

Pedagogical Translanguaging: An Interactional Space in Multilingual Classrooms in the Universities of Balochistan

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Abstract

Based on Translanguaging Space as a theoretical framework, this study reports subject content teachers' language practices in multilingual classrooms in the universities of Balochistan, Pakistan. The study is conducted amid circumstances where English as a Medium of Instruction policy troubles subject content teachers and learners in teaching and learning and, thus, hinders the process of understanding. Overall, 09 classes in three selected universities were observed on convenient basis using non-participant classroom observation as a data collection tool. Data were analyzed at conversation analysis level which revealed instructors' deviation from 'one-size-fits-all' English medium of instructions (EMI) orthodoxy and their reliance on translanguaging in classroom communication. Whereas translingual practices enabled teachers to smoothly shuttle between languages, they empowered learners' metacognitive levels by strengthening their funds of content knowledge. The implications of this research include advocacy for revising state-sponsored English-only hegemonic policy, licensing pedagogical translanguaging in classroom teaching irrespective of the academic level and recognition of local languages in the country's language-in-education policy.

Keywords: *Language practices, Translanguaging, Pedagogical translanguaging, Multilingual context*

1. Introduction

The application of English as the medium of instructions (Aizawa et al., 2020) may result in certain troubles in classroom communication around multilingual world (Zhu & Wang, 2024) because monoglossic practices pave the ways for language barriers which may hinder understanding and learning among bi/multilingual learners. Consequently, sociolinguistic scholars and pedagogists including (Cenoz & Gorter, 2022; Garcia, 2009; García et al., 2017; Gorter & Arocena, 2020; Wei, 2018) revolted against such monolingual autonomy to challenge one language hegemonic policy and approved the use of multiple languages in classroom communication to enhance learners' content knowledge. These scholars are credited for the theorization of translanguaging and the development of pedagogical translanguaging (Wong et al., 2023) taking monolingual conception as an obstacle that stops bilingual learners from

getting proper education (Yip & Garcia, 2015). The diversion from English as the sole medium of instruction policy not only attracted linguists and researchers towards the use of learners' L1 in multilingual classrooms but also challenged monolingual approaches on different grounds while emphasizing the multilingual repertoire as holistic collection of different features (Liu & Chen, 2024a).

Certainly, this ideological change resulted in a paradigmatic shift among sociolinguists from monoglossic conceptions to translanguaging practices and pedagogical translanguaging that allow multilingual speakers to use their language resources as tools for meaning making and increasing learners' fund of knowledge (Zhu et al., 2024). It may empower their agency, ensure effective communication and accelerate the process of learning in a translanguaging classroom. A classroom with such translanguaging practices is not an EMI class as translanguaging is a multilayered model designed for bilingual education whereas EMI is a monolingual ideological-based educational format (Archila et al., 2024).

In Pakistani context, English is the country's official language, used in power sector, governance and education etc. The country's socio-educational system endows English with a prestigious status as the medium of instruction at higher level education. Contrastively, it remains a barrier in some parts of the country, including Balochistan, the ever undeveloped region with 70% rural setup (Prakash, 2013). The province is multilingual and inhabited by Pashtun, Baloch, Brahui, Punjabi, Sindhi, and Hazarah tribes (Anwar et al., 2022) with diverse cultures that create incompatible context for English as a medium of instruction policy. Certainly, such top-down language-in-education policy troubles both instructors and learners when directed to employ it in classes on the account of their low proficiency in English which result in instructors' ineffective demonstration to deliver complex contents. On the hand, EMI practices result in language barriers for learners whose basic educational background is shaped in Urdu medium.

Since the standard of education in Balochistan is lower than compared to the other parts of the country, the federally designed top-down language-in-education policy may meet failure in the province. The socio-economic and educational situations of Balochistan considerably differ from Islamabad, Khyber Pakhtunkhwa, Punjab and interior Sindh as the province lag behind in every field of life (Government of Balochistan, 2020). Consequently, the implication of EMI becomes a serious issue for instructors. Their language practices in classroom teaching turn to be a worth exploring matter. In fact, the problem lies in a three-legged hypothesis i.e., subject

content teachers' insufficient proficiency in English language, students' lower proficiency in the language of interaction or the need for student-centered pedagogy.

1.1 Translanguaging as a scaffolding pedagogy

Translanguaging as García and Wei (2014) would say can “liberate from structuralist-only or mentalist-only or even social-only definitions” (p. 24). The ideological boundaries of translanguaging as a concept encompass the holistic linguistic competence of bi/multilingual speakers rather than separate language mechanism (Wong, 2024). The idea of this concept was coined by Cen Williams (1994) in Welsh as (*trawsieithu*) to refer to a pedagogical practice of shuttling between Welsh and English for better understanding (Al-Bataineh & Gallagher, 2021; Alam, 2020; Garcia, 2009; Jabeen et al., 2021; Makalela, 2015; Mushtaq, 2023; Samar & Pathan, 2023; Yuvayapan, 2019). It is “a mean of providing planned and systematic use of the home language of learners with the language of the classroom...” (Childs, 2016, p. 36; 23) effective comprehension (Baker, 2011) in interaction.

