondent T1 responded:

...My learners speak Kulung, Rai, and Sherpa languages as their native language, but I don't know their mother tongue so I use Nepali language which they all know and speak as their mother tongue. If my students have

question in their mind, they use Nepali language in the classroom. Moreover, they sometimes discuss in their mother tongue among them.... so, I think it's beneficial to have interaction and problem solving. ...

Hence, the data revealed that teachers used translanguaging in their English language classroom to encourage their learners to question and to have discussion in the content. It showed that translanguaging helped students to have discussion in their content which makes them clear on the subject matter. Moreover, teacher perceived translanguaging as a beneficial strategy in language teaching to get their students engaged in in the activities to be done so that the faster and the better learning may take place.

In a similar vein, the respondent who taught English language about six years in different private and public schools in Nepal, T2 responded.

...umm, we have to calculate the level of the students, especially the English level of the students. if they can get all the things that teachers tell in English, you don't have to actually translate the things that you have already spoken in English in to Nepali, but you knew the ideas that the students have not got this level that you speak in English, then you have got some kind of regret inside then you have to translate whatever you have spoken already in English into Nepali because you know the ideas you know the level of the learners. So, it is very important for the English teachers that we have to know the English level of the students....

Hence, the data revealed that translanguaging is beneficial for the students who have low proficiency in English. Teacher used translanguaging when the learner could not get their teachers what teachers delivered. It further signifies that translanguaging is much more significant in the communication, particularly for the

comprehension of the content to which Krashen (1985) said the comprehensible input. The participant further suggested to the teachers to be known to the level of their learners and the experiences they already had.

Similar to other respondents, the third respondents T3 responded:

...if the students have not the good strength or equal level of English then translanguaging looks like a God..... Actually, teacher should be able to teach the content in comprehensible way on behalf of the students the teacher should teach. If the teacher use only one language in fluent way, the students may not understand those things..... so, translanguaging is beneficial for the comprehension...

More or less, almost all the participants responded in a similar essence. The responses revealed that translanguaging is beneficial in the classroom for comprehension particularly in the context when the students belong to diverse linguistic background, and when they have not good strength in English.

Thus, it has been found that translanguaging was used for the purpose of comprehensible input. Moreover, all the participants believed that translanguaging is important in language teaching classrooms. So, it has been drawn out that translanguaging is significant to be used in bi or multilingual classrooms as a pedagogical resource.

Translanguaging as a pedagogical resource in the classroom. A translanguaging pedagogy involves teachers integrating the diverse language practices of students in the classroom to create more equitable and effective learning opportunities. As I interviewed to the teachers, they responded that they used translanguaging as a pedagogical resource that they can use to have their learner more interactive, understanding and coordinating. The data from the interview disclosed

that translanguaging pedagogy avoided the English hangover of the students in the classroom which worked as a source of motivation for them. The respondents of the study perceived translanguaging as a resource in their classroom.

Observing their responses, one of the respondents T1 responded:

....oh! My learners speak Kulung, Rai, Sherpa languages as their native language but I don't know their mother tongue so I use Nepali language which they all know and speak as their mother tongue. If my students have question in their mind, they use Nepali language in the classroom. Moreover, they sometimes discuss in their mother tongue among them....so, I mostly use this practice as a pedagogical resource in language teaching.

Hence, the excerpts from the interview showed that teacher used translanguaging as a pedagogical approach inside the classroom. The data further revealed that how positive the teacher was in the practice of using it. Along with English, he used Nepali not only for the students' growth but also for sharing culture or motivating them via making them feel their identity in.

In a similar Vein, another respondent responded:

...if I talk about my teaching strategy, I mostly use Nepali along with English in my English language teaching classroom because I think that use of only one language is insufficient. in terms of the nature of the class and the level of the students I feel good and beneficial to use both languages together. The use of Nepali assists to build the confidence and the use of English helps to develop the language proficiency in target language. I use two languages basically to simplify the content and for the good flavor in teaching.....

The above excerpts from the interview showed that teachers were happy in using two or more languages together in teaching. As the respondent said, he felt good

to use two languages together to make the classes more entertaining. Moreover, the teacher believed that using students' familiar language in the classroom helps to develop the confidence to them, and help them to understand the difficult concepts. Hence, the view of this teacher supported to the notion of translanguaging space as suggested by Li Wei (2011) which talks about the notion of creativity and criticality.

Translanguaging as a good methodology of rapport building. Rapport building is the process of creating rapport, and building trusting relationships between two or more people. Hence, the rapport refers to the process of creating bond between teachers and students. As the study objectified to analyze the secondary level teachers' perceptions towards their use of translanguaging, three English language teachers were interviewed in depth along with their classroom observations. It was found that the teachers perceived translanguaging as the strategy to create the bond or to establish the rapport with their students in their English language teaching classrooms. As I interviewed them how they perceived translanguaging in their classrooms, all the participants responded that translanguaging assisted them to create the good relationship with their learners which is really motivating to the students in their learning. Further, use of translanguaging was perceived as a strategy that tied students and teachers emotionally.

Regarding the fact, one of the respondents, T1 responded:

....in my experience, translanguaging is a strategy to build the bond with students. It helps me to establish the good rapport with my students. I use translanguaging to share the difficulties and to share the cultural aspects to my students. Moreover, my learners share their feelings to me in their first language..... if I used only English language in my classroom teaching, my students cannot share their emotions...

Hence, the excerpts from the interview revealed that teacher perceived translanguaging as the helpful strategy for rapport building. The very respondent was found that he used translanguaging to share the difficulties or emotions to his students, and the students did the same. Moreover, Students were found to be using translanguaging among their friends to share their creations. It showed that translanguaging was believed as the notion that ensures the creativity and the criticality of the students. Thus, the data disclosed that translanguaging assisted to both the students and teachers to share each-others feelings which helped to establish the rapport between them.

In a similar vein, another respondent responded:

....I use multiple languages in my English language classroom. I tried to speak my students' mother language and asks them to talk in the language they know as if they feel near to me psychologically. I experienced that my students think something in their mother tongue, and they tried to express the fact in English. Moreover, they try to expose in their mother tongue.....it helps us to be close to each other however, it hinders in the development of language proficiency of the learners.

The data revealed that teacher perceived translanguaging as a helpful strategy to be close to the students. Here, the respondent said that he used multiple languages in his classroom, and also permitted his students to use other languages than only English language in the classroom. These all activities have taken place to create the rapport, and to build the bond. So, the use of translanguaging has been taken as the most supportive teaching method in the classroom. Thus, it could be told that translanguaging was positively perceived by the teachers in English language teaching classrooms.

Translanguaging as a challenge to the English hegemony. English has been taken as the linguistic capital and the hegemony for the developing countries. It has been believed that English is the language that provides the material for teaching and learning. Teachers were found that they were faded from the imposition of English language from policy to practice level. Here, in this study, teachers were found that they believed translanguaging as the new paradigm in language teaching that challenges to the only English notion in English language teaching classrooms, and English as a Medium of Instruction (EMI) in other subjects. As I asked to my respondents, it was found that they accepted the fact that translanguaging is helpful to avoid English hangover.

Regarding the Context, T1 responded:

.....practice of English only in English classroom is a hegemonic practice almost all the English teachers in Nepal and so to me. I think using only English in the classroom weakens the knowledge of our students. I found my students that they know the concept of something in Nepali and in their local languages but they cannot express it in English. Though, it is the age of globalization, the local languages are very much important to expand the horizon of knowledge of our learners.....it may be difficult to the learners to gain knowledge if we use only one language in the classroom....

Hence the data revealed that teachers were annoyed with the language policy and practices particularly for teaching. The respondent perceived that practice of EMI or English only in English classroom as the linguistic hegemony. He further considered translanguaging as the pedagogical practice that avoid English hangover, and English imperialism in developing countries. Moreover, teacher believed that giving value to the local languages is the way to expand the horizon of knowledge of

the students. So, the respondent has asked for using local languages in classrooms to encourage learners, and to equip them with practical wisdom. Beside this, the teacher believed that use of only one language in the classroom is insufficient for better learning. So, for the language learning or for boosting knowledge, multiple languages are to be allowed in the classroom to use for which translanguaging is must.

Pedagogical purposes of translanguaging. Similarly, the respondents were also asked for their views on the purposes of using translanguaging; why they used it in their classroom. In respect to the questions for what purpose they use translanguaging in their English language classrooms, all of them responded in a similar spirit. In response, one of the participants said that such kind of pedagogy is really entertaining, motivating, and useful in the diverse classroom. He further responded that he used translanguaging in the classroom for various reasons. T1 Responded:

.....to cut a long story into short, I use English. To make my learner understand what I am teaching, what my lesson is about, I use Nepali and other languages. If I speak English only, they may not have a good comprehension. So, to make content easier and to make learners clear on this I use translanguaging. Sometimes, I tell them jokes in Nepali or Hindi because they cannot understand English. To correct them, to give them feedback, to build the rapport with them I speak Nepali language. Not only have that to ask to them questions as well, I use Nepali language...

The snippets from the interview disclosed the fact that teacher used translanguaging for the purpose of minimizing the longer text, to make their learner understand the content, to correct them, to give them feedback, and to encourage them to ask the questions on the content.

Similar situation was created for another respondent in the time of interview, he (T2) responded:

..... There are so many purposes of using translanguaging to make them understand, to give feedback. While giving direction or while making them clear on the new notice also I use translanguaging. Sometimes, for the purpose of entertainment also I use other languages beside English. It is also helpful to praise them, to motivate them and to encourage them.....

