Examining Students’ Perspectives on Pedagogical Translanguaging in the Multilingual Classroom Context

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Abstract

This research study provided a basic understanding of pedagogical translanguaging and its importance in a multilingual classroom environment from the perspective of foreign language class students. The qualitative study, employing interpretive phenomenological analysis, investigated students’ viewpoints on pedagogical translanguaging in a multilingual classroom setting, specifically within Pondicherry Central University’s French certificate program in India. Through semi-structured interviews, 8 main themes and 35 subthemes were identified. Comparing these findings with the functions of translanguaging, similarities and differences in translanguaging application in language learning contexts emerged. Additionally, the study aimed to enhance instructional strategies tailored to meet the linguistic needs of diverse learners in multilingual classrooms.

Keywords: translanguaging, pedagogical translanguaging, multilingual context, functions of translanguaging
Pedagogical translanguaging, characterized by the intentional integration of students’ multilingual resources into language and content area classes, has emerged as a significant pedagogical approach in diverse educational settings (Cenoz, 2017; Ganuza & Hedman, 2017). This approach acknowledges the linguistic diversity of students and leverages their existing language skills to enhance learning outcomes (Cenoz & Gorter, 2020a, 2020b). In multilingual contexts, such as those found in Indian higher education institutions, where English serves as the medium of instruction amidst a rich linguistic tapestry, pedagogical translanguaging plays a crucial role in addressing linguistic disparities and promoting inclusive learning environments (Eberhard, Simons, & Fennig, 2021; Mukherjee, 2018). Research studies described in the literature highlight the importance of recognizing students’ linguistic and multisemiotic repertoires as valuable resources for language learning (Cenoz, 2017). In the Indian context, where language diversity is a hallmark of society, incorporating pedagogical translanguaging practices becomes imperative for catering to the diverse linguistic needs of students (Agnihotri, 2014). Despite policy support for multilingual pedagogy (NCERT, 2005), challenges such as negative attitudes towards translanguaging practices and pressure to teach exclusively in English persist (Anderson & Lightfoot, 2021). Additionally, translanguage practices extend beyond individual skills to encompass the interconnectedness of languages within a speaker’s repertoire, offering rich resources for cross-linguistic comparison and metalinguistic reflection (De Angelis, 2007).

However, there remains a knowledge gap in understanding how translanguaging is used and perceived in higher education target language classes where English is the medium of instruction. Moreover, the transmission of translanguaging practices among peers and its implications for promoting a deeper understanding of the target language and improving weaker language skills remain underexplored (Yuzlu & Dikilitas, 2022). Addressing these disparities is crucial for informing language instruction practices and promoting inclusive learning environments that cater to the diverse linguistic needs of students.

Addressing the complexities of pedagogical translanguaging in multilingual classroom contexts, this study aims to explore the following research questions:

1. How is translanguaging utilized in a university target language multilingual class where English is the medium of instruction from students’ perspective?
2. What are the perceptions of students regarding the use of pedagogical translanguaging in their language learning experience?
3. How are translanguaging practices shared among peers, and how do they contribute to better understanding the target language and improving weaker language skills?

Investigating these research questions, the study explored how translanguaging procedures support effective communication and language acquisition skills for multilingual learners in higher educational settings. The study focused on highlighting the diverse functions of translanguaging and its relevance in culturally diverse environments like India, emphasizing practical implications for educators and higher education authorities for designing instructional strategies for language classes, especially foreign language. Comprehensively examining
existing gaps, the study provides valuable insights for enhancing language pedagogy and promoting inclusive education strategies.

**Literature Review**

**Translanguaging**

Translanguaging, which originated from Welsh educational contexts and was introduced by educator Cen Williams, represented a pioneering pedagogical approach emphasizing the fluidity and integration of bilingual language practices (García & Li Wei, 2014). Initially, translanguaging referred to a pedagogical practice wherein students alternated between languages for receptive or productive purposes (García & Kano, 2014). Over time, scholars like Canagarajah (2011) and Otheguy, García, and Reid (2015) have explored diverse interpretations of translanguaging, culminating in a multifaceted understanding. It represents bilingual speakers’ strategic selection of linguistic features from their repertoire to construct language practices suited to specific communicative situations (García & Kano, 2014).

In educational settings, translanguaging is often manifested as a pedagogical approach that promotes bilingualism and biliteracy by facilitating the ideal integration of multiple languages into instruction and learning activities (Cenoz & Gorter, 2017). This pedagogical practice involves the intentional alternation or switching between languages for both input and output within the same learning activity (Cenoz & Gorter, 2017; Curriculum for Wales). For instance, learners may receive information in one language and then engage with that information in another language, thereby deepening their understanding and proficiency in both languages (Curriculum for Wales).

Furthermore, translanguaging extends traditional language boundaries, enabling individuals to surpass fixed language identities imposed by nation-states (García Wel, 2014). It facilitated the exchange of linguistic and cultural experiences among individuals with diverse linguistic backgrounds, unearthing buried histories and understandings embedded within rigid language identities (García & Wei, 2014). Through translanguaging, individuals forged new linguistic connections and constructed hybrid identities that surpassed conventional linguistic confines, fostering inclusivity and cultural richness in educational situations and beyond.