Pedagogical translanguaging provides bi/multilingual learners the opportunity to use their complete linguistic repertoire and participate in classroom communication (Cenoz, 2017; García et al., 2017; Gorter et al., 2020) inspiring confidence among participants. It is a student-centered approach, and a co-constructed model designed to support multilingual learners in understanding the contents. Currently, a rapid increase in bilingual population has further strengthened the need for strategies to deal with medium of instruction (Batool et al., 2022) in classroom teaching. For instance, institutions in multilingual Pakistan face problems regarding the medium of instruction as the country's language-in-education policy at higher level endows English with the status of an official language used in education and research (Atta & Naqvi, 2022; Channa, 2015; Manan et al., 2016; Mirza & Gottardo, 2023) which further troubles multilingual learners to cope with the situation in classroom communication.

1.2 Paradigmatic Shift in Teachers' Language Practices

The selection of a language as the medium of education has become a political matter (Manan & David, 2014; Sah, 2024) controlled and designed by elites according to their interests (Manan et al., 2014). Since English has become an international language and a globalized lingua franca, used in different sectors as such commerce and trade, media, law and governance and education etc., (Manan & Tul-Kubra, 2022), the language policies of different states endow

it with a higher weightage as compared the local languages (Sah, 2024). These elite oriented links between language policies and politics serve as protecting shields for interests of people in power while neglecting that of less powerful ones (Ricento, 2015; Sah, 2024). Such political ideologies have spread around the globalized world where dependency on English language is seen in different sectors. According to Piller and Cho (2013) “neoliberalism with its imperative to compete is a covert form of language policy, which imposes English as a natural and neutral medium of academic excellence” (p. 24).

Owing to the aforesaid reasons, English has gained the status of medium of instruction in education (Mohanty, 2018; Sah, 2022) in the globalized world and a suitable tool for career building (Pun & Gao, 2023) at higher level studies (Ou et al., 2023). It is employed as the medium of instruction in many countries (Doiz et al., 2012), especially in content subject courses (Galloway & McKinley, 2022) which is contrastive with learners’ first language. Nonetheless, instructors around the multilingual world deviate from such linguistic hegemony by negotiating their language practices in order to convey content knowledge in a way that learners could easily comprehend. In such cases instructors may rely on translanguaging as observed through current study in the multilingual context of Balochistan.

1.3 The Study

This study was conducted in public sector Pakistani universities located in Balochistan, the most neglected region of the state. This includes the University of Balochistan Quetta, the University of Loralai and Mir Chakar Khan Rind University Sibi. The study focused on subject content teachers’ languaging in multilingual classrooms that reflected varied ethno-linguistic and educational background of the learners to seek answer to the research question “What are the language practices of subject content teachers in multilingual classrooms in the universities of Balochistan?” The study is conducted amid circumstances when the top-down language-in-education policy of the state with its monolingual approach approves English as the official language used in education and research (Atta et al., 2022; Channa, 2015; Manan et al., 2016; Mirza et al., 2023). In contrast, multilingual classroom environment in the province reflects a linguistically heterogenous population with diverse linguistic background where monolingual ideology may cause troubles for the stakeholders who may find mixoglossia and translingual practices as scaffolding strategies in teaching and learning as reflected in the data. In this arena, Wei’s (2018) Translanguaging Space sets the theoretical foundations for this research to assess as to how and why do subject content teachers create a translingual space in multilingual

classrooms. Findings of this study are likely to contribute to body of knowledge in multiple ways. For instance, the study explores subject content teachers' language practices amid circumstances when there is a mismatch between state-based language-in-education policy and classroom practice. The study also highlights troubles caused by MEI policy in the multilingual context of Balochistan in order to alert the attentions of policy makers towards the issue of medium of instruction.

2. Literature Review

The concept of translanguaging was given by Cen Williams in 1994 (Al-Bataineh et al., 2021; Alam, 2020; Garcia, 2009; Jabeen et al., 2021; Makalela, 2015; Mushtaq, 2023; Samar et al., 2023; Yuvayapan, 2019) which denotes the systematic use of learners' home language in addition to the language used in classroom communication to make teaching effective and accelerate learning (Childs, 2016, p. 36; 23) using two languages (Baker, 2011). It is a systematically designed linguistic mechanism and a multilayered model (Leung & Valdés, 2019) a practice, a theory, and a pedagogy, (Rafi & Anne-Marie, 2022; Tian et al., 2020) employed to keep multilingual learners at ease (Tian & Rafi, 2023) in classroom communication. Nevertheless, its pedagogical traits may still be questioned as in majority of cases teachers use translanguaging as a habitual communicative style where interlocutors combined two or more languages. Such hybrid conversation is commonly observed in multilingual context of Pakistan where softness of regional languages paves the ways for linguistic hybridity.

For Canagarajah (2012) translanguaging is a medium of communication designed as an interplay between languages for a successful communication (Tian et al., 2023; Ticheloven et al., 2021). It is a bi/multilingual speakers' fund of linguistic knowledge (Otheguy et al., 2015) which Gutiérrez (2008) views a created third space that covers pedagogical practices (Wei, 2018) and specific methodological (Nagy, 2018) strategy (Sembiente & Tian, 2023) co-constructed in bi/multilingual setting to ensure an effective communication (Velasco & García, 2014) by abating language barrier issues. Sociolinguistic scholars and researchers consider such teaching strategies as new models in multilingual context (Wang, 2022) especially in teaching content subjects in science classrooms (McKinney & Tyler, 2019; Sue, 2019; Wang, 2022) to help learners (Stevenson, 2013) in understanding the contents properly. It is the reason why linguists consider translanguaging as a vibrant instructional scheme that denotes bi/multilingual speakers' whole linguistic collection. However, to authenticate that the strategy

helps both teachers and learners in explaining and understanding the contents, may require cross validation via stakeholders' opinions which is one of the objectives of the present study.