The data revealed that he used translanguaging for the purpose of giving feedback, entertainment, and to praise the students in the classroom. Similar to the earlier teacher, he responded that he used translanguaging for motivating to his students in learning too.

Another respondent also responded in similar way. T3 responded:

...For good comprehension, to get the main idea or to get the main essence of the text, and to actually to fill sometimes it's a kind of translation. First, I speak with them in English, I tell them all the things in English then I translated them into Nepali that they feel if they have any kinds of doubts in the mind and they feel relaxed....

The excerpts above uncovered that he used translanguaging generally for the purpose of comprehension, and for creating relaxing environment to share the doubts of the students what they have. He also used translanguaging to summarize and paraphrase the content.

Thus, it was found that teachers used translanguaging for various reasons such as simplifying the content, praising or motivating students, paraphrasing and summarizing, and for the purpose of entertainment.

Throughout the interpretation of the data which were elicited from the interview, it was found that teachers took translanguaging positively. All the participants in this study responded that translanguaging is beneficial in the case of multilingual classroom. They perceived that it is a pedagogical strategy that helps learner in understanding the content, developing the concepts, and enhance their learning. The study found that teacher believed translanguaging as natural languaging which is significant, and can be used as pedagogical resource in the classroom. Moreover, they perceived translanguaging as a good methodology of building rapport with the students. Not only that all the participants were also in fond of using local or minority languages in the classroom to promote language learning.

Teachers' Translingual Practices in ELT Classrooms

As the study aimed to explore the translingual practices of English language teachers in their teaching of English, nine of their ELT classes were observed, recorded, transcribed, coded, categorized and analysed. The details of translingual practices have been presented in different themes to meet the objectives of the study.

Translanguaging as a code mixing. The term 'code' refers to the particular dialect or language, and the term 'mixing' refers to the process of making two or more things in one place. Hudson (1996) states that code mixing is a kind of linguistic cocktail, a few words of one language, and a few words of others, then back to the first for two more words and so on. Correspondingly, translanguaging has been defined as a process of receiving in one code and responding in another (Willaiams, 2002). English language teachers' translanguage their speech in the classroom as a form of code mixing for different purposes as translanguaging has been taken as the purposeful use of two or more than two languages at the same time (Garcia &Wei, 2014). Further, Code- mixing is the mixing of two or more languages or language

varieties in speech. As Wardhaugh (1986) states there are code mixing is happened because of the choice of topic; solidarity with listeners; and perceived sociocultural distance. Wardhaugh (1986, p.53) states that code mixing occurs when conversant uses both languages together to the extent that they change from one language to another in course of single utterance.

As the classes were observed, teachers were found that they used situational or metaphorical (Wardhaugh, 1986) code switching in their instruction of ELT classes. Further, teachers were found applying multiple types of code-mixing strategies. What I found in the observational transcription, the teachers' used different kinds of code-mixing strategies on the basis of terms and conditions. The applied strategies have been presented as below:

Teachers' use of Translanguaging as a Code mixing

[Aaja chai timiharuko homework lai check garne kaam garinchha hai..... Now roll no three utha ta..... alik loud voice ma bola hai..... Sathiharule homework padhdai garda, careful bhayara sunne la sabia janale..... Tapaiharule class mai padhnu bhayao thiyao. Thiyana? Hamile hijo yo class gareka thiyau. Aaja maile kehi sentence haru lekheko chhu yaha..... If clause lai pachadi rakhna pani sakinchha tara comma hatchha. Main clause lai agadi rakhisakepachhi. Yaha sarta chha tesaile conditional sentence lai sartatmak wakkyo bhainchha.Ma priminister thiya bhane, MCC pass garna dine thiyana.....]

[If sentences haru char prakarka chhan..... La ya herata yanira sentence ko structure observe garne ho bhane, ya ksto bancha bhane..... Aba yo structure yadi if clause ma chha bhane main clause ma k hunchha bhane s+v1/v5 hunchha. Yasko artha ho ki simple present. Simple present nai hunchha.

Zero conditional type bhanchha yaslai. Yo zero type ho. Yaslai universal truth pani bhaninchha. Bishwabayapi satya ho yo. Satya kuraharu express gardai garda hamile simple present tense use garchhau dubai clause haruma. Yata patti v/v5 aaudaichha, universal truth ho bhane, satya kura ho bhane v1/v5 nai huna parchha yata patti pani. Nadima daura phyakiyo bhane tairanchha, true ho ki hoina ta..... Paxi use garchhau. Ahile just hami sentences lai generalize gardai chhau..... Yaha pani simple present nai chha. If clause ma subject + v1/v5 + object chha ra main clause ma subject + will + v1 chha. Or may, can pani aauna sakcha will ko thauma. Bhaneko yanira, universal truth chiana ra if clause ma simple present tense chha bhane main clause ma simple future banchha tyo. Ho? Aba yaha v2 chha bhane. Verb 2 Kun tense ho?...]

Having observed the classes which were recorded, and transcribed, the above-mentioned types of language practices were found. Teachers were naturally using more than one language in their instruction. The mix of Nepali and English language as a cocktail seemed as if teachers had no concern with their languaging which in another term is called translanguaging. Thus, teachers used code mixing as a strategy of translanguaging in their English language teaching classroom.

Translanguaging as a translation. Translation and translanguaging are natural and complementary phenomenon that occur in multilingual societies (Benjamin, 2021). They are advocated as valuable pedagogies that not only develop the ability to operate between languages but also, nourish creativity and a multilingual sense of self (ibid). Moreover, translanguaging is a theoretical lens and translation is an applied practice (Baynam & Lee, 2019).

Teaching English in multilingual context is not as easy as we think. So, English language teachers adopt different kinds of teaching strategies. In multilingual context, translation is must to make the learners understand, to construct meaning, to share knowledge, skills and experience as well as to foster the capacity to be critical. In other words, translation refers to the process of translating the information from one language to another. As I observed the classes, teachers were found that they used translation as a technique of translanguaging. The data obtained from the classroom observation have been presented below to make the fact full of evident.

Teachers' classroom practices of translanguaging as translation

[Welcome to you all in this class. Today we are going to study a poem written by Robert Burns one of the great poets in the field of English literature. The poem entitled is Red Red Rose. It was also titled as Oh my love is like a red red rose. Aaja chai hami Robert burns ko poem oh my love is like a red red rose study garne xau..... I will ask you some questions. Timiharulaiu kehi question haru sodhnexu Lyricist bhaneko geetkar hunchhani..... And his poetry usko poetry bhaneko very short but philosophical, usko poetry haru kasto hunxa bhanda short tara philosophical bhav bokeka or darsanik typeko... Gulab is really beautiful, but it also has thorns kandaharu hunchhan, kandaharusangai rose hurkeko chha ni. In the same way look at our life. hamro jivan herata hamro jiban pani tei gulab jastai chha.....]

[.....Different kinds of art one adopts to die. Euta manchhele marnalai dherai arts haru use garchha..... ..Manchhele k bhanchha bhandakheri people enjoy in music when they are happy. Manchhe jati bela khusi hunchhan music ma ramauchhan and people enjoy in the word when they are sad. Jab manchhe dukhi hunchha ni tespachhi sabdama ramauchhan..... Now, he

promises. Aba ya promise garna thalchha.till the seas gang dry yaha gang bhaneko chha jo old English ho ra yasko meaning chai goes huncha..... the poet will be loving her till the seas goes dry. Jaba samma samundra sukdaina taba samma he will be loving....., I will come to you in my next birth. Dosro janmama timisangai hunechhu..... The road not taken. Na hidiyako baato.... Here sigh bhaneko chai laamo suuskera ho hai.....]

Hence, the transcripts revealed that teachers used translanguaging as translation in their English language teaching classrooms (Joshi, 2019). Having analysed the data, it was derived that teachers translated the text from English into Nepali language without regard for socially and politically defined language boundaries (Otheguy, Garcia & Reid, 2015). In the above transcripts, teachers seemed to be translating the target text in to the language in which learners were familiar in the classroom. The data showed even in translating text into the language in which learners were familiar, the teachers could not stop them from using more than one language with the help of their unitary linguistic system.

Translanguaging as a fashion. Modern age is the age of information communication and technology where human beings are technocrat, and the life of people has been totally bounded with the science and technology. Because of the globalization, internalization of education, trade and culture have become common phenomenon. In a similar vein, the philosophical movement from modernism towards post modernism and deconstructionism has broken the boundary in different sectors like languaging. People came in contact to each other from different parts of the world who use different languages in a single setting to make proper communication between the interlocutors. This sort of mixing languages seems as if it is not only used for the purpose of making proper communication but also as the fashion in

linguaging. The speakers want to show up their ability by using more than one language in their speech though using more than one language does not reveal the ability indeed.

In case of my study, I observed the classes to find how teachers switch their language for what purpose. It is commonly found that teachers show up their ability with the use of languages. Moreover, linguaging has become a fashion in the fields of media, in writing and in speaking. Speakers make their own style of speaking as if they become unique one. Though these sorts of styles are irrelevant in linguaging as per the structuralist philosophy, they have been accepted in this era of deconstructionism. As the study concerned on the translingual practices of teachers in the classroom, it found out that teachers used more than one language as a fashion in their classrooms to show up their ability of speaking multiple languages in one hand, and to make their speaking style unequalled on the other.

