

Pedagogical Translanguaging in Tertiary ESL Classrooms: Perception of Language Teachers

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Translanguaging is one of the trending concepts associated with the study of multilingualism. Pedagogical translanguaging refers to the use of different planned strategies based on activating students' full linguistic repertoire in language lessons. Traditionally, teaching second language practices have solely depended only on English language to avoid the influence of previously acquired languages, cross-linguistic influence and code-switching. However, these ideas have been challenged by current multilingual ideologies. ESL tertiary classrooms in Jaffna context are unique learning environments where students from diverse linguistic backgrounds learn English as a new language. Present study aims at identifying the beliefs and attitudes of the language academic staff in adapting translanguaging practices. Data were collected from 20 facilitators whose first language is Tamil / Sinhala, attached to three Faculties. To triangulate, multiple instruments including questionnaires, focus-group discussions and identity portraits were utilized. Qualitative data from focus-groups and identity portraits were analyzed to identify recurring patterns in beliefs and attitudes, while quantitative responses from questionnaires were analyzed to measure trends in translanguaging preferences. The findings revealed that translanguaging improved students' confidence in ESL classrooms by enabling them to connect new language concepts to prior knowledge. Thus, In such classrooms, it functions as a scaffolding which influences Intended Learning Outcomes. In contrast, isolating languages creates cognitive challenges by excluding the benefits of prior linguistic knowledge. Respondents with over ten years of teaching experience were more likely to view translanguaging as a hindrance to English fluency, while younger facilitators were more inclined to see it as a bridge to skill development. However, several challenges were identified in promoting translanguaging, such as students' limited exposure to English, interest to use less English language and more mother tongue, threat to minority languages, majority language speakers take advantage, find difficult in preparing task sheets, study materials, modules and designing activities. Hence, the present study emphasizes the need for further research in perception of students, classroom practices and performance at outside the classrooms to implement an effective translanguaging pedagogy in Jaffna context. This study further suggests the curriculum designers and teacher educators to often have awareness workshops regarding the oncoming trends in relevant to translanguaging.

Keywords: *perception, pedagogical translanguaging, ESL tertiary classroom, multilingualism, scaffolding*