In multilingual communication interlocutors shape a mutually constructed design marked by their tactical use of code-switching, translation, semiotics, symbols and gestures etc. These tactics are employed for reciprocated transformation of information and effective learning by providing input in one language and receiving the output in another language (Makalela, 2015). This indicates the potential of translanguaging as a teaching strategy with its fundamental objectives of content learning (Cenoz & Gorter, 2021) especially, in multilingual setting where the stakeholders purposefully construct a mechanism which as Orellana and García (2014) would call, “ the ways bilinguals draw on their full linguistic toolkits in order to process information, make meaning, and convey it to others” (p. 386). In fac, the linguistic repertoire of a bi/multilingual speaker comprises more than one code which can't be compartmentalized rather it is taken as a single linguistic collection which is considered superior as compared to that of a monolingual speaker. Linguists, therefore, call a bilingual as not a single man but two monolinguals in one individual.

Blackledge et al. (2018) considered translanguaging as a global phenomenon. The researchers opined that classrooms in the globalized world were attended by students from diverse ethnic-linguistic and educational backgrounds which might prepare the ground for translingual practices in multilingual environment. Certainly, such cases make bi/multilingual speakers rely on translingual strategies for an effective communication to reduce the language berries and maximize the output. It is the reason why the last few decades reflected a rapid inclination among linguistics and researchers to explore the area of translanguaging mainly because its ideological foundations suggest that bi/multilinguals speakers the competence to make use of their complete linguistic repertoire and shuttle between languages from boundary-crossing perspectives while challenging monoglossic ideologies about the nature of language (Liu et al., 2024a). Such ideologies draw the map of revolt against monolingual autonomy while at a time indicating a paradigmatic shift among linguists and researchers to credit translanguaging with the capacity to uplift learners' agency and their metalinguistic awareness (Koralage et al., 2023; Liu & Chen, 2024b).

3. Methodology

3.1 Research Method

This study reports data from audio-recordings of subject content teachers' language practices in classroom teaching employing qualitative method research that involves unstructured approach about a phenomenon (Hammersley, 2013) to explore and understand the meaning that is attributed to a social problem (Creswell, 2009). Qualitative method research helped in observing participants' experiences and gain knowledge of how meanings are formed (Corbin & Strauss, 2014) through participants' communication. This methodological stance was considered to better operate conversational analysis on data gathered through audio-recording of lectures (Johnson et al., 2007) for knowing teachers' language practices, functions of translanguaging (Kirkgoz et al., 2023) and the epistemological positioning (Manan, 2015) of this study as it examined verbal communication of participants through observation in the naturalistic environment (Miles et al., 2014) of classrooms communication.

3.2 Population and Sampling

This study was conducted among subject content teachers, teaching in different departments in the selected universities. Hence, 09 classes, three in each research unit, were selected for observation using convenience sampling technique for an easy access (Cohen et al., 2018). These classes were selected as the criteria for selection was based on instructors' willingness to participate (Creswell, 2012). The selected instructors were approached to seek their permission for classroom observation which was taken through an informed consent.

3.3 Data collection

Data for the present study were collected through non-participant classroom observation, a frequently used process for data collection (Creswell, 2012), to examine subject content teachers' language practices in the research site. These teachers were physically approached and requested through informed consent for an access to observe their classes and have audio-recording of their language practices using convenient sampling techniques as their selection was based on their willingness to participate. Classroom observation was employed with the intention to capture teachers' language practices in their natural flow of classroom teaching because such information may not be gathered through other tools.

We approached subject content teachers and our shared identities as residents of the same geographic circle, university teachers teaching in the multilingual context and common cultural aspects enabled us to investigate the language practices with both insider and outsider perspectives. Hence, nine classes, three in each research unit, were observed during the period between September 2024 to December 2024. The length of these lectures ranged from 90 to 105 minutes, depending on instructor and the nature of subject in which audio-recordings were made to capture live data using observation check-list adopted from İnci Kavak (2021) which was slightly amended according the context and nature of this study.

3.3.1 Data analysis

Data were analyzed using conversation analytic approach to have a thorough understanding of communicative functions of interactional data (Kırkgöz et al., 2023) in classroom context. Conversation analysis focuses on language practices as a social process. In present study the analytical scheme began with recording (Mazeland, 2006) teachers' language practices in classroom communication (Peräkylä, 2007) in order to investigate their interactional structure (Prihastuti & Yusuf, 2019). The scheme followed the steps suggested by (Peräkylä, 2007) i.e., the selection of research unit, recording, transcription and identification of phenomena. The audio-recordings were carefully listened and then manually transcribed to develop complete understanding of data focusing on teachers' use of translanguaging as a pedagogical tool and its function in multilingual classrooms. Conversational analysis (hence forth CA) was a suitable approach in this case because it helped in knowing the functions of translanguaging as a meaning making strategy (Clifton, 2006; Cohen et al., 2018; Richards & Schmidt, 2010) as to how and why did teachers use translanguaging as a pedagogical tool in classroom teaching. CA is a dynamic approach that is extensively employed in studying classroom discourse and talk-in-interaction between agents be it verbal or non-verbal.