Hence, some real examples of translingual practices as a fashion in the classroom have been presented as below:

Teachers' use of translanguaging as a fashion in the classroom

*[...Robert burns **chai** one of the Scottish poet ho.....then after you need to answer **hai**.....**Gulab** is really beautiful, but it also has thorns kandaharu hunchhan.....**hamro jivan pani** very difficult chaa.....]*

*[..Yo tarikale writer le **chai** aafno love lai express gardai **chha**...he will be loving **teti samma prem garirahanechha ki** till his last breath.....yo poet le k gardaichha bhanda just imaginging...]*

*[...I used to think ma **chai** priminister bhako kya. Bhanepaxi this is the kind of **kasto duniya** bhanepaxi...]*

*[...tesko major reason is the thought that you have.....aba yo bastabma manchheko jindagi bhaneko kind of dense forest nai ho.....but **Nadiko dhunga** is too strong...]*

*[.... bhanna sakxau **aa**ja kun topic is going to be discussed.....Let not remember the rules jo chai hamile use garna parxa.....Timiharulai kunai idea **chha ki** where we use a?.....]*

Here, the data justified that those teachers mixed up the languages in their speech as the style. In the excerpts above, the bold words showed just the style of the teacher. The bold Nepali words like *chai*, *Nadiko Dhunga*, *tesko*, *kasto duniya*, *bhanepachhi* and other bold ones and their combination with the English language with some of the hedges like ‘kind of’ showed that teachers used more than one language in their speech as the fashion which is denoted as the translanguaging as a fashion.

Translingual practice as a meaning making strategy. Meaning making designates the process by which people interpret situations, events, objects, or discourses, with the light of their previous knowledge and experience (Zittoun & Bribkman, 2012). Learning itself is taken as the meaning making process which also refers to the process of sense making. In respect to language learning, it is a kind of semiotic practice where one individual interacts with certain objects or images, and make his/her schema, and develop the concept of or over something. Here, meaning making process can be done with teachers’ strategic participation, interaction with classmates and teachers. As this very study aimed to explore teachers’ translingual practices in classroom, it was found that they used translanguaging to make meaning via engaging them in different kinds of materials, and texts. As I observed nine

classes of three teachers, this kind of practice was found in the class of one of the teachers.

The real examples of translanguaging as a meaning making strategy has been presented in the following excerpt of the classroom observation.

The top screenshot displays a slide titled "Condolence Letter for the newspaper" in English. The slide includes the following text:

CONDOLENCE
 Birth: Dec 14, 1980 PHOTO Death sept 4, 2021 Late Bishu Gautam
 We/ I express my/ our deep sympathy and grief at the sudden and untimely demise of
Mr. Bishnu Gautam
 a teacher of Birendra Jyoti Secondary School. He was very kind and helpful person, and was very responsible, energetic, active and cooperative teacher who taught us for 5 years. He was died in a car accident in 4 September 2021 at the age of 41.
 We/I extend our/my heartfelt condolence to his bereaved family and relatives.
 May the departed soul rest in peace in heaven!
 He will always remain in our hearts and memories.
 Students of Grade 10
 BJSS Sotang Solukhumbu

The bottom screenshot displays a slide titled "भावपूर्ण श्रद्धाञ्जली" (Bhavapurna Shradhanjali) in Nepali. The slide includes the following text:

भावपूर्ण श्रद्धाञ्जली
 जन्म मिति : दि.स. २०३७/१०/२० मृत्युमिति मिति : दि.स. २०७८/०९/१०
 यस विकास बैंकको तुलसीपुर कार्यालयमा साक्षात् प्रबन्धकको रूपमा कार्यरत कर्मचारी श्री दिली बहादुर खत्रीको अत्यन्तै अचानक निधनको खबरले हामी अत्यन्तै दुःखित भएका छौं। यस दुःख घटना विचित्रताका कारणले निर सन्तानको कारणले गर्दा अत्यन्तै शोकपूर्ण श्रद्धाञ्जली अर्पण गर्दछौं। साथै शोकसन्तान परिवारजनामा हार्दिक शोक व्यक्त गर्दछौं। साथै शोकसन्तान परिवारजनामा हार्दिक शोक व्यक्त गर्दछौं।
 जयविकस बैंक परिवार
 जयविकस विकास बैंक लि.
 JYOTI BIKASH BANK LTD.
 More than a Bank

Hence, the material displayed above uncovered the teachers' translanguaging practice that they used to make sense on certain subject matter. Analyzing the material above, teacher used two different languages together to teach condolence, and he presented slides written in both Nepali and English to teach the same content. As he applied such a strategy, it has been drawn out that he used two languages together to make meaning. Further, this material could be taken as the semiotics with which

learners interact and learn. So, the study found that teacher used translanguaging to make meaning. It adopts the essence of Multimodal ways of classroom teaching (Garcia, 2009). Moreover, the data uncovered the teachers' beliefs on the negotiation of meaning across divergent semiotic resources (Canagarajah, 2012).

Now, the analysed data showed that translanguaging was practiced by the secondary level teachers differently and purposefully. As the study aimed to explore teachers' translingual practices in English language teaching classrooms with the purposes of using it, it has been found that English language teachers practiced translanguaging as a code mixing, as a translation, as a fashion, and as a meaning making strategy.

Purpose of Using Translanguaging in ELT Classrooms

Translanguaging is a purposeful use of multiple languages in a single setting dynamically and naturally. It is used as the resource in the English language teaching classrooms. As this study objectified to find out the purpose of using translanguaging in ELT classrooms, the observations and the interviews were conducted to elicit the data. Following results have been derived from the analysis of obtained data.

Translanguaging for the purpose of making fun. Translanguaging has become common reality because of the globalization. As in other sectors, it has been expanded in the field of language education particularly in the community of minorities. In classroom, making fun is must to have learners' attention, to avoid monotony, to get enjoyed. A teacher can use different kinds of proverbs of local language, he or she can sing songs, or tell stories or jokes in the classroom for making fun. As the study aimed to explore the purposes of using translanguaging in English language classrooms, the observation was done which helped to explore the different kinds of translingual practices purposefully. Hence, the teachers were found to be

using translanguaging for the purpose of making fun in their classrooms. As I observed and recorded the classes, I found that English language teachers used translanguaging even in making fun. Some of the examples of translingual practices for the purpose of making fun have been presented as below:

Teachers' use of translanguaging for the purpose of making fun

[..... remember a song, e kanchha malai sunko tara jhari deuna, is it possible to take a star from the sky for someone. Dekhne matrai ho, it is impossible to touch even. Hamile touch pani garna sakdainau bhane can we bring it? Tara pani premma manchhele promise garchha yes, I will do, I will die for you bhanchhan manchhelle, timra lagi ta ma jyania dinchhu ...Impossible no one does so. Kati dherai ka prem sambandhaharu bichhod bhayaka dekhinchhan mareko dekhyaxa? bakabas..... timiharu chai namarnu.....]

[...Pahila ma school padda batoma hidda, sometimes I used to think ma chai priminister bhako kya.....]

[.....Jasto pramod kharelko geet chhani ma bina kasai kasai kasailai muskil chha pokharrama. People listen these words only when they are sad but they enjoy with music if they are happy.....]

.....manchhe ta thul thulai dekhcu but voice chai k bhyara sano bhako ta? Voice ali bahiranaayako cha bhane marich sarich khane tato panmi khane. Telle alik khulauchha k voice lai.]

[.....ma priminister thiya bhane, MCC pass garna dine thiyana. Tara ma chhaina.....]

[Second part bata herna thalnu. Very good, ghara ja Makai bhut!]

[Can you tell please? Discussion on the question. Aba 10 second banki. Nine second left..... time finished. Who am I? Be creative. Yati pani aaudaina? Tyo ta simple bhaihalyo ni. Let's see. Half of the life half of lamp bhnaeko Lila it is very simple.]

The above snippets showed that teachers used translanguaging for making fun in the classrooms. If only English is used in the classroom for long time, this class definitely be boring, thus translanguaging can be used to entertain the learners by telling some funny things in the language to which they are familiar. Respondents used Nepali language in their English language classroom. The hybridization of English and Nepali language in the transcripts showed that translanguaging was used for the purpose of making fun inside the classrooms. The participants were found to be sharing Nepali songs, their own experiences, and creating the context among students to have brainstorm via bilingual languaging which is the norm of the translanguaging. Thus, it has been derived that English language teachers used translanguaging to make fun inside their classrooms via using more than one language in their speech.

Translanguaging for motivation. Motivation is commonly defined as what explains why people or animals initiate, continue or terminate a certain behavior at a particular time. Motivational states come in various degrees of strength. The higher the degree, the more likely it is that the state has an influence on behavior. In other words, motivation is a driving force either internal or external which make creatures do something which is significant in each and every aspect of life to grow up, is highly crucial for professionals. It is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at

it (Harmer, 2007). Harmer further says that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

Motivation is of two types (Harmer, 2007).

Intrinsic motivation. The motivation that comes from ‘inside’ is called intrinsic motivation. For Harmer, intrinsic motivation comes from within the individual. A person might be motivated by the enjoyment of learning process or by a desire to make themselves better which is called intrinsic motivation.

Extrinsic motivation. The motivation that comes from outside is called extrinsic motivation. It is also called instrumental motivation. Harmer says that extrinsic motivation is any result of the affecting factors from outside.

Hence, the study explored the teachers’ translingual practices particularly done to motivate the learners to do the things to achieve the learning outcomes. Teachers were found to be using translanguaging while motivating their learners in the classroom. Some real examples of translanguaging that teacher used for motivating their learners have been stated in below:

Teachers’ use of translanguaging for Motivation

[.....kina sikna parne yo English lai yasari siknai parne karan k ho ta? Bhana bhana please!