**Multilingualism**

The transition towards pedagogical translanguaging in multilingual education represented a notable departure from conventional language teaching methodologies (Cenoz & Gorter, 2018). This innovative approach, centered on multilingualism, challenged the traditional practice of language compartmentalization, acknowledging the varying language proficiencies among learners within their linguistic repertoire (Cenoz & Gorter, 2014). Unlike previous approaches, which measured language skills against native speakers, the focus shifted towards recognizing language abilities as dynamic and shaped by diverse experiences.
Moreover, multilingualism emphasized the intricate competencies of multilingual speakers, termed “multicompetence,” encompassing a range of linguistic resources and interactional strategies (Cook, 1992). Despite this, societal preferences still favored native speaker instructors, often overlooking the communicative strengths of multilingual educators (Llurda & Chapelle, 2014). Furthermore, multilingualism extended beyond individual skills to embrace the interconnectedness of languages within a speaker’s repertoire (De Angelis, 2007). This rich linguistic resource facilitated cross-linguistic comparison and metalinguistic reflection, yet the prevailing ideology of language separation hindered its optimal utilization (Canagarajah, 2007). The social context also played a pivotal role, shaping multilingual practices and influencing language use based on situational demands and societal language hierarchies (Cenoz & Bereziartua, 2016). Hence, embracing multilingualism entailed recognizing and harnessing the dynamic interplay of languages within diverse social settings to support effective communication and language learning.

Translanguaging Considered as Natural Practice Among Multilingual

Translanguaging, observed among multilingual individuals, stands out as a natural and innate practice. Instead of being confined by language boundaries, speakers effortlessly transition between linguistic codes in their daily interactions, influenced by personal experiences and social contexts. This phenomenon, termed idiolects, reflects the unique linguistic patterns developed by individuals (Otheguy, García, & Reid, 2015). Beyond educational settings, translanguaging permeates various social interactions, integrating diverse linguistic structures and cognitive systems to facilitate effective communication (Wei, 2011). This inclusive approach challenges traditional linguistic hierarchies, emphasizing the holistic nature of language use. Individuals adeptly utilize their entire linguistic and sensory repertoire without compromising their identities, promoting inclusivity in communication (García, 2011). Communities worldwide, especially, those in Indian cities and students in Indian central universities, embrace translanguaging as a natural and effective means of expression. In everyday contexts, translanguaging fosters the synthesis of semiotic signs, contributing to the formation of new cultural identities (Wei, 2011; Mazzaferro, 2018). In a globalized world, linguistic competence extends beyond mere language proficiency, encompassing the ability to interpret diverse semiotic cues within one’s linguistic repertoire (García, 2009).

Pedagogical Perspective of Translanguaging

In pedagogy, translanguaging refers to the intentional incorporation of students’ multilingual resources into both language and content subjects. This approach, known as pedagogical translanguaging, has garnered significant attention in recent translanguaging research (Cenoz, 2017; Cenoz & Gorter, 2020a, 2020b; Gauza & Hedman, 2017; Probyn, 2015, 2019), especially within educational settings. While the use of multiple languages in teaching has historical roots in language education (Cook, 2010), pedagogical translanguaging research gained prominence alongside the multilingual shift in language learning and education scholarship (Conteh & Meier, 2014; May, 2014, 2019; Ortega, 2019). This shift reflects the evolving multilingual landscapes worldwide, driven by technology-assisted globalization and
increased mobility (Blommaert, 2010). Pedagogical translanguaging research emphasizes the importance of recognizing students’ existing knowledge, including their linguistic and multisemiotic repertoires, as valuable resources. This approach often aligns with a social justice agenda, aiming to address the educational needs of language-minorities students for equitable education and societal inclusion. Cummins (2019) identified numerous terms referring to similar activities, such as “cross linguistic pedagogy,” “multilingual teaching strategies,” and “bilingual teaching strategies.” Additionally, terms like “translanguaging instructional practices,” “translanguaging approaches to teaching ‘and’ translanguaging pedagogies” have been used in the literature (Garcia & Kley, 2016). Furthermore, researchers have introduced terms such as “dynamic plurilingual pedagogies” (Garcia & Flores, 2012), “translanguaging for the classroom,” and “translanguaging as pedagogy” (Paulsrud et al., 2017). Additionally, terms like “bilingual instructional strategies” and “translanguaging practice” have been employed (Creese & Blackledge, 2010), stressing the diverse conceptualizations and applications of translanguaging in pedagogical contexts.

**Pedagogical Translanguaging in Indian Higher Education Classes**

In Indian higher education, where English serves as the medium of instruction, classrooms embody a rich diversity of languages, reflecting the nation’s linguistic diversity (Eberhard, Simons, & Fennig, 2021). This multicultural setting, characterized by fluid language practices, stems from India’s historical tradition of multilingualism (Agnihotri, 2014), now recognized as translanguaging. Despite English’s official designation as a second language, its usage varies widely across different societal strata, from the burgeoning middle class’s adoption of ‘Hinglish’ to the majority for whom English remains largely foreign (Mukherjee, 2018; Rao, 2013). However, in higher education, there’s a discernible trend towards early adoption of English as the primary medium of instruction, although policies differ across institutions (Central Square Foundation, 2020a, 2020b).