4. Findings

Data obtained from classroom observation, reflected that teachers' language practices were based on translingual ideologies in classroom teaching. They heavily relied on translanguaging in teaching in multilingual context. Their classroom communication reflected a vivid use of Urdu-English translanguaging which was taken as a communicative tool. These practices reflect teachers' reliance on translanguaging as a pedagogical strategy. Teachers' efforts to impart knowledge made them create a translanguaging space (Wei, 2018) where they could

freely shuttle between languages. Despite their bilingual repertoire, instructors' classroom communication considerably reflected simplicity.

Table 4.1. Teachers' language practices in introducing the new lesson/topic

Teacher	Transcription of teachers' language practices in classroom teaching with translation in English
*Tchr 1:	fish کی further different types میں ہمارے پاس Bottom fish <i>(In bottom fish we have further different types of fish.)</i> Bottom rover ہے وہ first type of fish میں Bottom fish <i>(In Bottom fish the first type of fish is bottom rover.)</i>
*Tchr 2:	آج کا ہمارا lecture stock market participants کے حوالے سے ہے <i>(Our today's lecture is about stock market participants.)</i> The process of floatation and listing business ہے topic اور ایک <i>(Well, here is another topic, the process of floatation and listing business.)</i>
*Tchr 3:	اب ہمارے پاس event of World War two آرہا ہے <i>(Now there comes the events of World War two.)</i>
*Tchr 5:	ابھی جو ہمارا آج کا topic ہے وہ DNA synthesis کا ہے مطلب how DNA is synthesized? <i>(Now our today's topic is DNA synthesis, means how DNA is synthesized?)</i>
*Tchr 6:	آج ہم کوشش کریں گے کہ political system کے جو silent features ہیں United kingdom کے ان کو ہم one by one explore کرے آپ کو ایک خاکہ دے United kingdom کے political system کے بارے <i>(Today we will try to explore the silent features of the political system of United Kingdom one by one, to present a structure of political system of United Kingdom?)</i>
*Tchr 7:	اسکے بعد ہمارا topic ہے integrated teaching <i>(After this our topic is integrated teaching.)</i>
*Tchr 8:	next ہمارے پاس آجاتا ہے creativity اب creativity تو ہر انسان میں develop ہوتی ہے <i>(Next, there comes creativity. Now creativity develops in every human being.)</i> اب آتے ہیں coarser substrate کی طرف۔ coarser substrate کیا ہوتے ہیں؟ There is another type ہیں کہنے اس کو ہم nektonic ostracod. <i>(Now we come to coarser substrate. What are coarser substrate?)</i>

Examples given in table 4.1 reflect the use of instructors' complete repertoire to convey their ideas so that learners might not face troubles in understanding the contents.

For instance, in presenting a topic concerning physical characteristics of fish, the concerned instructor said:

***Tchr 1:**

اب دوسری type of body shape جو ہے fish کی وہ ہے bottom clinger

(Now, the second type of body shape of fish is bottom clinger.)

The instructor initiated the sentence in Urdu and then started shuttling between Urdu and English in the same tense phrase as such; the opening determiner phrase (henceforth, DP) takes adverb phrase (henceforth, AdvP) ‘اب’ (now) and adjective phrase (henceforth, AdjP) ‘دوسری’ (second) are in Urdu and its NP ‘type’ and its prepositional phrase (henceforth, PP) ‘of body shape’ are in English. Verb element ‘ہے’ (be) is in Urdu. The instructor switched to English for the expression of its complement ‘bottom clinger’. This purposive interplay between languages was aimed at easy communication (field notes) where teachers created a translanguaging space (Wei, 2018) which can be guessed from given scripts taken from the same teachers’ classroom communication:

***Tchr 1:**

اس کی third type جو ہے bottom fish کی وہ ہے bottom hider

(The third type of bottom fish is bottom hider.)

تو fifth type جو body shape ہے bottom fish کے اندر fifth type of
body shape جو ہوتھی ہے اسکو کہتے ہیں retails.

(The fifth type of body shape in bottom fish, is called retails.)

These scripts reveal instructor’s dependency on translanguaging in introducing the topic. She created an interactional space where she could pick digestible lexical items for meaning making purpose. This translingual space enabled the instructor to fluently interplay between two different languages as such the Urdu ‘of genitive اس کی’ assimilate with an English DP ‘third type’ to replace the monolingual expression ‘the third type of’ or ‘اسکی تیسری قسم’. Similar practices were reported when Tchr 2: talked about stock exchange:

***Tchr 2:**

اسکے بعد تیسری stage ہے pricing and allocation

(After this the third stage is pricing and allocation.)