.....Ok good! First of all, we need to know who Robert Burns is. Ko ho ta Robert Burns. Kina bhanda Robert Burns ko barema nai familiar nabhaikana we cannot recognize his poetry, his poetic style..... I think, timniharu sabaile yo song suneko chha. So, the poet is also known as the lyricist haina?

[From the birth to death, herata kati dherai ways haru chhan. Kati dherai baataharu chadnu parne hunchha, kati dherai baataharu jharna parne hunchha. Kati himalharu chadnaparne hunchha. Himal does not mean only

Mount Everest or some other mountains, himal means the success that we must have.....]

[Aba ekchhin Kabita bhitra yaso chhiram hai look at here.....I think timiharu perfect xau.....tell in nepali, if you can't speak English, bolne kaam chai gara speak up whether in nepali or rai bhasa. Rai bhasama bolda pani huinchha. I may have a concept....]

[.....ohoriyako karanle good!.....Mohan ji bhannusta kun chai appropriate hunchha yasma? 'the' hunchha? 'a' hunchha kina? Karan sahit bhanna parchha hai. Tyo adhyaroma banduk hane jasto haina ni yo.....confusion hunuhudaina. Maile bhaneko thiya, sabai bhanda first sound k bata suru hunchha teslai dhyanma rakhera matrai hami correct use garna sakchhau.....ok. Loud voice ma padhata bhai. Sabaile sunne gari..... before universal truth..... yes! Tara yaha tetatira mind lana bhayana. Yo world ma kunai cheej euta matrai chha bhane..... ..universal truth. Wow! Great!! Idea chai ramro aayo hai.....]

[Ok! Biggest chai k ho? Yaslai k bhaninchha?tapaiharule janeko, padhnu bhako other situation haru k holan. Bhana ta plese..... hum?..... Dherai ramro kura aairako cha hai.....standard form ho ki? Vernacular language ho Ki? k ho? Vernacular language. Good! Kati jane ka hou. Arko.....timiharu lajaukhi ky ho? Lajaunu hudaina hai..... chhaina bhane we are moving to the next one....]

[.....half of the life half of lamp bhaneko Lila it is very simple.....Okay? Good la..... Yo poem chai mathi samma pani padhna parne hunasakchha..... yadi tapaiharule major english mai mathi pani specialize garnu bhayo bhane you need to study it in masters or bachelor level too.....tmiharu harek manchhe

sanga 24 hour time chha. Ho? Binod Chaudhari also has 24 hours, Bil gates also has 24 bhours. Hami sabai sanga 24 hour chha. Ho? Then, we all people are different. Hami sabai pharak chhau, why?...][....lu bhanata, Spreak up! Malai lagchha yasko answer dine manchhe timi nai ho.... Maile bhanna khojeko manchhe success hunchha ni , tesko major reason is the thought that you have and the way you utilize the time...so life bhaneko yasto ho ki aafno bato aafai khanne ho.....Jo manche thorns haru or the difficulties haru sanga kheldai gayo tyo manchhe chai strong banchha.....teacher le dekhayako baatoma student le affai hinne ho.....]

The above transcripts revealed that teachers used Nepali language amalgamating it with the English for the purpose of motivating their students. It was found that in the beginning of the class, teacher used translanguaging for warming up, in the middle to make learners do the things, and at the last, they used to rap the things what they taught.

Beside observation, the interview was done with the participants. Regarding motivation, I asked to my participants why they used translanguaging in their English language classrooms. All the participants responded more or less in similar way.

In the answer of this question, T1 responded:

[Most of my students speak their local language which I don't know, they also speak Nepali as their mother tongue. As an English teacher, I have to speak English, but when I speak English, they all feel discomfort and demotivated in the learning of content. So that I use Nepali language to motivate them. I usually tell them language does not matter, content is important.]

Hence, the data revealed that teachers used more than one language to motivate their learners in learning. As the respondent said, it has been derived that

using English only in the classroom demotivates students or it leads learning environment in the discomfort zone. So that teachers used translanguaging as it gives importance to learners' linguistic repertoire.

Similarly, another respondent T2 viewed that

...I use Nepali, English and sometimes other languages which I know and which my learners know. Why because when I use Nepali language in the class, I get my learners attentive, but when I use only English there is one way type of learning environment. Learners do not engage in the activities.....

The data showed that English worked as a barrier in the engagement of learners in learning. The respondents said that he used Nepali language inside the classroom to make his classroom interactive, and learner friendly. Moreover, he switched his language purposefully to make his students motivated as he believed on higher the motivation, higher the confidence, and the more confidence the learners have, the better learning they get (Giles as cited in Ellis, 1985).

Translanguaging for content simplification. Simplification basically betokens the process of transferring the complex things into simple one. Hence, the content simplification signifies the process of modifying the content from complex to simple. Regarding teaching and learning, it denotes the simplification of the structure of the text by preserving its main idea and approximating its original meaning in order to make it easier to read and understand. Teaching English is really very difficult task. Moreover, it is more challenging to teach in the multilingual context as the foreign language. In such a condition, simplification of the content is must to make learners clear on the concept. In case of foreign language learners, this technique is must to understand the difficult concepts. To simplify the content, a teacher can use different

kinds of techniques such as using plain language, using learners' first language, using multiple languages, and changing the structure or vocabulary of the text.

To know the reality of how English language teachers simplify the content, and why they do so, I observed their classes to find out their practices. I further interviewed them to find out their purposes. As I analysed the data, I found that all the participants used Nepali language to simplify the content beside English in their English language classroom. As I further analysed the obtained data, teachers used Nepali and English simultaneously, and they switched their language purposefully, systematically and dynamically which is known as translanguaging. Some of the Examples of translingual practices that the teachers used for content simplification have been presented as below:

Teachers' use of translanguaging for the purpose of content simplification

.... Dui athawa dui bhanda badhi alternatives haru bhaya bhane options haru bhay bhane kun chhane kun chhane bhanne hunchha kya. Tyo abastha nai dilemma ho. dilemma bhaneko nai dubhidha. Manma dubidha aaunu kya..... Lyricist bhaneko geetkar hunchhani. geet ma tei lyric lekhne manxe..... usko poetry haru kasto hunxa bhanda short tara philosophical bhav bokeka or darsanik typeko.....] ...

[.....deeper bhaneko indepth.....tyo bato bhaneko yo road matra hoina it is not the way, but it is the path of life jivanko baato ho.....yo love kasto chha bhandakheri unexpressed, ra unconditional or bekta garna sakeko chhaina simply herdakheri haita.....newly sprunged red rose hai bharkharai phakriyako red rose ho..... bonny lass bhaneko aafno girlfriend lai bhaneko hai yata.....till the seas gang dry ya gang bhaneko chha jo old English ho ra yasko meaning chai goes huncha.....it is very painful, sad hai. Ekdamai sad

chha last stanza chai..... Jo manche thorns haru or the difficulties haru sanga kheldai gayo tyo manchhe chai strong banchha. . Kina ta bhanda, the way was grassy. Grassy bhaneko k ho thaha chha, tyo bhaneko ghass napachhariyako....]

['This is noun. Noun Pani Ho. Countable pani ho, ra singular pani ho. Ho ki hoina?yo earth only one matrai chha haina ta cosmology ma. Ho testo cheej chha bhane.....Only one things all over the world chha bhane tesko agadhi we must use 'the'. Tesaike yaha counatable singular noun earth bhaya pani we have to use the because the earth is only one and it also is a unique.....Tyo bhanekjo eutai kura ho ustai artha lagne sabda. Passage ma.....]

[Jastai today lai that day gareka thiyau. Tonight, lai that night gareka thiyau.....aba yo narration ma change huda chai k hunchha bhane SON/123 hunchha. Here, S bhaneko subject, O bhneko object and N bhaneko No ho. 1, 2, 3 bhaneko first, second, and third person ho.....direct speech and indirect speech kasari thaha paaune bhanda yata hera ya double inverted comma ka aadharna yo chai chhutyaune ho haita. Jasma comma and double inverted comma

The above transcripts revealed that teachers in secondary level had situational use of Nepali and English language to make the content simple, and to make their learner clear on the content. The study found that translanguaging was used as a content simplification strategy. It was also used by the teachers for the purpose of making their learners clear on the content.

Translanguaging for praising students. Praise is a natural part of human interaction that it would be difficult to stop praising (Willingham, 2005). Talking

positively to someone's virtues or encouraging someone by words is taken as a process of praising which works as a motivational strategy. In this regard researchers say that praise can motivate and guide the children (Willingham, 2005) in different circumstances. Moreover, it is one of the simplest and most powerful tools which one can use to engage or to motivate his/her students. It is believed that praise can change the attitude of the learners towards learning, however, some teachers overpraising can be harmful to students if they are not equally treated disregarding their subject position such as their caste, ethnicity, religion, ability, and physicality. A teacher can praise his or her students for the things like their progress, outcomes, expectations, behaviors, and efforts. Thus, praise is essential to motivate and engage students in the classroom teaching and learning activities.

Hence, to explore the translingual practices of teachers in English language teaching classroom for the purpose of praising students, I have observed the classes. The real examples of translanguaging in the classroom for praising students have been presented as below:

**Teachers' use of Translanguaging for the purpose of praising students
inside the classroom**

*Okay? Good la..... Kati ramro bhanin good. Lu bhan timi nai bhanna
paryo.....*

Ramro garechhau, thank you..... Aaha! Kati ramro lekheko. Great job!.....

Aaha! Kati ramro lekheko.....Great job! Please come on. Ok, from the last

bench or from this side any one? Wow! Awesome, good girl, bhandai jau.....