In this context, the integration of language and content learning becomes paramount, as emphasized by the National Knowledge Commission (2006). Translanguaging emerges as a practical approach to address linguistic disparities among emergent bilinguals, leveraging stronger language skills to support weaker ones (Weinreich, 1953). It fosters a more holistic language acquisition process, contributing to enhanced academic literacy, particularly in content and language-based instruction contexts (National Knowledge Commission, 2006). Furthermore, recent research underscores the prevalence and benefits of multilingual practices in English classrooms in Indian higher education. Despite policy support for multilingual pedagogy (NCERT, 2005), negative attitudes persist, as evidenced by instances of “guilty translingualing” and pressure to teach exclusively in English (Anderson & Lightfoot, 2021). Nevertheless, embracing pedagogical translanguaging offers a promising pathway to address linguistic disparities and promote academic success. By incorporating translanguaging strategies into teaching practices, educators can create inclusive learning environments that support students’ language development and engagement with academic content (Anderson & Lightfoot, 2021; Durairajan, 2017).
Functions of Translanguaging in Target Language Classes in Higher Education

In higher education target language classes, translanguaging, as defined by scholars like Gutiérrez (2008) and Ryu (2019), involved the hybrid use of languages, where meaning was negotiated and created through various interactional contexts (Gutiérrez, 2008; Ryu, 2019). This approach facilitated collective meaning-making among multilingual communities, despite challenges such as linguistic shame highlighted by García (2011). An analysis was conducted to identify the functions of translanguaging employed by multilingual instructors and students in the study, revealing its role in facilitating communication and learning processes among diverse linguistic groups. In this study, researchers utilized Sapitri, Gede, and Myartawan’s (2018) framework, which identifies four functions of translanguaging: knowledge construction, classroom management, interpersonal relations, and personal and affective meanings (Sapitri, Gede, & Myartawan, 2018). Knowledge construction involves using translanguaging to understand the subject matter, while classroom management entails the instructor’s use of translanguaging to regulate students’ behavior during the learning process. Interpersonal relationships refer to the use of translanguaging by the teacher to foster connections with students, and personal and affective meanings encompass the teacher’s expression of personal experiences, feelings, and sociocultural functions. These functions were observed in the study, informing the understanding of translanguaging practices in the research context.

Additionally, Wang’s (2018) model, encompassing interpretative, managerial, and interactive functions, was employed to establish the definitive translanguaging functions for this research (Wang, 2018). These frameworks provided comprehensive insights into the diverse roles and applications of translanguaging in the context of the study. The interpretative function involves using translanguaging as a pedagogical tool to explain various linguistic aspects of the target language, including pronunciation, grammar, vocabulary, and cultural concepts. This function was observed in the study, as instructors often used translanguaging to scaffold grammar concepts, introduce new vocabulary, and clarify cultural concepts. The managerial function encompasses the use of translanguaging practices for providing instructions, feedback, praise, encouragement, and planning assignments or examinations. This function was evident in the study, as instructors engaged in activities such as giving instructions and feedback during their classes. Finally, the interactive function pertains to translanguaging practices initiated by students to enhance classroom teaching and learning interactions. This function was frequently observed during peer-based activities in the classroom setting. Together, these translanguaging functions shed light on the various ways translanguaging is utilized in the research context to facilitate language learning and teaching.

Theoretical Framework

The theoretical framework underpinning this paper revolves around the concept of translanguaging, which views language speakers’ diverse linguistic and semiotic practices as integral components of their dynamic language repertoire (García & Kleifgen, 2020). Translanguaging emphasizes the fluid use of multiple languages to create meaning, particularly
in educational contexts, with the overarching goal of promoting social justice and amplifying marginalized voices (García & Kleifgen, 2020). Rooted in Bakhtin’s notion of heteroglossia, translanguaging theory highlights the coexistence of diverse socio-ideological voices within language and the dynamic interaction between them (Bakhtin, 1981). Furthermore, the framework incorporates the concept of multimodality, expanding beyond traditional linguistic boundaries to encompass various cognitive and semiotic systems (García & Kleifgen, 2020). Multimodality acknowledges the holistic nature of human communication, incorporating visual, textual, spatial, and other embodied forms of meaning-making (García & Kleifgen, 2020). Lin’s exploration of multilingual and multimodal resources in second language science education exemplifies the benefits of leveraging diverse linguistic and cultural resources to enhance students’ understanding of complex concepts (Lin, 2006). Wu and Lin’s proposal of the Multimodalities-Entextualization Cycle (MEC) further illustrates how integrating various linguistic and semiotic resources can facilitate dynamic meaning-making in digital and multimodal environments (Wu & Lin, 2019).

In practice, studies by Wu and Lin (2019) and Liu, Lo, and Lin (2020) demonstrate the application of translanguaging pedagogy in diverse educational settings, enhancing language learning and promoting inclusivity. Additionally, research by Zhu and Gu (2022), Pacheco et al. (2022), Scott & Cohen (2023), Ou et al. (2022), and Schall-Leckrone (2023) highlights the role of multimodal communication in supporting translanguaging practices and fostering meaningful engagement with language and culture. Moreover, translanguaging theory intersects with social justice principles, advocating for equitable learning opportunities and challenging dominant language ideologies (Vogel & Garcia, 2017; North, 2006). Prioritizing diverse language practices and promoting inclusivity, a social justice framework for translanguaging seeks to empower students to engage meaningfully with language and culture in educational settings (García & Kleifgen, 2020). Despite the burgeoning interest in translanguaging, differing interpretations of the concept emphasize the need for ongoing exploration and critical engagement, particularly in diverse linguistic contexts such as Indian secondary education (García & Lin, 2017; Canagarajah, 2013; Heugh, 2021).