The selected script is analogous to previous examples by reflecting back-and-forth language practices to create translanguaging space (Wei, 2018) through interaction. For example, an English DP ‘stage’ is preceded by Urdu AdvP ‘اسکے بعد’ (after this) and AdjP ‘تیسری’ (third) for a communicative ease. Similar translingual practices are seen in shaping VP ‘ہے’ (be) and its complement ‘pricing and allocation’. The script given below would validate instructor’s reliance on translanguaging in presenting the topic. For example:

***Tchr 2:**

اسکے علاوہ regularity approach ہمارے پاس آتی ہے fourth stage

(Besides, regularity approach is the fourth stage with us.)

A point worth mentioning was that a sort of consistency was observed among teachers whose language practices reflected similar translingual approach. For instance, Tchr 5: also employed the same strategy:

***Tchr 5:**

اسکے بعد ہم دیکھتے ہیں کہ اسکا next feature جو ہے وہ ہے flexible

constitution

(After this we see that its next feature is flexible constitution.)

The instructor tried to facilitate students by picking commonly used lexical items for different languages and, thus, translanguaged. For example, for constructing genitive, he smartly shuttled between Urdu and English saying ‘feature next اسکا’ instead of saying ‘اسکا / گلا’ in Urdu or ‘its next’ in English. Similar strategic use of translanguaging was also observed during other sessions where Tchr 07 and Tchr 08 employed the same techniques which can be viewed in the examples given below:

Tchr 7:

اچھا next move کرے academic achievement اب academic achievement میں کیا آتا ہے؟

(Well, move next: academic achievement. Now what is included in academic achievement?)

*Tchr 8:

اب آتے ہیں coarser substrate کی طرف. coarser substrate کیا ہوتے ہیں؟

(Now we come to coarser substrate. What are coarser substrate?)

These scripts indicate a slight variation where teachers used translanguaging in interrogative mode. For example, Tchr 7: said, 'اب academic achievement میں کیا آتا ہے؟'. The construction starts with an Urdu adverb 'اب' (now) followed by a mixoglosic PP where preposition 'میں' is in Urdu while its DP 'academic achievement' is in English. Together they take WH question marker and VP 'کیا آتا ہے؟' in Urdu. To introduce 'coarser substrate' Tchr 8: amalgamated Urdu expression 'اب آتے ہیں... کی طرف' with an English DP coarser substrate saying: 'coarser substrate کیا ہوتے ہیں'.

Table 4.2. Teachers' language practices in content delivery

Teacher	Transcription of teachers' language practices in classroom teaching with translation in English
*Tchr 1:	Body shape میں last time بات کی تھی کہ six type کی body shape possible ہے مطلب depending on surface level جو water کے اندر surface level کے اوپر جو fish ہے اس نے کونسا area occupy کیا ہوا ہے۔ (Last time we discussed in body shape that six types of body shapes were possible, means depending on surface level in water as to which area has the fish occupied?)
*Tchr 2:	
*Tchr 4:	آپ نے اپنا bank decide کرنا ہے اسکے علاوہ آپ نے under writer agreements کرنے ہیں یہی under writers and bank کے shares کے offering price decide کرتے ہیں (You have to decide your bank. Beside this, you have to do under writer agreements. These under writer and bank decide the offering price of your shares.)
*Tchr 5:	

اگر کوئی African girl کسی white کے ساتھ شادی کر لے تو اس میں two different genetic material ہوتے ہیں وہ جو hybridization جب یہ combine hybrid آجائیگا جو بچہ ہوتا ہے اس میں hybrid characters اتے ہیں۔
(If an African girl marry with a white man, she has two different genetic material. Now, when the hybridization occurs, the resulting child will have hybrid characteristics.)

***Tchr 6:** اس کا جو next feature ہے وہ ہے flexible constitution. اور rigid constitution میں فرق کیا ہے؟ جب آپ worldly constitution پر نظر ڈالیں گے تو آپ کو ملے گا rigid constitution اور flexible constitution کہیں پر آپ کو ملے گا. partially flexible constitution.
(Its next feature is flexible constitution. Now what is the difference between flexible constitution and rigid constitution? When you look at the worldly constitution, you will find rigid constitution and flexible constitution, somewhere you will find partially flexible constitution.)

***Tchr 8:** جب آپ کا teacher آپ کے perceived notions کو perceived understanding کو challenge کریگا اور اس پر ضرب لگانے گا اس کو cross کریگا اور آپ کے شخصیت کے اندر آپ کے internal capability کے اندر تبدیلی آگئی
(When your teacher challenges your perceived notions, perceived understanding, perceived thinking, and challenges them, he will cross them, and a change will occur within your personality, your internal capability, you are now changed.)

اگر آپ دیکھیں Conodonts جیسے ہی discover ہوئے for the first time Pender نے discover کئے اس کے بعد بہت سے لوگوں نے اس پر کام کیا for almost a century اور they were used in biostratigraphy
(If you look at Conodonts, as soon as they were discovered for the first time by Pender, many people worked on them for almost a century and they were used in biostratigraphy.)

Observation data reflected a vivid use of translanguaging among teachers in delivering course contents. Their language practices were modeled on Wei's (2018) translanguaging space which was created through classroom interaction.