Hence the data disclosed that teachers used translanguaging in their classrooms to praise their students. The excerpts above showed the real live

translingual practices that the secondary level teachers used in their teaching of English to extoll to their learners.

Therefore, it has been claimed that teacher used translingual practices for the purpose of simplifying the content, for entertainment, for motivating students, and for the purpose of giving feedback and praising students for the things they did correct.

Thus, the results have been generalized that the secondary level English teachers use more than one language in their teaching of English language, purposefully which has been termed as translanguaging.

Findings

On the basis of analysis and the interpretation of results, the notable findings have been derived and presented in three different categories to meet the objectives of the study. The notable findings have been stated as follow:

Teachers' perceptions towards translanguaging. As the study aimed to find out the Secondary level English teachers' perceptions in using translanguaging in their classrooms, the indepth interview was conducted. The major perceptions have been presented in the following points based on the analysis and interpretation:

- Teachers teaching English in Public schools at Sotang Rural Municipality Solukhumbu were found positive, and frequently using translanguaging in their English language teaching classrooms.
- The study found that teachers perceived translanguaging as the natural phenomenon for multilingual speakers which occurs naturally without any kind of conscious effort.
- Similarly, the analysed data revealed that teachers perceived translanguaging as a good methodology of teaching that functions as the pedagogical resource in the classroom.

- It was also found that teachers believed that using translanguaging in the classroom is a challenge to English hegemony which assists to the minority languages and the group to create identity. Further, it was believed that translanguaging is such a practice which avoids the English hangover of the teachers.
- In a similar vein, it was found that teachers believed translanguaging as the best strategy to build the bond or rapport with their learners that can attach both the parties emotionally, and assists in better and faster learning.
- It was also found that English teachers believed on the purposeful use of translanguaging in their classrooms. They were found to be using translanguaging for several purposes such as fun making, motivating, encouraging, scaffolding, and for the comprehension of difficult content.

Teachers' translingual practices. The real and natural translingual practices what teachers practiced in their English language teaching classrooms were analysed based on the classroom observation. After analyzing the data, the following findings have been drawn and presented as below:

The analysed data revealed that English language teachers used translanguaging in their instruction in different forms naturally.

- It was found that teachers practiced translanguaging as a strategy in language teaching classrooms where they used it;
 - as a code mixing
 - as a translation technique
 - as a fun making strategy
 - as a fashion

- as a meaning making strategy
- It was found that teachers used jokes, stories, songs which were told or written in students' mother tongue to make fun in the class which was really motivating.
- As a translation, it was found that teachers translated the target text, here English text in to Nepali, they read and wrote in English where they explained in Nepali language through which difficult content could be comprehended easily.
- As a code-mixing strategy, teachers were found to be mixing two or more languages together and they used two linguistic properties in a single system of languaging.
- In some of the classes, it was found that teachers used translanguaging just as a fashion that many people do in their speaking. As translanguaging emphasizes on the idiolectal repertoire, teachers mixed more than one language to create unique flavor in their speaking.
- It was also found that translanguaging was used as a meaning making strategy. Teachers presented the content via using multimodal approach to make meaning or the sense.

Purposes of using translanguaging. Translanguaging by its definition is the natural and purposeful use of multiple languages at a time. As the study aimed to find out the purposes of using translanguaging in English language classrooms. The major findings of this section have been stated as below:

- It was found that teachers used translanguaging for the purpose of motivating students in learning. They were found to be using it via presenting some motivational stories in the language to which the

learners were familiar. Moreover, teachers used multimodal approach of teaching to motivate to the students.

- It was also found that, translanguaging was used to simplify the difficult concept to make learners understand.
- Similarly, it was found that translanguaging was used for the purpose of building good rapport with the students.
- The translingual practices and the responses of the participants also revealed that translanguaging was used for motivating, entertaining, praising, giving feedback or correcting students in the classroom.
- Regarding the purposes of using translanguaging, it was found that translanguaging was used for comprehension, content simplification, entertainment, motivating, correcting, culture sharing, praising, explaining, identity creating, and for rapport building.

Chapter-V

Conclusion and Recommendations

This chapter includes; conclusion and recommendations. The conclusion has been drawn based on the major findings derived from results and discussions of the study. Moreover, the recommendations have been made on the basis of the findings and the conclusion of the study.

Conclusion

The present study on ‘Translanguaging as a Pedagogical Resource in Multilingual ELT Classrooms: Exploring Perceptions and Practices’ has critically analysed the secondary level teachers’ perceptions on the use of translanguaging in their instruction. It further explored the translanguaging practices which take place in natural setting. Moreover, the study found out the various purposes of using translanguaging in the teaching of English language. The study was based on the ethnographic research design where the data was obtained from in-depth interview and the classroom observation. Moreover, the research study has been conducted based on the limitation and the procedures of qualitative research. After the recursive and detailed analysis of data, I found different perceptions or the views on translanguaging along with the purposes of using it. Not only that the study has documented the live practices of participants. As the study suggested, I found that teachers practiced translanguaging as a strategy such as fun making, and meaning making. Further, it was used as a notion like code mixing, and technique like translation in the classrooms. Similarly, the study has suggested some purposes of using translanguaging which are important for the English language teachers such as translanguaging for; motivation, fun making, giving feedback, rapport building, content simplification, and praising to

the learners. It has been claimed that the findings of the study are applicable in the classroom teaching and learning for the better and faster learning.

Being based on the study, translanguaging has been taken as the strategy that can be applied in the language teaching classrooms. It is a practice of bi or multilingual speakers which keeps learners' linguistic repertoire in its heart. It has been declared that translanguaging can be used purposefully in various situation for various reasons. For example: when the students are demotivated because of language shock, a teacher can encourage them by using it. It further believes on the use of multimodal communication in teaching which is the recent and the most meaningful way of teaching in 21st century. Further, it is the humanistic thought in language teaching that provokes the voice for minoritized.

Nepal is a mosaic of linguistic diversity where people speak more than 131 languages, however, English as a medium of instruction has been promoted by policy and practice level. So, translanguaging is such a practice which helps to challenge to such sort of English imperialism. Classroom is a miniature society where students belong to different social, linguistic and cultural background. In this sort of situation, addressing all the students is very difficult where translanguaging can work as the remedial teaching strategy in teaching. While the participants were responding, they showed their dissatisfaction with the policy makers that provision of English only in the classroom is detrimental for the development of creativity and criticality of the students. So, teachers must use more than one language in the classroom, and they must address to the linguistic repertoire or the idiolectal experience of learners to develop their confidence.

In addition, Translanguaging is a dynamic, natural and purposeful use of more than one language at a time. Every one translanguage their speech which adopts

multilingualism as a norm. It has been taken as the pedagogical approach which can be used purposefully. So, it could be recommended that teachers can use translanguaging pedagogy as a methodology of teaching to increase the learners' competence, performance, and to make them realize as if they are the member of in group. Moreover, teacher can use this pedagogy as the pedagogy of empowerment disregarding the learners' subject positions such as caste, class, status, ability or disability. Last but not least, this pedagogy can be used as the resource which helps to share the culture via semiotic interaction, and meaning making process. Thus, translanguaging is a pedagogical resource for teachers in their teaching.

Recommendations

Based on the findings and conclusion of the study, the following recommendations have been made to be applicable at policy level and practice level.

Policy related. This research study has been believed that it would be useful for the policy makers to provide the things that they need to take in consideration while planning the language policies or provisioning the language as the medium of instruction. Some useful recommendations to be applicable in policy level have been stated below:

- The study found that teachers used translanguaging in their classroom, so that the policy makers should address the grassroots in terms of their language and culture.
- The policy makers would better not to impose the dominant languages to be used as the medium of instruction.
- Multilingual Education is to be introduced properly with the clear provisions of medium of instruction.

- The curriculum designers should plan the curriculum based on the recent shifts in languaging.
- Different organizations or the department would better do collaboration while provisioning any kinds of policy.
- The research would function as the guideline for the need analyst to fix the need to go further.

Practice related. Every research has certain kinds of implications. As a researcher, I would like to recommend that this study would be applicable to many people for many reasons. It has been believed that it would work as the guideline or the supportive tool for the curriculum designers, teacher educators, textbook writers, teachers, and the future researchers. The practice related recommendations have been mentioned below:

- By analyzing the research findings, the curriculum designers can design the curriculum in accordance. It would better develop multimodal curriculum.
- Teacher educator would be benefitted of getting implicable guidelines to plan the training course, to launch training sessions and to deal the practical problems to be faced in live sessions.
- Textbook writers should develop the material based on the multimodal approach of language teaching.
- Teachers can easily face the problems that occur in multilingual situation. It will guide them the ways of practicing translanguaging, and makes them aware on the reasons and situations where translanguaging to be used.

- As it is an academic work, it will stand as a contribution in the field of academia, and will function as the guideline for the future researcher who want to escort their research in the respected field.
- Last but not least, this study will work as the foundational work for Department of English Education, University campus Kirtipur as it is the first thesis on the area of translanguaging pedagogy.

Further research related. Every research study has certain limitations in terms of area, methodology, and population. It is believed that no work is final and, no study can include all the things related to the area of study. So, I would like to recommend some further research related recommendations to which the future researchers can conducts their research in the days to come. Some further research related problems have been presented as follows:

- This study has been escorted in the field of multilingualism in general and translanguaging in particular and it focused on the perceptions and practices of secondary level English teachers on translanguaging, so the future researchers would better conduct their research in the population of higher education and in the instruction beside English.
- This study was conducted on the basis of ethnographic research design, so the prospective researchers would better conduct their research by employing other research designs.
- This study was limited to Solukhumbu district, and only in secondary level English teachers, so researchers can conduct similar kind of study in other geographical area and the population.