Method and Methodology

Qualitative Method

The rationale for utilizing qualitative research methodology lies in its roots in anthropological and sociological fieldwork, aimed at understanding people’s lives (Hatch, 2002). Qualitative research seeks to explore inquiries, gather artifacts, and analyze them to gain deeper insights into the subject under investigation (Merriam & Tisdell, 2016). According to Young & Babchuk (2019), qualitative research encompasses various approaches grounded in inductive reasoning derived from participants’ perspectives collected in natural settings. This method primarily relies on words rather than numerical data points (Merriam & Tisdell, 2016). Choosing a qualitative design for this study is appropriate due to its focus on positioning participants as experts in their own experiences, perspectives, and knowledge by emphasizing their viewpoints in natural settings, thus shifting authority from the investigator to the participant (Babchuk, 2019; Creswell and Poth, 2016).
Interpretive Phenomenological Analysis

Interpretive Phenomenological Analysis (IPA) was incorporated into the research design as the research approach for analyzing the data. It was employed to examine the lived experiences of participants, discovering the students’ perspectives on pedagogical translanguaging in the multilingual classroom context. This qualitative approach was well-suited to explore the subjective meanings and interpretations of individuals in response to the language learning experience, especially when translanguaging was used in support of that pursuit (Smith et al., 2021).

Semi-Structured Interview and Questions

The aim of the interview questions was to elicit rich, detailed accounts of personal experiences in line with IPA principles (Smith et al., 2009 & 2021). In this study, semi-structured interviews were employed to collect in-depth data from participants. Each interview lasted approximately 40 to 50 minutes, during which the investigator took notes and posed probing questions to facilitate smooth conversation. The participants’ willingness to participate in the research was considered as consent. The semi-structured interview questions were crafted with a focus on specific lived experiences, utilizing open and exploratory language. Nine questions in total were designed to gather rich and detailed accounts of personal experiences, aligning with an inductive approach and drawing from seven foundational principles outlined by Smith et al. (2009) and Smith & Larkin (2021). For instance, the question “What aspects of learning French did you find most enjoyable?” was categorized under “Focusing on Specific Lived Experiences,” aimed at exploring the interviewee’s personal engagement with French language acquisition. Similarly, the questions “How did you incorporate your knowledge of other languages to aid in understanding or learning French? Can you provide examples?” focusing on practical applications of multilingual skills. Questions like “Did you think it was important for teachers to be familiar with their students’ other languages and cultural backgrounds? Why or why not?” and “How would you describe your teacher’s attitude towards the use of your other languages in French class?” were classified under “Capture Perceptions and Sense-Making”. Furthermore, questions such as “Did your teacher encourage you to utilize your other languages while learning French? If so, in what ways?” pertaining to “Contextualized Inquiry”. Lastly, questions such as “Did your teacher assist you in using your repertoire of languages to learn French? If yes, could you elaborate?” and “How do you think your teacher could have better utilized your languages in the French classroom?” were categorized under “Grounding Inquiries in Specific Contexts,” probing practical support and possibilities for enhancing language integration within French learning contexts. These categorizations reflected the detailed and contextual nature of the interview questions, tailored to capture diverse experiences and perspectives related to language learning in educational settings. To ensure this in designing interview questions, researchers used open-ended questions that allowed participants to freely express their experiences. Additionally, the questions took into account contextual factors that may have influenced participants’ interpretations.
Researchers Positionality and Reflectivity

Reflexivity is crucial in qualitative research as it allows researchers to recognize and address their biases, assumptions, and personal experiences that may influence how they interpret data (Creswell & Poth, 2018; Merriam & Tisdell, 2016). This self-awareness also explains why researchers choose particular topics, benefiting both themselves and their readers (Merriam & Tisdell, 2016). In this study, all authors have had direct experience with translanguaging in higher education, having completed their education in English within multilingual environments. The lead author has had firsthand exposure to pedagogical translanguaging through master’s and doctoral studies. Given the diverse linguistic landscape of India’s higher education, where students encounter multiple languages such as their mother tongue, English, Hindi, and state native languages, where their higher education is pursued, this study aims to explore the significance of translanguaging in multilingual educational settings.

Ethical Consideration

Ethical considerations for the study were paramount, particularly regarding informed consent, confidentiality, privacy, and sensitivity to participants’ needs. Prior to commencing the research, participants were fully informed about the research’s purpose, procedures, potential risks, and benefits, and their right to refuse or withdraw participation was respected. Measures were taken to ensure the confidentiality and privacy of participants’ personal information and responses, with identifiers removed and data securely stored. Throughout the research process, researchers maintained sensitivity to participants’ values, beliefs, and cultural backgrounds, treating them with dignity and respect. Attention was given to avoiding imposition of researchers’ biases or assumptions on participants, and efforts were made to communicate effectively, especially with participants from diverse linguistic and cultural backgrounds. Furthermore, researchers were mindful of power dynamics, striving to conduct the study in a fair and respectful manner, free from pressure on participants to provide particular responses. Lastly, in disseminating findings, researchers prioritized responsible and respectful use, avoiding harm or stigmatization of participants or groups and transparently acknowledging any limitations or generalizations drawn from the data.

Research Settings

The Center for Foreign Languages at Pondicherry Central University served as the primary research setting for the study. Situated in Pondicherry, India, this center offered various language programs, including the French certificate program. The focus of the research was specifically on the classroom environment within the French certificate program.

About the Center for Foreign Languages

Established as an innovative initiative in June 2009, the Center for Foreign Languages at Pondicherry Central University addresses the contemporary need for multilingual proficiency in today’s rapidly evolving global landscape. Offering courses in French, Japanese, Korean,
German, and Arabic, the center caters to both university students and local residents of Pondicherry. With a maximum intake of 20 students per year, the center equips individuals with valuable language skills, enhancing their job prospects and facilitating cultural exchange in various fields, including business, literature, music, and film.

**About the Target Language Course**

The French language certificate course (course code: 434) at Pondicherry Central University is designed to provide individuals with fundamental French language skills. To enroll, applicants must have passed the Higher Secondary Examination or its equivalent. The course accepts a maximum of 20 students annually, with admission based on the marks obtained in the qualifying degree. Priority is given to students already enrolled in university departments. The course, named “Add On Courses – Evening Session,” spans six months and includes classes held for two hours per day, four days a week, ideally scheduled from 5:30 PM to 7:30 PM.