For instance, in teaching different mouth sizes in fish morphology, instructors' use of repertoire for a smooth flow through languages can be seen in the given script:

***Tchr 1:**

Small size mouth کا مطلب ہے کہ انکی food type small size کی ہے۔ جو بڑی
predator ہوتے ہیں جیسے sharks, whales وغیرہ انکی food size large ہوتی ہے
کیونکہ انکی mouth size large ہے

*(Small mouth size means that their food type is of small size. The large predators
such as sharks, whales etc., have large food size because their mouth size is large.)*

The script reflects instructor's shuttling between Urdu and English from boundary crossing perspectives. The conversational setup was a fine example of Wei's (2018) translanguaging space which was created to ensure a smooth flow between languages. For instance, the conversation began with an English phrase 'small size mouth' whereas its genitive got split into two different languages where an English DP2 'mouth' is connected by an Urdu genitive marker 'کا' to relate the English construction 'small size mouth' with an Urdu VP and its complement 'مطلب ہے'. Interestingly, its subordinate clause starts with Urdu conjunction 'کہ' to connect it with VP (be) and its complementary section. The instructor's translingual approach ensured a natural flow of communication as reflected in the same construction where both main clause and subordinate clauses conveyed content knowledge in a translingual mode. Certainly, such practices could be ensured under translanguaging space (Wei, 2018) that could provide a protective shield for instructors on one hand, and it could keep learners at ease in understanding the contents on the other hand. Observation data was replete with examples where translanguaging served as a scaffolding methodology for instructors and learners at a time. For instance, in the selected script the initial DP started with an Urdu Adjective 'بڑی' (large) while its NP (predator) was in English. Instructor switched to Urdu for expressing VP 'ہوتے ہیں' and communicatively connected subordinate clause in Urdu using subordinate conjunction 'کیونکہ' (because) and possessive pronoun 'انکی' (its) in Urdu while the remaining part of the clause reflected mixoglossia. Instructor selected the easiest and comprehensible lexical items from different languages for easy understanding as such terms for sharks and whales 'شارک اور وہیل' were either not available or less common in Urdu.

In some cases, translanguaging was observed as a habitual practice. For instance, in teaching stock exchange transition, instead of saying monolingually '*After this, any subsequent sale and purchase that takes place will be a secondary market transition*' or اس کے بعد، بعد میں ہونے والی '*secondary market transition*' اس کے بعد، بعد میں ہونے والی '*stock exchange*' سے ہوگی۔', the instructor translanguaged and said:

***Tchr 2:**

اس کے بعد جتنے بھی subsequent sale and purchase ہوتے ہیں وہ secondary
market transition ہوگی وہ stock exchange سے ہوگی

(After that, any subsequent sale and purchase that occurs will be a secondary market transition, it will be performed through stock exchange.)

Such practices revealed teachers' dependency on translanguaging in delivering content knowledge through the use of their bilingual repertoire could be seen in the given example where Tchr 03: masterly amalgamated syntactic constructions of different languages for semantic purposes:

***Tchr 3:**

ایک Chinese ambassador سے کسی نے پوچھا تھا کہ what do you think about French
Revolution? ان کا reply تھا کہ it is too early to say کچھ لوگ کہتے ہیں کہ it was
neither French nor a revolution

(Someone asked a Chinese ambassador, 'what do you think about the French Revolution?' His reply was that it was too early to say. Some people say that it was neither French nor a revolution.)

Tchr 3: started statement with an English DP (*Chinese ambassador*) which took an Urdu determiner 'ایک' while rest of the clause is in Urdu which is connected with an English clause '*What do you think about French revolution*' by an Urdu subordinating conjunction 'کہ' to ensure a natural flow of communication. The construction is a fine example of translanguaging which seems more habitual than pedagogical in a sense that such conversation is a common culture in multilingual Pakistan, but instructor claimed to have translanguaging stance for making the content digestible for learners as practiced by Tchr 9: in explaining long term goals and strategies:

***Tchr 9:**

آپ جب اپنے long term goals کو identify کرتے ہو ان long term goals کو achieve
کرنے کیلئے آپ long term planning کرتے ہیں آپ ایک strategy بناتے ہو کہ what
you want to do

*(When you identify your long-term goals, you make long-term planning to achieve
those long-term goals. You design a strategy for what you want to do.)*

The script reflected a strategic use of pedagogical translanguaging where an Urdu-English hybrid construction permitted a syntactic fusion of an English DP 'long term goals' with Urdu DP 'آپ جب اپنے' and VP 'کرتے ہو' for achieving semantic goals. Remarkably, the following clause reflected shuttling between two languages where an Urdu-English complex sentence contained an Urdu-English hybrid clause 'آپ ایک strategy بناتے ہو' which was connected with English clause 'what you want to do' by an Urdu conjunction 'کہ'. A similar construction could be seen in the given translingual script when Tchr 5: used an hybrid Urdu-English complex sentence in which an English main clause 'Difference between flexible and rigid constitution is' was connected by an Urdu conjunction 'کہ' with an Urdu-English mixed clause 'flexible constitution کے ساتھ ہے یا اگر انہوں نے کوئی majority جو کہ political party میں یہ ہوتا ہے کہ ایک constitution suppose majority party نے لیکن انہوں نے coalition government بنائی ہے' for meaning making purpose. Similar practices were adopted by Tchr 5:

***Tchr 5:**

flexible constitution کہ Difference between flexible and rigid constitution is
میں یہ ہوتا ہے کہ ایک political party جو کہ majority کے ساتھ ہے یا اگر انہوں نے
کوئی let's suppose majority party نہیں ہے لیکن انہوں نے coalition government
بنائی ہے

*(The difference between flexible and rigid constitution is that in a flexible
constitution, a political party that with majority or let's suppose if they do not
have a majority but have formed a coalition government.)*

Table 4.3. Teachers' language practices in asking questions

Teacher	Transcription of teachers' language practices in classroom teaching with translation in English
*Tchr 1:	جیسا for example, stream کا bottom کیسا ہوگا؟ دیکھا ہے کسی نے documentary کہ کس طرح fish bottom میں رہ رہی ہے؟ (Has anyone watched the documentary as to is fish dwelling in the bottom?)
*Tchr 2:	اگر آپ نے capital rais کرنا ہو تو آپکے پاس کون سے options available ہے؟ (If you want to raise the capital, which options are available to you.)
*Tchr 3:	اب کن کے interests same ہو رہے ہیں؟ (Now whose interests are getting same?)
*Tchr 4:	
*Tchr 6:	اب RNA سے next phase میں کیا بنتی ہے؟ (Now what is formed from RNA in the next phase?)
*Tchr 7:	Reconceived notions کیا ہوتے ہیں؟ (What are reconceived notions?) Academic achievements میں کیا کیا آتا ہے؟ (What comes in academic achievements?)
*Tchr 8:	Is it possible کہ gifted children ہر ایک subject میں exceed کریں؟ (Is it possible for gifted children to exceed in every subject?)
*Tchr 9:	کون کون سے parameters ہو سکتے ہیں ostracods distribution میں؟ (Which parameters can be used in ostracods distribution?)
	جب management کی کوئی limit نہیں ہے تو project کیوں limit کر رہا ہے time میں؟ (When there is no limit in management, why is project limited in time?)

Examples presented in the table revealed teachers' heavy reliance on translanguaging as they employed translingual approach in asking questions. These translingual questions can be viewed from given examples taken from teachers' classroom communication which were turned into Wei's (2018) translanguaging space in order to challenge and, thus, reject monolingual hegemony.

For instance, in teaching fish morphology, Tchr 1: asked learners a question about hair-like structures around the mouth of a fish:

Tchr 1:

اکثر fish کے mouth کے پاس hair like structures ہوتے ہیں ان کو کیا کہتے ہیں؟

(There are often hairlike structures around the mouth of a fish. What are they called?)

The concept was questioned with an Urdu-English mixed phrase in which an English DP1 ‘fish’ takes an Urdu adverb of frequency ‘اکثر’ (*often*) while its of genitive was in Urdu to connect it with English DP2 ‘mouth’. Rest of the question was partly in Urdu and partly in English. It resonated with that of Tchr 4: in asking about micro molecules. His morpho-syntactic combination of lexical item of different languages in a single unit was a pretty example of translanguaging that could achieve semantic tasks:

Tchr 4:

Micro molecules کا کیا مطلب ہے؟

(What do micro molecules mean?)

The given WH question started with an English DP ‘Micro molecules’ while its WH question marker ‘کیا’ and its complement were in Urdu to ask about micro molecules. This translingual strategy resembled that of Tchr 6: where similar construction was observed:

Tchr 6:

کیا proof ہے کہ آپ کا teacher change کا agent ہے؟

(What is the proof that your teacher is the agent of change?)

Instructor’s use of translingual practices made an interesting construction where an Urdu question marker ‘کیا’ and VP ‘ہے’ surrounded an English subject ‘proof’ in the main clause, connected with its subordinate clause through an Urdu conjunction ‘کہ’. Whereas these practices served as scaffolding strategies, they might be taken as a paradigmatic shift

where instructors deviated from top-down EMI policy as also reflected when Tchr 7: asked her students if they had ever joined language center:

***Tchr 7:**

آپ میں سے کسی نے کبھی language center join کیا ہے؟

(Has any of you ever joined a language center?)

Instructors used a very simple diction so that learners could understand. Her translingual approach was evident in the given script as her flow of communication smartly dissolved the boundaries of named languages. The question closely resonates with that of Tchr 9: when he questioned the influences of a project on its goals and mission:

آیا اس project کا اس vision, mission, strategic goal یا long term goal پر کوئی
اثر نہیں پڑے گا؟

(Will this project have any impact on the vision, mission, strategic goal, or long-term goal?)

5. Discussion

Classroom observation revealed subject content that teachers' reliance on translanguaging as a pedagogic goal-oriented frame. These translingual practices, if viewed from the theoretical perspectives of Wei's (2018) Translanguaging Space, would enable interlocutors to have fluent communication. Subsequently, teachers deviated from monolingual English-only-policy, and they adopt a co-constructed linguistic model that helped them deliver the content knowledge with ease. Besides, instructors' translanguaging was student centric as they modeled their language practices in accordance with learners' linguistic competence which was evident when Tchr 05: constructed an hybrid structure in which an English main clause '*Difference between flexible and rigid constitution is*' is connected by an Urdu conjunction 'کہ' with an Urdu-English mixed clause 'majority political party جو کہ ایک flexible constitution ہے' for meaning making purpose. Whereas this deviation from EMI policy serves as scaffolding strategy for instructors and learners in teaching and understanding, it marks a paradigmatic shift from elite-oriented top-down policy standards to linguistic freedom.