- This study has not focused on the use of translanguaging in teaching certain language functions, and the language aspects, so this might also be the possible area to be studied.

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Appendixes

Appendix-I

Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **Translanguaging as the Pedagogical Resource in Multilingual ELT Classrooms: Exploring Perceptions and Practices** under the supervision of **Dr. Ram Ekwal Singh**, Reader, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my study is to analyze the teachers' perceptions in the use of translanguaging, to explore the translingual practices, and to find out the purpose of using translanguaging in the teaching of English language. The expected duration of your participation will be one hour. The research tool mainly will be indepth interview and classroom observation. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would also enrich my data and result.

Please inform me regarding your decision and hopefully your consent by responding.

See you soon!

Researcher,

Khem Raj Rauteda

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note: There will not be certain risk & discomfort associated with this research.

- The information you provide for the purpose of this research will be kept a top confidential.

- Classroom observation and indepth interview will be done with the help of recorder, and will be recorded.

- I hope you will not leave yourself from process at any stage.

Signature.....

Name.....

Date.....

Appendix- II

Interview Guidelines

Interview Guidelines

The following interview guidelines were used to elicit data from the respondents.

Those guidelines were primarily used to explore the perceptions of the respondents towards of using translanguaging in their English language teaching classrooms.

Objectives of the study

The objectives of the study were as follows;

- To analyze the perceptions of secondary level English teachers in their use of translanguaging as a pedagogical resource.
- To explore the translanguaging practices in secondary level multilingual ELT classrooms.
- To find out the purpose of translanguaging in the ELT classrooms.

Research Questions

The study was guided by the following research questions:

- How do secondary level English language teachers perceive the use of translanguaging in multilingual ELT classrooms?
- How do English Language teachers use translanguaging in their ELT classrooms?
- Why do teachers use translanguaging in their instruction? For what purpose?

Beside these guidelines, the following specific guidelines were used to interview teachers.

- Could you please briefly introduce yourself?

- How long have you been teaching English? Could you tell me about your Education and experience?
- What is your mother tongue? How many languages do you speak?
- Have you been teaching at multilingual school?
- What are the languages that your learner speaks beside English?
- Which language do you mostly use as a medium of instruction in your English language classroom?
- Do you use students L1 in English language classroom? If yes, how often do you use?
- What do you think about translanguaging in the classroom?
- Do you feel easy to use more than one language in the instruction?
- Why do you use translanguaging in your classroom? For what purpose?

Appendix – III

Model of Observation Transcriptions

Nine classes of three English language teachers were observed and recorded, however, only three classroom observation record have been stated in the appendix.

Teacher 1

(Class 1)

Dear students all of you good morning.

Student says good morning, sir! Some informal talks.....

Welcome to you all in this class. Today we are going to study a poem written by

Robert Burns one of the great poets in the field of English literature. The poem entitled is Red Red Rose. It was also titled as Oh my love is like a red red rose. Aaja chai hami Robert burns ko poem oh my love is like a red red rose study garne xau.

Robert burns chai one of the Scottish poet ho. So, all of you be ready to listen. Dhyan diyar sunnus after the class I will ask you some question to you. Timiharulaiu kehi questions haru sodhnexu then after you need to answer hai ta. Ok good, first of all we need to know who Robert Burns is. Ko ho t Robert burns. Kina bhanda Robert burns ko barema nai familiar nabhaikana we cannot recognize his poetry, his poetic style.

Poet ko poetic style lai chinnalai first of all we need to know actually Robert burns who is he and from where he is. Ka belong garxa tyo manxe bhanda he belongs to Scotland. Scotland ko manxe ho and he is also known as one of the famous lyricists.

Lyricist bhaneko geetkar hunchhani. Geet lekne lyric hunchaa ni geet ma tei lyric lekhne manxe. For example, marne kasailai rahar hudain, tara namareko prahar

hudaina, bhager jau kun thau jau, manchhe namarne sahar hudaina. This is a lyric of this song, I think, timniharu sabaile yo geet suneko chha. So, the poet is also known as the lyricist hai. And his poetry usko poetry bhaneko very short but philosophical, usko

poetry haru kasto hunxa bhanda short tara philosophical bhav bokeka or darsanik typeko. The ideas he wants to express is much greater and much deeper hune garxa. I mean usle expose garne idea haru chai dherai mahana ra deeper bhaneko indepth ma hune garchhan. Jasto life ko barema. Yo Kabita garda simply timiharulai k lagna sakxa bhanda oh my love is like a red red rose, mero prem kasto gulab jasto delicate chha. Timiharule just premlai herchhua but hai yo prem bhitra there is a detachment, there is an attachment, yaha sambandha chha, yaha bichhod chha yaha jiban chha yaha mittyu cha, everything chha yaha. Jasto kabile bhandakheri spring spring lai aafni love snaga aafno love lai chai poet le sping sanga tulana gareko chha. He compared his love with the rose. I guess timiharu sabaile gualb dekheko chha. Gulab is really beautiful, but it also has thorns kandaharu hunchhan, kandaharusangai rose hurkeko chha ni in the same way look at our life. hamro jivan herata hamro jiban pani tei gulab jastai chha kina bhandakheri, hamro jivanpani very difficult chaa. Many more difficulties are there ra tinai kathinaika bichma hami hurkeko hau. Poverty bhogiyo hola, khana nakhaikana school aaunu paryyo hola however we are here at this place by tackling different kinds of thorns. Not only these thorns that we see in the rose but also the thorns that occur in the path of our life. Hami thornsharulai pachhaudai hideko hoina? Tyo bato bhaneko yo road matra hoina it is not the way, but it is the path of life jivanko baato ho. From the birth to death herata kati dherai ways haru chhan. Kati dherai baataharu chadnu parne hunchha, kati dherai baataharu jharna parne hunchha. Kati himalharu chadnaparne hunchha. Himal does not mean only Mount Everest or some other mountains, himal means the success that we must have. Hamile pass garnaparne summit chha ni it is also called a kind of mountain. That is in your hand in deed and we must go on haita. Yo tarikale writerle chai aafno lovelai expre4ss gardai chha. Ra yo love kasto chha bhandakheri unexpressed, ra

unconditional. Bekta garna sakeko chhaina simply herdakheri haita. Robert burns ko chai the red red rose poem is a lyrical ballad that describes the speakers deep love for his beloved and he promises that this love will last longer than human life. Yes, hamle human life ulle aaffu yo poetry ma k bhanchha bhanda as human life is last longer human life yo chai prithivima manb sabhyata jati laamo chha ni tetinai laamo hamro prem hunechha bhanchha. It means that he will be loving tetisamma prem garirahanechha ki till his last breath. As you know, prem ma manchhele impossible kuralai pani possible banaidiraako hunchha. But it is impossible. Remember a song, e kanchha malai sunko tara jhari deuna, is it possible to take a star from the sky for someone. Dekhne matrai ho, it is impossible to touch even. Hamile chhuna pani sakdainau bhane can we bring it lyauna sakchhau ta? Tara pani premma manchhele promise garchha yes, I will do, I will die for you bhanchhan manchhelle, timra lagi ta ma jyania dinchhu dinchha manchhele. Impossible no one does so. Kati dherai ka prem sambandhaharu bichhod bhayaka dekhinchhan mareko dekhye xa have you ever seen? Some insanes might have died. Death is an art bhanchha kya. Mittyu bhaneko kala ho. Kala hoina? Manchhle marda kheri kati natak garchha. Bhirbata hamphalchha, nadima dubera marna khojchha. Evertything hai. Bhanepaxi death ta art raichhani. Different kinds of art one adopts to die. Euta manchhele marnalai dherai arts haru use garchha. Kasaiko naama suicide note lekhera pani mardirako hunchha manchhe look at the art. Tesaile ma k bhandaithe bhanda, janmina jati euta organic khalko style chha mirtyuka lagi different kinds of arts are there. Ra yo poem paddai garda kheri poet le impossible kuraharulai pani possible jhai present garirakheko dekhinchha premko duniyama kina bhanda he is just imagining hai. Yo poet le k gardaichha bhanda just imagining. Kalpana matrai garrakheko chha. Bujhdaichau ni. Imaginative world the different chha ni. Pahila ma school paddda batoma hiudda

sometimes I used to think ma chai priminister bhako kya. Bhanepaxi this is the kind of kasto duniya bhanepaxi imaginative world ra imaginative world ma definitely there is some kinds of impossibilities but people present it as possible, impossible kuralai pani manchhele k gardiraako hunchha ta possible banaidiraako hunchha. Aba ekchhin Kabita bhitra eso chhira hai look at here oh my love is like a red red rose that is newly sprunged in june oh my love is like the melody that is sweetly played in tune. Yes, he said, last time I asked you one question, to which two things does the poet compare his love in the poem? Yaniraia chha hai yasko aanswer look. The poet has compared his love with two things the first one is newly sprunged red rose hai bharkharai phakriyako red rose ho and the second one is melody of music. Manchhele k bhanchha bhandakheri people enjoy in music when they are happy. Manchhe jati bela khuc hunchhan music ma ramauchhan and people enjoy in the word when they are sad. Jab manchhe dukhi hunchha ni tespachhin sabdama ramauchhan. Jasto pramod kharelko geet chhani ma bina kasai kasai kasilai muskil chha pokharrama. People listen these words only when they are sad but they enjoy with music if they are happy. Tesaile yo kabitama chai the poet Robert burns has compared his love with two things the first one is newly sprunged red rose hai and then the second one ke chha dosro chai melody of music played in tune. How many of you love music? Ekjana ta maile singer nai dekhirako chhu yaha. Are you? As fair art thou my bonny lass (bonny lass bhaneko aafno firfriend lai bhaneko hai yata) so deep in love I am and I will love thee still, my dear, till a seas gang dry. Now, he promises. Aba ya promise garna thalchha. K bhanchha ta bhanda, till the seas gang dry ya gang bhaneko chha jo old english ho ra yasko meaning chai goes hunchha. Yasbata k bujhiunchha bahnda kheri the poet will be loving her till the seas goes dry. Jaba samma samundra chha ni prithivima taba samma he will be loving. Ok? He also promises that till the