**Sampling Technique and Participants**

This study employed a purposive sampling technique to select participants for the study, aiming to recruit nine student participants from a French language class. Despite the voluntary nature of participation, all students included in the study were observed to be multilingual, with English identified as their dominant language and used as the medium of instruction for French (Target Language). This approach aligned with qualitative research methodologies that prioritize depth of understanding over breadth, targeting specific individuals who could provide pertinent and useful information related to the study’s objectives (Palinkas et al., 2015). Purposive sampling strategies ensured that specific cases relevant to the research questions were included in the final sample, reflecting the assumption that diverse perspectives held by particular individuals were essential for capturing varied insights on the study’s themes (Robinson, 2014). The details of the participants are presented in Table 1, outlining their linguistic backgrounds and key characteristics.
<table>
<thead>
<tr>
<th>Students</th>
<th>Major Subject</th>
<th>Target Language (TL)</th>
<th>TL Level</th>
<th>Mother Tongue or Native Language</th>
<th>Officially learned language(s)</th>
<th>Informally learned language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madhu</td>
<td>Education (M.Ed)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Tamil</td>
<td>Tamil English Hindi (beginner)</td>
<td>Telugu Malayalam (peer influence)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Baltic English Hindi (all language fluent)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td>Beauty</td>
<td>Education (M.Ed)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Bengali</td>
<td>Bengali English Hindi (all language fluent)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bengali English Hindi (all language fluent)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td>Ishani</td>
<td>Education (M.Ed)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Bengali</td>
<td>Bengali English Hindi (all language fluent)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td>Akhila</td>
<td>English (MA)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Malayalam</td>
<td>Malayalam English Hindi (all language fluent)</td>
<td>Tamil Telugu (peer influence, movie watching)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Malayalam English Hindi (all language fluent)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td>Sonali</td>
<td>International business (MBA)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Odia</td>
<td>Odia English Hindi (all language proficient)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td>Ramadevi</td>
<td>History (MA)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Telugu</td>
<td>Telugu (fluent) English (fluent) Hindi (beginner)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td>Yasar</td>
<td>Sociology (integrated)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Hindi</td>
<td>Hindi English (Fluent)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td>Prathush Kumar</td>
<td>Mathematics (integrated)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Odia</td>
<td>Odia Hindi English (all language fluent)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td>Prathush Kumar</td>
<td>Mathematics (integrated)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Odia</td>
<td>Odia Hindi English (all language fluent)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
<tr>
<td>Vijaya Kumar</td>
<td>English (MA)</td>
<td>434-French</td>
<td>Beginner</td>
<td>Kannada</td>
<td>Kannada English (both fluent) Hindi (beginner)</td>
<td>Tamil (peer influence and local use)</td>
</tr>
</tbody>
</table>
Data Analysis

The present study utilized the IPA method to analyze data, yielding results for the main research questions (Smith et al., 2021). The IPA analytical process began with systematic reading and exploratory note-taking to immerse researchers in participants’ narratives (Smith et al., 2021). Descriptive, linguistic, and conceptual notes categorized aspects of the narrative, fostering deep exploration and interpretation (Smith et al., 2009). Transitioning to formulating experiential statements, researchers crafted concise summaries, balancing specificity with conceptual depth (Smith et al., 2021). These statements captured psychological processes and contextual aspects of participants’ experiences (Smith et al., 2021). Subsequently, experiential statements were clustered and refined to elucidate prominent features of participants’ experiences (Smith et al., 2021). A table of personal experiential themes was compiled, followed by cross-case analysis and grouping experiential themes (Smith et al., 2021). This iterative process captured the collective essence of participants’ perspectives on pedagogical translanguaging in the multilingual classroom context (Smith et al., 2021).

Results

The results section examined the eight main themes that emerged and 35 subthemes (See Table 2: master table of group experiential themes) of student perspectives on pedagogical translanguaging in a multilingual classroom context. Through qualitative analysis, insights were gained into the various ways students engage with language learning and cultural integration. The findings enlightened on the effectiveness of translanguaging practices in promoting language independence, fostering multicultural enrichment, and enhancing overall learning experiences. The theme of Dynamic Language Exploration encapsulates various facets of engaging with the French language in an interactive manner. Participant Beauty, expressed a perspective on French language learning, stating, “The most enjoyable aspect of learning French is discovering new words and expressions that broaden my vocabulary,” while another student (Akhila) reflected on their experience, remarking, “Interactive and hands-on activities in French classes to be the most enjoyable, as they provide practical opportunities to apply and reinforce learning in a fun and engaging way.” This theme comprised subthemes such as discovering new words and expressions, exploring French literature, art, and cuisine, mastering pronunciation and intonation, feeling accomplishment with proficiency development, sense of improvement with each lesson, excitement of mastering a new language and culture, embracing the challenge of learning French, and communicating with native speakers. Learners derived satisfaction from continuous improvement, gaining confidence, and embracing challenges as opportunities for growth. Moreover, they found joy in mastering not only a new language but also a new culture, while also valuing the enriching interactions with native speakers, which contributed to their overall language learning experience.

The theme of Language Learning Approaches encompassed students’ diverse strategies, such as recognizing linguistic similarities, utilizing gestures, and immersing themselves in French media. Students drew on their linguistic backgrounds to aid understanding. Madhu noted, “Similarities between Tamil and French words are noted.” Additionally, they employed
mnemonic devices and immersive techniques, like watching French movies. Conversely, Culturally Responsive Teaching focused on educators fostering inclusivity and acknowledging students’ backgrounds. Vijaya Kumar stated, “Teachers acknowledge diverse linguistic backgrounds and encourage language sharing.” This accentuated the importance of educators integrating cultural references and creating opportunities for language exchange, contributing to a supportive learning environment.