In majority of cases, instructors declared EMI as on-size-fits-all approach that could cause language barriers in classroom (field notes). Subsequently, they challenged and, thus, deviated from monoglossic ideology while relying on translanguaging which was consistent with the findings of (Kirkgoz et al., 2023) where Turkish teachers challenged the state based monolingual policy through translanguaging. This consistency among teachers' classroom communication marks global trends where teachers model their language practices in accordance with context and situation. In present study instructors' reliance was evident in their interplay between languages that shaped a procedural language (Detwiler, 2024) and a legitimate pedagogic frame in multilingual context of Balochistan. Based on personal interactions and experiences gained during classroom observation, we extracted the idea that neither teachers nor learners were in position to fluently communicate and comprehend monoglossic EMI instructions.

Classroom observation revealed that instructors' language practices were task-specific in nature. These practices aimed at understandable communication that could guarantee successful content delivery. For instance, in teaching about the functions of DNA in transmitting traits, Tchr 4: modeled his communication as a task-specific saying:

اگر کوئی African girl کسی white کے ساتھ شادی کر لے تو اس میں two different
genetic material ہوتے ہیں ابھی وہ جو hybridization جب یہ combine hybrid آجائیگا
جو بچہ ہوتا ہے اس میں hybrid characters اتے ہیں۔

(If an African girl marries a white man, she has two different genetic material.
Now when the hybridization comes, the resulting child would have hybrid
characteristics.)

Almost all sessions reflected such subversive translanguaging, taken as a meaning making strategy despite instructors' unfamiliarity with the term translanguaging. Ironically, their translanguaging practices marginalized local languages that could serve as scaffolding tools too. The reason could be nothing other than the presence of diverse population in the same classes where learners could not understand all these languages except Urdu, English or Urdu-English hybridity. Since research sites reflected heterogenous population, marginalization of local languages was an unavoidable factor which resulted in elite bilingual practices modeled on stage setting ideologies to bridge the gap for learners. Such tailored communication could

facilitate the sitting heterogenous population in understanding the contents in an inclusive environment aiming not to exclude anyone from discussion.

A note of simplicity ran through instructors' language use that aimed at specific semantic achievements. In certain cases, instructors made conscious efforts to make their diction appropriate to learners' metacognitive level. This purposive simplicity had student centric approach where instructors used low frequency words probably, due to their limited linguistic proficiency. Instructors' awareness about learners' troubles in English as the soul medium of instruction was another element that paved the ways for translanguaging as a subversive act and a meaning making strategy which is evident in the given script:

Tchr 2:

آپ نے اپنا bank decide کرنا ہے اسکے علاوہ آپ نے under writer
agreements کرنے ہیں یہی bank under writers and آپ کے shares کے
decide offering price کرتے ہیں

*(You have to decide your bank. Besides, you have to make
agreements with under writers. These under writers and bank decide
the offering price of your shares.)*

Instructor's diction was free from high frequency words that could hinder learners' understanding and counter intellectual growth because the use of complex terminology often vexes learners rather than facilitating them. They made use of simple lexical items in order to minimize learners' cognitive load by letting them focus on content rather than decoding complex terminology. Unknowingly, instructors created a translingual space through classroom interaction which as Wei (2018) would say, empowers interlocutors to make use of their linguistic repertoire. In such cases translanguaging can be viewed as a fluid and dynamic space for classroom communication (Hua & Wei, 2022) that may inspire confidence among learners by permitting them express their opinions, ask questions and participate in classroom communication. If practiced with its maximum strength, translanguaging may minimize interlocutors' troubles in a successful classroom communication irrespective of the context and level. This may create a collaborative communicative environment between instructors and learners which can be possible if the concerned authorities revise EMI policy and its

raciolinguistic ideologies while letting the adoption of dynamic instructional approach as a tool for understanding (Wei, 2022).

6. Conclusion

This study outlined subject content teachers' language practices in multilingual classrooms. Observation data revealed teachers' use of translanguaging as a pedagogical tool in conjugation with discipline-specific interaction. Course contents were delivered through mixoglossia where Urdu-English translanguaging was taken as a source to empower learners' metacognitive skills. Such translingual practices could divert the dangers caused by 'one-size-fits-all' socially embedded monolingual EMI policy in the multilingual context of Balochistan. Results indicate teachers' reliance on translanguaging in content delivery for meaning making purposes that could resolve the issues of language barriers in classroom interactions. This translingual approach is not only a deviation from state-sponsored EMI orthodoxy but it also argues for the legitimacy of translanguaging in multilingual context. Teachers' language practices challenged English only hegemony and policy-based sanctions on language practices other than English which may protect learners from letting their power of expression be silenced.

The findings of this study may have certain implications as such; they are likely to educate policy makers regarding medium of instructions in multilingual context, especially in rural settings. Based on facts presented through observation data, a kind of leniency towards translanguaging may be seen in EMI policy which may replace monolingual approach with heteroglossia. Certainly, such practices would strengthen learners' funds of knowledge. They may release linguistic and instructional pressure that influence teachers' capacity in content delivery. The findings may alert teachers' attentions towards student centric approach that could address the issues of multilingual learners at any level.

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