seas gang dry, till the rocks melt by the sun. Means, he will be loving his beloved till the rocks melt by the sun. suryako prakash le chattan napagle samma, he will be loving. Similarly, he says, and I will love thee still the dear while the sands of life shall run. Look ulle ka bhanchha bhanda jaba jivanko baluwa bandaina, jab samma jiban kharani banera baluwama mildaina tabasamma I will be loving. Tetinjel timilai prem garirahanechhu. Kati love gardo raichha herata. Ok very good! And fare thee weel, my only love and fare thee weel a while and I will come again, my love though it is ten thousand mile! i here in the last stanza, it is very painful, sad hai. Ekdamai sad chha last stanza chai. Yesle k dekhauchha bhanda last ko stanza le chai the beloved of poet has dead marisakeki raichha. Tesaile usle k bhandaichha bhanda I will come again. Euta geet chha ni yo junima timro bhaina bhaina arko junima chai aaunechhu. So, he said, actually you left me because you dead. Timro mirtyu bhaisakyo timle malai ta chhodeu nai I will come with you after my death. Mirtyu pachhi ma pai timi sangai aaunechhu. And I hope I will be there with you; I will be loving to you in my next life dear beloved. Sahed ma dosro junima, dosro janmama timilai prem garirakheko hunechhu bhanera again he promises hai ta. And ulle k bhanchha bhanda thousand miles, now you are thousand miles away from me sahedai manchheko yaad aaune bhaneko tadha bhayapachi matrai ho. Najik huda ta nobody keeps concern. Tesaile jaba manchhe tadha hunchha then only people remember to their relatives. So, he says, timi thousand miles tadha bhayapani, I will come to you in my next birth. Dosro janmama timisangai hunechhu. So, this is all about the poetry that we just studied. Yaasma chai altogether yati chha hai yo poem ma. Ra samagram bhanda kheri k chha bhanda timiharule bujhda kheri the whole poem is about love. Purai Kabita k ko barema chha? Ok loveko barema. Backside k ko barema chha? Loveko barema good! Very good! Aba kabitama chai k chha bhanda poet ko beloved chai

marisakeko chha so that ulle chai thousand-mile thimi tadha bhayapani I will be loving and I will come to meet you next life. This is all about the poetry. Thank you so much. This much for today. Thank you!

Thank you!

Teacher -2

(Class 1)

Good afternoon class!

What is going on? Are all, ok?

Informal talks between teacher and students.

Now it's your time. The assigned homework is going to be presented today in front of the class. Aaja chai tiiharuko homework lai check garne kaam garicnhha hai. Roll no one. Please read out your homework. The students reads the homework he did.....ok sit down. Now roll no three utha ta. Student reads out..... alik loud voice ma bola hai. Make your voice louder please. Thank you sit down. Ramro garechhau, thank you. Okay, while your friend is reading all of you should be concentrated to him or her. Sathiharule homework padhdai garda, careful bhayara sunne la sabia janale. So that you can understand. You can learn some new things from their presentation. So, you should be very clever. Sometime, you are learning from your teachers, sometimes you can learn from your parents or sometimes you can learn from your friends. Some sentence composition, reading style and so many other skills you can learn okay. Pronunciation, many things you can learn. Stand up the next one. The students read out..... ok. Loud voice ma padhata bhai. Sabaile sunne gari. Ok thank you sit-down. Now, roll no four utha ta. Ok please read it out. The student reads out his homework that he has done..... Thank you sit down. Aaha! Kati ramro lekheko. Great job! Roll no 5. Who is five, then six, student reads.....ok wait!

Wait! Ekxin hai. My father's occupation is farming. Now toll no 7. It's your turn.

Please, stand up. Student reads out..... Agadi aau ta. We are not listening you. Please come in front. Students read the things that the teacher assigned. Any other? Kasailai aafule lekheko bhanna man lageko chha? If so, bhana hai. Please come on. Ok from the last bench or from this side any one? Wow! Awesome, good girl, bhandai jau. One more student present. Ok thank you sit-down. Here, Bandana Koirala. Ok good.

Thank you! Students share their homework one by one. Oh! You spoke. I like friends and love them, what is the difference between like and love. K difference chha ta like ra love ma. Ek patak bhagawan gautam Buddha jadai hunuhunthyore. Euta manchhele sodhechha re. yo love ra life kina yasto chha. Ani uhale bhannu bhayore. Batoma timile phool dekheu bhane tyo phullai tipera liyara gayau bhane like gareko ho. Tara tyo phollai timi pani lagaideu bhane ajha ramro hola bhanera bhane tyo phool lai livegareko ho k. that is the difference. Ok any way. No one else is here. All of them are silent, bending their heads towards their bench. Sir will ask me! Sodhne po ho ki sirle? Utha po bhanne ho ki bhanera tauko tala jhukako chha. Lukera basirako chha. Yasari lukio bhane you cannot take you ahead. Affu agadi badhnaka lagi aafai badhne ho. Arkale pachadi bata dhakelera hudaina. Ghacheteko manche ta ladna pani sakcchha. Ki hoina? So, students must walk on the way shown by the teacher.

Teacher le dekhayako baatoma student le affai hinne ho. Ok any way. Leave it. Thank you so very much for your nice presentation. Now, we are going to continue, we are going to talk about the conditionals. Ok the new students. Where are you from? Kun thau baata ho timiharu. Manchhe ta thul thulai dekhcu but voice chai k bhayara sano bhako ta? Voice ali bahiranaayako cha bhane marich sarich khane tato panmi khane. Telle alik khulauchha k voice lai. Tyo tihar tira deusi khelda khri deusire bahnda bhandai sukxa ni aawaj. Any way thanks you very much. You are welcome to you all

in this class. Umm, so we had started this lesson yesterday. Conditional sentences. I hope you have the ideas about the conditional clauses. Tapaiharule class mai padhnu bhayao thiyo. Thiyana? Hamile hijo yo class gareka thiyau. Aaja maile kehi sentenceharu lekheko chhu yaha. Kehi example. In the first no. I have written two sentences. Look here. Who reads it? Ok read it. If you throw the wood into the river, it floats. If you heat the iron, it melts. I already told you. As I told yesterday, there are two parts in conditional sentence. If clause is followed by if. If you heat the Iron, it melts. And after if clause there are main clause. For example: it melts, it floats etc. we can put main clause at the beginning too. If clause lai pachadi rakhna pani sakinchha tara comma hatchha. Main clause lai agadi rakhisakepachhi. Yaha sarta chha tesaile conditional sentence lai sartatmak wakkya bhainchha. Yasto bhayo bhane yasto hunchha. Ma priminister thiya bhane, MCC pass garna dine thiyana. Tara ma chhaina. Timi ramri thiyau bhne man parauthe. Tara ramri chhainau. Kasaile kadailai katai bhaneko. Tara yaha hoina. Haina. Sarta chhanta. Haina? Padhchhau bhane ramro GPA lyauchhua. Yadi ma chara bhaidiyako bhaya aakashma udhne thiya. Sarta chha tya. So, these sorts of sentences are called the conditional sentences. Generally, if sentences are of four types. If sentences haru char prakarka chhan. You kura pani hamile hijo chhalphal gareu. There, you can see different types of examples on the board. Different types of sentence structure can be seen in the board. The meanings are different. They show different situations. Different meaning. La ya herata yanira sentence ko structure observe garne ho bhane, ya ksto bancha bhane, if + subject+ v1/v5, sometimes singular subjects take verb five. So, sometime we use plural verb. That is v1. Here is throw because of you as the subject. Aba yo structure yadi if clause ma chha bhane maun clause ma k hunchha bhane s+ v1/v5 hunchha. Yasko artha ho ki simple present. Simple present nai hunchha. Zero conditional type bhanchha yaslai.