In Cultivating Inclusive Learning Environments, students emphasized the importance of teacher awareness, communication enhancement, and fostering a supportive atmosphere. Sonali stressed, “It’s important for teachers to be familiar with students’ languages and cultural backgrounds to create a supportive learning environment.” Additionally, students emphasized the need for tailored teaching methods, as Prathush Kumar mentioned, “Understanding linguistic backgrounds promotes inclusivity and helps tailor teaching methods to meet individual needs.” Meanwhile, Fostering Linguistic Diversity and Positivity stress teachers’ positive attitudes towards linguistic differences and support for language diversity. Ramadevi noted, “teachers are supportive of using languages in French class, creating opportunities for language sharing.” This reflects the significance of recognizing and encouraging linguistic diversity to promote a positive learning environment.

In Language Independence, students stressed the importance of utilizing native languages to aid in understanding French concepts and recognizing the value of linguistic diversity. Akhila pointed out, “Teachers encourage to use native languages outside of class for self-learning purposes,” heightening the role of familiar languages in comprehension. Additionally, students advocated for incorporating native languages or majority languages spoken by students into classroom discussions, promoting inclusivity and facilitating better understanding. Beauty mentioned, “The teacher conducts classes in English and French, allows to utilize mother tongue outside of class to reinforce student understanding of French,” demonstrating the benefits of embracing linguistic diversity. The theme of Native Language Integration elucidated how students use their mother tongue to enhance French language learning. Subthemes included reading materials in French for proficiency, using the native language to understand course content, assisting peers with comprehension and assignments, and fostering diverse language exchanges in the classroom. These aspects illustrated the diverse ways students leverage their native language to support and enrich their French learning journey.

On the other hand, Multilingual Classroom Enrichment revealed the importance of integrating diverse languages into learning activities. Students suggested that incorporating native languages into assignments and discussions fostered a supportive environment and enhanced comprehension. Ishani highlighted, “Although the class primarily revolves around English and French, students are permitted to use native language to aid in comprehension and completion of assignments,” indicating the positive impact of such practices on student engagement and learning outcomes. The results suggested translanguaging fostered positive experiences by promoting language exploration, diverse learning approaches, and inclusive classroom environment. Students reported enjoying the process of discovering new languages and
cultures, utilizing their existing linguistic backgrounds, and appreciating teachers who acknowledge their diverse backgrounds.

Table 2
Master Table of Group Experiential Themes

<table>
<thead>
<tr>
<th>No.</th>
<th>Themes</th>
<th>No.</th>
<th>Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dynamic Language Exploration</td>
<td>1</td>
<td>Discovering new words and expressions</td>
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<td></td>
<td></td>
<td>2</td>
<td>Exploring French literature, art, and cuisine</td>
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<td>3</td>
<td>Mastering pronunciation and intonation</td>
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<td>4</td>
<td>Feeling accomplishment with proficiency development</td>
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<td>5</td>
<td>Sense of improvement with each lesson</td>
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<td></td>
<td></td>
<td>6</td>
<td>Excitement of mastering a new language and culture</td>
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<td></td>
<td></td>
<td>7</td>
<td>Embracing the challenge of learning French</td>
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<td></td>
<td></td>
<td>8</td>
<td>Communicating with native speakers</td>
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<tr>
<td>2</td>
<td>Language Learning Approaches</td>
<td>1</td>
<td>Recognizing Linguistic Similarities with proficient languages</td>
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<td></td>
<td></td>
<td>2</td>
<td>Relating to Other Languages</td>
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<td></td>
<td></td>
<td>3</td>
<td>Identifying Grammar Patterns of French</td>
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<td></td>
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<td>4</td>
<td>Creating Language Connections with know (native) languages</td>
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<td></td>
<td>5</td>
<td>Utilizing Gestures and Visualizations for better understanding</td>
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<td>6</td>
<td>Mnemonics and Rhymes</td>
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<td></td>
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<td>7</td>
<td>Listening and Immersion of new words</td>
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<td>3</td>
<td>Culturally Responsive Teaching</td>
<td>1</td>
<td>Teacher’s Acknowledgment of Linguistic Background of each student</td>
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<td></td>
<td></td>
<td>2</td>
<td>Encouragement to Use Native Languages for better understanding</td>
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<td></td>
<td></td>
<td>3</td>
<td>Creation of Opportunities for Language Sharing in classroom</td>
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<td>4</td>
<td>Integration of cultural references</td>
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<tr>
<td>4</td>
<td>Cultivating Inclusive Learning Environments</td>
<td>1</td>
<td>Importance of teacher awareness</td>
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<td></td>
<td></td>
<td>2</td>
<td>Enhancement of Communication and Understanding</td>
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<td></td>
<td>3</td>
<td>Promotion of Inclusivity and Diversity</td>
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<td>4</td>
<td>Fostering a Supportive Learning Environment</td>
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<td>5</td>
<td>Enrichment of Learning Experience</td>
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<tr>
<td>5</td>
<td>Fostering Linguistic Diversity and Positivity</td>
<td>1</td>
<td>Teacher’s positive attitude to linguistic difference</td>
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<td></td>
<td></td>
<td>2</td>
<td>Support for language diversity</td>
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<td>3</td>
<td>Openness to multilingualism</td>
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<td></td>
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<td>4</td>
<td>Encouragement of diverse language Use</td>
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<tr>
<td>6</td>
<td>Language Independence</td>
<td>1</td>
<td>Native languages as aid in understanding French concepts.</td>
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<td></td>
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<td>2</td>
<td>Recognize the value of students’ linguistic diversity and encourage to share language skills</td>
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<td>3</td>
<td>Incorporate students’ native languages or majority student’s fluent languages into discussions</td>
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<td>7</td>
<td>Native Language Integration</td>
<td>1</td>
<td>Read materials in French</td>
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<td></td>
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<td>2</td>
<td>Use of mother tongue to enhance understanding of the materials</td>
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<td>3</td>
<td>Use of mother tongue to peers assist in comprehension and completion of assignments</td>
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<td></td>
<td></td>
<td>4</td>
<td>Creation of opportunities for diverse language sharing</td>
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<tr>
<td>8</td>
<td>Multilingual Classroom Enrichment</td>
<td>1</td>
<td>Deeper cultural understanding among students.</td>
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<td></td>
<td></td>
<td>2</td>
<td>Resources and supplementary materials in English or mother tongue</td>
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<td></td>
<td></td>
<td>3</td>
<td>Encouraging group discussions in English and know language (based on preference of student)</td>
</tr>
</tbody>
</table>
Comparison of the Themes with the Functions of Translanguaging