Yo zero type ho. Yaslai universal truth pani bhaninchha. Bishwabayapi satya ho yo. Satya kuraharu express gardai garda hamile simple present tense use garchhau dubai clause haruma. Yata patti v1 v5 aaudaichha, universal truth ho bhane, satya kura ho bhane v1 v5 nai huna parchha yata patti pani. Nadima daura phyakiyo bhane tairnchha, true ho ki hoina ta. Yo staya ho. No one can say no. If you heat the iron, it melts. This is also universal truth. Phalam tatayo bhane paglanchha. Satya ho ta. Ho. Tesaille satya ho bhanne universal truth chha bhane dubai tira simple present nai huna parchha. Universal truth ho. In the examination perspective, filling item ho. Paxi use garchhau. Ahile just hami sentences lai genearaloize gardai chhau. If you tell her story, she will be happy. Yaha pani simple present nai chha. If clause ma subject + v1/v5 + object chha ra main clause ma subject + will + v1 chha. Or may, can pani aauna sakcha will ko thauma. Bhaneko yanira, universal truth chiana ra if clause ma simple present tense chha bhane main clause ma simple future banchha tyo. Ho? aba yaha v2 chha bhane. Verb 2 Kun tense ho? Simple past. Simple past chha bhane yata patti k banna paryo would, should, could plus v1. Yo kura bujhne. Yasto bhayo bhane yasto hunchha. Had + v3 chha bhane tyo past perfect ho. tetibela, main clause ma would have, shuld have, could have, might have plus v3 hunchha. yati ho pharak. Yi char prakarka hun conditional sentences haru. Tapaiharule aba, maile different example diyako chhu yaslai chai aba generalize garera structure nirman garnus. Ani bholi chai hami detail ma gayara yaslai kasari exam ma sidhchha, kasari filling garne ekdam short, and easy idea chha. Tyo sikne chhau. Aru chai bholi hune chha. Tapaiharule padhera ysko structure yaso nirman garera aanus bholi hai. Ok thank you very much!

See you. Have a good time.

Teacher - 3

Class -1

Good morning, everybody!

Good morning, sir!

Informal talks between teacher and students.

Uhh! Do you have any homework? What is your homework? You write the answer of the questions. Yes. Ok. What is the page no. students say, "page no 16". Ok! Do you have any problem? Tell me. Which one is difficult for you? Kun chai ho? Kun chai ho? Three ko? Eeh. Three ko bhanepaxi find the following words in the text above and underline their best synonyms and the first one has been done for you. Ok. Umm, synonym. What is synonym? Synonym or closest meaning or nearest meaning or ustai artha dine athawa paryayabachi meaning. Tyo bhanekjo eutai kura ho ustai artha lagne sabda. So yaha diyaka wordharuko similar meaning haru Hamiharule yo passage ma khojna paryo. Passage ma khojisakepaxi ya yinharuko meaning k hunchha tesma tick lagaune or underline garna paryo. Ani yasko meaning kunchai ho tesko tala undrerline garne. Jasto determine bhanne chha ni, yasko best meaning k hunchha bhane this is one example. It is done for us hai. Fix on bhanne huncha rear ko k hunchha influence hunchha. Yo discolour bhanne chai hudaina. Tesaile, determine bahneko fixed on influence. In the same way, diversity. Diversity bhaneko k ho Nepalima? Bibhinnata bhaneko ho kya. It means pharak pharak. La bhannus ta aba. Difference hunchha ki, similarity hunchhaki difference arko ani arko variety bhanne good. Very good. Tyo duitama underline garne. Teacher and students discuss on the homework. In the same way, inherent ko k milchh hola? Intrinsic ho inherent bhaneko hai ta. Then integrity bhneko k hola? It merans honesty ho. Dialect bhaneko regional variety of language ho. What is regional variety of language bhaneko thau bishesh

bhasa alia ali pharak hunchha hijai hamile discuss gareu ho ki hoina? Ho tesailai dialect bhanchau hami. La bhannus ta standard form ho ki? Vernacular language ho Ki k ho? Students say Vernacular language. Good! Kati jane ka hou. Arko regional variety bhanna sakchhau hami. And the last one. Reciprocal. What does it mean? It means parasparik sambandha or aapasi sambandha bhanne hunchha. Teso bhya reciprocal ko synonym k hola ta? Reciprocal bhanne bittikai one way ta hudaihudaina. Bahupakshiya hunchha. Teso bhyapachhi interactive ra complement hune. Ask other question which is difficult for you. Kun chai question answer ki sabai? Student asks questions. Question no c? ok C. la c what do Karna and Kabita claim? Karna and kabitale k daba garchhan? K claim garchhan? Aba yiniharuko euta ko in the motion ho ra arkako against the motion ho. Bhaneko for the motion bhaneko umm using single language is better than using multiple language ho ho ki hoina? Against the motion bhaneko chai using multiple language is better than using only one language ho. Aba yahi kura lekhne. Ko kasko favor ma chha lu. Tyo ta patta lagauna saknu paryo ni. Karna motion ma bhaya, Karna claims that using single language is better than multiple languages. And Kabita claims that using multiple language is better than using single language. Sakinchha? Ki lekhidinu parchha? Ok then question no G; write down any three benefits having fewer languages. thorai language hunuka kunai tinota phaidaharu lekhnuhos. Kastle bhaneko part hernaparyo bhannusta. Yo first ko part herna paryo for the motion wala part herna paryo. Yo for the motion bhaneko ta using single language or using fewer language ho ni ta. Lu herum ta kk hunchha yaska three benefits. Second part bata herna thalnuh. Very good ghara ja Makai bhut! Second last line ma chha yasko answer hai ta. There are so many benefits that you can find in the text and you need to write only one as the answer ok. Next any question?

Timiharu lajaukai ky ho? Lajauu hudaina hai? Xaina bhane we are moving to the next one.

Let's move to the grammar. Umm yesterday we did it too. Hence, we have two sentences in the exercises. In these two different sentences, you can see the changes in the person, tense, time adverbials. Najikko janaune sabdalai tadhakko banune ra tadhako janaune sabdalai najik janaune sabda ko rupma use gareka thiyau. Jastai today lai that day gareka thiyau. Tonight, lai that night gareka thiyau. So these are the differences between them. We are doing narration here. Narration kya. K bhachha teslai reported speech. In Nepali it is also called the pratokshya kathan ra apratokshya kathan bhaninchha. Aaja chai hami yaha tei euta tick lagauna parchha hola sayad. Tick the correct indirect speech for the following direct speech. Yo bhaneko direct speech bata indirect speech ma kun chai milchha thik lagaune matrai raichha yaha. Ok let's do.aba yasko indirect speech k hunchha?students respond..... haina tyo, yasto hunchha yah hera hai. Person Nepalima purush bhaninchha. They are first person, second person and third person. Aba first person ma kk parchha? I, We. I ra we parchha. Second person KK ho? You. Third person ma he, she, it parchhan. If you could not remember, all names come under this. Yo sabai kun person ma parchha? Third person ma parchha. Aba yo narration ma change huda chai k hunchha bhane SON/123 hunchha. Here, S bhaneko subject, O bhneko object and N bhaneko No ho. 1, 2, 3 bhaneko first, second-, and third-person ho. Aba yaha first person lai change garnu paryo bhane Subject anusar change garne ra aru pani yasari nai accordingly change garne la. Subject chha tesai anusar change garna parne hunchha. Jstai, Ram said, "I am a student." Yasto raichha. Here direct speech and indirect speech kasari thaha paaine bhanda yata hera ya double inverted comma ka aadharma yo chai xuttyaune ho haita. Jasma comma and double inverted comma chha tyo direct speech

ho ra jasma xaina tyo chai indirect speech ho haita. La aba yasko indirect banauda, Ram chai subject ko rupma aayako chha ra I chai kun person ho ta first person tesaile hami indirect speech banauda k garchau ta Ram said that he was a student. Yaha that le jodna parchaa. Aba I bhaneko first person ho tesaile first person changed according to subject so we changed it like this. Aba second person ko kura hernus, Rama said to me, "you are my best friend." La yaha hernus, hamile change garna parne yaha dekhi dekhi yaha sammako bhag ho. Ho ki koina? Aba said to chha bhane k banauna parchha reporting verblai told banauna parchha. Aghi yaha said matrai thiyo tesaile hamile yaha said that gareu. But ahile yaha said to me chha so aba teslai chai told ma laijana parchha. If so aba lekhnu, Rama told me that aba hera omma ra double inverted comma duita hataune ho teska lagi that le jodna parchha. Aba you kun person ho, second person ani second person kun anusar change hunchha? Object anusar, ani object ma k cha ta me. Tesaile aba me subjective case lai hamile subject ko rupma linchhau. So, Rama told me that I was her best friend. Yaha my lai hamile k ma change garnu parchha bhanda ta her ma. Aru tapaiharule bujhna parena ahile yati bujha. Aba third person is no change. Mohan said, "Hari is a good teacher." La aba yalslai change garna paryo hai ta. Aba Mohan jastako tastai bhayo. Ya hari kun person ho? Third person good. Tesiale third person is not changed. So, Mohan said that Hari was a good teacher. Bujhiyo Sali? Ok! May I erase it? Metau? Hum? Now let's do. Aba serious thing. Euta kura bhanna birse tapaiharulai. Said naayara says aayo bhane ni person matrai change garne aru chai change hudaina, hai, why because of being the present form of the verb. Tara tense chai change nagarne hai ta.

Generally, yadi have aayo bhane tellai yasko past had ma laginchha tara yaha says aairachha haina tesaile hami yaha yasko person matrai change gardachhua aru change hudaina. Has bhaneko ni present form nai hpo haina ta past form bhako bhaya ya k

hunthyo ta had but has singular ho hai present form ko. No II ko hernus ta. K ho yo?

Ya said nai aako chha haina. La yasko banaunuas ta k hunchha please do it fast.

Speak! Ok dher dhilo nagaru answer chai B ho haita. Kina bhane doesent hudai

hudaina. Kina bhane I don't chha don't lai past ma lana parchha ni. Did bhayko kun

chha no b. tesaile garda b is the correct answer. Past form aaya bhane chai tense

change garne otherwise yadi present ma chha bhane change nagarne la. Lu ghanti

Pani Lagyo. Bholilai home work. The exercise of gramaar sanskriti lai sujan lae

bhaneka kuraharu chhan kk bhaneko chha yaslai change garera lyaune la.

This much for today. Thank you, class.

See bye.