When comparing the main themes with the functions of translanguaging identified by Wang (2018) and Sapitri, Gede, and Myartawan (2018), it became evident that there were both similarities and differences in how translanguaging was applied in language learning contexts. The presence of these functions in the study is based on the themes shown in Table 3 for Wang’s three translanguaging functions and Table 4 for Sapitri, Gede, and Myartawan’s four translanguaging functions, respectively.

Table 3
Three Translanguaging Function by Wang (2018)

<table>
<thead>
<tr>
<th>Translanguaging Function</th>
<th>Description</th>
<th>Presence in the Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretative Function</td>
<td>Translanguaging serves as a pedagogical tool to elucidate linguistic aspects of the target language, including pronunciation, grammar, vocabulary, and cultural concepts.</td>
<td>Dynamic Language Exploration(T1) Language Learning Approaches(T2)</td>
</tr>
<tr>
<td>Managerial Function</td>
<td>Involves the utilization of translanguaging practices for providing instructions, feedback, praise, encouragement, and planning assignments or examinations.</td>
<td>Culturally Responsive Teaching(T3) Cultivating Inclusive Learning Environments(T4)</td>
</tr>
<tr>
<td>Interactive Function</td>
<td>Translanguaging practices initiated by students to enhance interactions and engagement in classroom teaching and learning</td>
<td>Fostering Linguistic Diversity and Positivity(T5) Language Independence (T6) Native Language Integration(T7) Multilingual Classroom Enrichment(T8)</td>
</tr>
</tbody>
</table>

When compared with translanguaging functions (Wang, 2018), the emerged themes were observed to play diverse and essential roles within the higher educational setting. The Interpretative Function of translanguaging functioned as a pedagogical tool employed by instructors to clarify linguistic aspects of the target language, encompassing pronunciation, grammar, vocabulary, and cultural concepts, as demonstrated in the themes of Dynamic Language Exploration (T1) and Language Learning Approaches (T2). The Managerial Function involved utilizing translanguaging for delivering instructions, feedback, praise, encouragement, and organizing assignments or examinations, as evident in Culturally Responsive Teaching (T3) and Cultivating Inclusive Learning Environments (T4). Furthermore, the Interactive Function of translanguaging was initiated by students to enhance classroom interactions and engagement, illustrated in themes such as Fostering Linguistic Diversity and Positivity (T5), Language Independence (T6), Native Language Integration (T7), and Multilingual Classroom Enrichment (T8). These findings reflected a comprehensive and cohesive effort to integrate translanguaging into educational practices, promoting linguistic inclusivity and effective communication within diverse multilingual learning environments.
Table 4
Four Translanguaging Functions by Sapitri, Gede, and Myartawan (2018)

<table>
<thead>
<tr>
<th>Translanguaging Function</th>
<th>Description</th>
<th>Presence in the Theme</th>
</tr>
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</table>
| Knowledge Construction   | Utilizing translanguaging to facilitate comprehension of the subject matter, including providing pedagogical scaffolding, reinforcing concepts, and reviewing topics. | Dynamic Language Exploration (T1)  
Language Learning Approaches (T2)  
Language Independence (T6)  
Native Language Integration (T7) |
| Classroom Management     | The instructor’s use of translanguaging to regulate student behavior, including negotiating task instructions, promoting engagement, enforcing disciplinary measures, and providing guidance. | Cultivating Inclusive Learning Environments (T4)  
Multilingual Classroom Enrichment (T8) |
| Interpersonal Relations  | Employing translanguaging to establish connections with students, foster a supportive classroom environment, share humor, commend students, and provide motivation. | Culturally Responsive Teaching (T3)  
Fostering Linguistic Diversity and Positivity (T5) |
| Personal and Affective Meanings | Involves the expression of personal experiences, feelings, and sociocultural factors through translanguaging, contributing to a more inclusive and emotionally engaging learning environment. | Not related |

The translanguaging functions identified by Sapitri, Gede, and Myartawan (2018) demonstrated significant roles compared with emerging themes within higher educational contexts. The Knowledge Construction function involved leveraging translanguaging to enhance comprehension of subject matter by providing pedagogical scaffolding, reinforcing concepts, and facilitating discussions, as evident in the themes of Dynamic Language Exploration (T1), Language Learning Approaches (T2), Language Independence (T6), and Native Language Integration (T7). Classroom Management utilized translanguaging for regulating student behavior, including task instructions negotiation, promoting engagement, enforcing discipline, and offering guidance, as observed in Cultivating Inclusive Learning Environments (T4) and Multilingual Classroom Enrichment (T8). The Interpersonal Relations function utilized translanguaging to establish connections with students, foster a supportive classroom environment, share humor, commend students, and provide motivation, as highlighted in Culturally Responsive Teaching (T3) and Fostering Linguistic Diversity and Positivity (T5). These translanguaging functions collectively contributed to creating inclusive and effective multilingual learning environments by supporting comprehension, managing classroom dynamics, and nurturing positive teacher-student relationships.
Discussion

In multilingual classroom contexts, the integration of pedagogical translanguaging represents a pivotal shift in language education, challenging traditional methodologies and addressing the diverse linguistic needs of students. This study aimed to explore students’ perspectives on the efficacy and relevance of pedagogical translanguaging, examining its potential to enhance language learning outcomes and promote inclusivity. By recognizing the dynamic nature of language proficiency and the unique linguistic repertoires of learners, this study sought to discover innovative approaches to language instruction that prioritized students’ existing knowledge and cultural backgrounds. Through an analysis of translanguaging practices in higher education target language classes, this study contributes to a deeper understanding of how pedagogical translanguaging could support effective communication and language learning in diverse educational settings.

The findings of this study reveal the multifaceted nature of translanguaging functions in higher education target language classes, as elucidated by Wang (2018) and Sapitri, Gede, and Myartawan (2018). Firstly, the interpretative function of translanguaging emerges as a pedagogical tool for explaining various linguistic aspects of the target language, including pronunciation, grammar, vocabulary, and cultural concepts. This function facilitates knowledge construction by scaffolding grammar concepts, introducing new vocabulary, and clarifying cultural nuances, thus enhancing students’ understanding and proficiency in the target language. Secondly, the managerial function of translanguaging plays a crucial role in classroom management, encompassing activities such as providing instructions, feedback, praise, encouragement, and planning assignments or examinations. Utilizing translanguaging practices in these areas, instructors could effectively regulate students’ behavior, foster a positive learning environment, and support students’ language development.

Lastly, the interactive function of translanguaging facilitates peer-based interactions and collaborative learning experiences. Students initiated translanguaging practices to enhance classroom teaching and learning interactions, promoting active engagement and participation. Through peer-based activities, students leveraged their multilingual resources to support each other’s language learning journey, fostering a sense of community and inclusivity in the classroom.

Limitations and Future Research Directions

Limitations inherent in this study pertain primarily to the potential biases associated with participant selection and the methodological approach employed. The selection of participants, while purposeful, may not have fully encapsulated the diversity of perspectives within the population of interest, potentially skewing the findings. Furthermore, the reliance on self-reported data gathered through semi-structured interviews introduces the possibility of subjectivity and social desirability bias (Van de Mortel, 2008), thereby compromising the objectivity and validity of the study’s conclusions. Additionally, the study’s exclusive focus on a specific cultural and educational context in India may restrict the applicability and
generalizability of the findings to broader contexts. To mitigate these limitations and enhance the robustness of future research endeavors, it is imperative to adopt more inclusive sampling strategies that encompass a broader range of demographic characteristics and educational settings. Moreover, employing mixed-methods approaches that integrate qualitative data from interviews with quantitative data from observational studies could yield a more comprehensive understanding of the phenomena under investigation. This interdisciplinary approach would allow for triangulation of findings, thereby strengthening the validity and reliability of the research outcomes. Furthermore, conducting comparative studies across diverse cultural contexts would facilitate the identification of universal principles as well as context-specific factors influencing students’ experiences with pedagogical translanguaging. Additionally, future research endeavors could make a detailed study into the perspectives of educators and administrators regarding the implementation of translanguaging strategies, elucidating the challenges and facilitators encountered in multilingual classroom environments.

Conclusion

Based on the results of the study, it becomes evident that pedagogical translanguaging holds substantial significance in fostering effective communication and facilitating language acquisition within multilingual classroom environments. The study identified eight key themes and thirty-five subthemes within a French language class. The main findings highlight the importance of promoting linguistic diversity and creating inclusive learning environments. And also demonstrated how translanguaging practices are integrated into language learning and classroom interactions. Incorporating translanguaging practices into language instruction, educators have the potential to establish inclusive learning environments that adeptly address the diverse linguistic needs of students. Nevertheless, it is imperative to recognize and address the limitations inherent in translanguaging, as well as to explore potential challenges and barriers to its successful implementation. These may include issues related to pedagogical strategies, cultural considerations, and institutional support. Critically examining these aspects, educators and policymakers can work towards optimizing the integration of translanguaging into pedagogical practices, thereby maximizing its benefits while mitigating potential drawbacks. Moving forward continued research and professional development initiatives are warranted to further refine understanding of translanguaging and its role in enhancing language learning outcomes in diverse educational settings. Ultimately, by embracing the complexities of translanguaging and proactively addressing associated challenges, educators can cultivate inclusive and culturally responsive learning environments that empower all students to succeed academically and linguistically. Practical applications of the study’s insights include integrating translanguaging into language instruction to support diverse student linguistic needs. This involves developing inclusive pedagogical approaches that celebrate linguistic diversity and enhance communication. Furthermore, providing professional development for educators on translanguaging strategies is essential. Collaboration with higher education authorities to establish supportive institutional frameworks for effective translanguaging in education is also recommended. These actions collectively aim to create inclusive learning environments that optimize language learning outcomes for all students.
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References


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