Translanguaging in Teaching Grammar to Elementary Students

*Naeem Fatima*, Assistant Professor, Air University, Islamabad, Pakistan  
Ghulam Miran, MPhil Student, Qurtuba University, Peshawar, Pakistan

*Corresponding author’s email address: fatimabeen1@cae.nust.edu.pk*

<table>
<thead>
<tr>
<th>ARTICLE DETAILS</th>
<th>ABSTRACT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td><strong>Purpose:</strong> The present research examines the utilization of translanguaging schemes while teaching English grammar to elementary level students in different zones of Pakistan. The research deals with the research gap in comprehending the specified usage of translanguaging while imparting grammar instruction.</td>
</tr>
</tbody>
</table>
| **Revised format:** Aug 2023  
**Available Online:** Sep 2023 | **Design/Methodology/Approach:** The methodology includes survey of 20 teachers of English language teaching at elementary level and the analysis of their responses. |
| **Keywords**    | **Findings:** The findings reveal that the teachers employ translanguaging techniques to reinforce grammar instruction by integrating the students’ native languages into English. Translanguaging techniques cast a constructive effect on the comfort and confidence of students. The research also identifies the challenges in the domains of social stigma and concentration. The present research specifies the effective perceptions for policymakers, curriculum designers, and educators. It highlights the significance of thorough training and continuous support for teachers in employing translanguaging in an effective manner. |
| Grammar instruction, Trans language, Elementary Students, Inclusivity, Language learning. | **Implications/Originality/Value:** The present study necessitates advanced research to investigate the longstanding impacts of translanguaging on language competence and academic output. The findings add to the developing research corpus on translanguaging in education and provide solid grounds for the improvement of effective pedagogical practices that influence the students’ multilingual series for imparting effective grammar instruction. |
| **JEL Classification** | © 2023 The authors, under a Creative Commons Attribution-NonCommercial-4.0 |
| A20, A24          | |


**Introduction**

In a multilingual academic background, the technique of translanguaging has developed as a prospective instructional approach to increase the impact of language learning and generate an inclusive classroom. Translanguaging includes the use of many languages in educational backdrop, permitting the students to employ their linguistic sources to support comprehension and language acquisition (García & Wei, 2014). A number of research has studied the advantages and potential
problems of translanguaging in different academic spheres, there is still a research gap in comprehending its distinctive employment in teaching grammar to the students of elementary level. The objective of the present research is to examine the usage of translanguaging approaches in teaching grammar of English language to the students of elementary level in different areas of Pakistan.

Statement of Problem
English language is generally instructed as a second language in Pakistan. In this regard, the students of elementary level face difficulties in understanding complicated concepts of grammar. The traditional methods of teaching may not comprehensively accommodate the linguistic diversity of the elementary students. The foregoing fact leads to latent obstructions in developing the proficiency and comprehension of the language. This necessitates the exploration of alternative approaches, including translanguaging, to augment the impact of imparting grammar instruction and foster language learning outcomes.

Scope of the Research
Present study relates to the teaching style of the teachers who teach English language to the students of elementary level in different areas of Pakistan. The number of teachers who participated from different schools was 20. These teachers play a vital role in imparting grammar instruction employing translanguaging techniques. The research will explore the way the teachers employ translanguaging inside their classrooms, their convictions about its efficacy, and the problems they face while employing it.

Significance of Research
Present research adds to the developing body of writings on translanguaging by explicitly exploring its application in imparting instructions on grammar to the students of elementary level. The findings of the research provide insights into the advantages and problems of employing translanguaging tactics for instructions on grammar. This study will be of specific importance to the policymakers, educators, and curriculum designers, because it can notify the growth of valuable pedagogical attempts to increase the teaching of grammar and foster language expertise in multilingual settings.

Objectives of Study
The objectives of the present study are as follows:

1. To examine the usage of translanguaging strategies in teaching English grammar to the students of elementary level in Pakistan.
2. To explore the attitudes and beliefs of English language teachers on the usage of translanguaging while imparting instructions on grammar to students of elementary level.
3. To detect the advantages and problems linked with the usage of translanguaging tactics for teaching grammar in multilingual classrooms.

Research Questions
In order to pursue the objectives of this research, the following questions are addressed:

1. How do the teachers teaching English language to the students of elementary level integrate translanguaging tactics in their imparting grammar instruction?
2. What are the attitudes and beliefs of English language teachers on the usage of translanguaging while imparting instructions on grammar to the students of elementary level?
3. What are the identified advantages and problems of employing translanguaging tactics for teaching grammar in multilingual classrooms?
Hypothesis
On the basis of the previous research revealing the positive effect of translanguaging on learning outcomes of language (García & Wei, 2014; Li et al., 2021), it is hypothesized that employing translanguaging tactics in teaching English language grammar to students of elementary level leads to increased comprehension, vocabulary enhancement, and language proficiency among the students.

Literature Review
The attempt of using many languages in academics termed as translanguaging has entailed considerable significance in contemporary years as an academic approach to increase language learning and foster wide-ranging classrooms. While research has explored the advantages and problems of translanguaging in different academic settings, there is still a research gap in comprehending its explicit employment in teaching English grammar to the students of elementary level. The following literature review examines the existing studies on the usage of translanguaging in teaching English language grammar, detect key motifs and findings, and focus on the research gap that underlines the requirement for additional investigation in this domain.

Advantage of Translanguaging in Language Learning
Research reveals that translanguaging can aid the acquisition of language by influencing the linguistic resources of students and establishing meaningful linking between languages (García & Wei, 2014). By permitting students to utilize their first language while acquiring second language, translanguaging strengthens vocabulary development, comprehension, and language proficiency (Creese & Blackledge, 2010). Additionally, translanguaging fosters constructive attitude towards learning, as the students feel confident and validated while their first language is conceded and integrated into the classroom (García, 2009).

Problems and Considerations
While the advantages of translanguaging are largely identified, the problems and considerations also transpire from the literature. One problem is the latent effect on students’ attention, specifically for the students from backward regions or with restricted learning skills (Baker, 2011). The continuous usage of many languages distracts and hinders concentration on the lesson on grammar. Furthermore, the competence levels of the teachers in both languages, cooperation of administrators and parents, and contact with the target language inside the classroom and the environment are important factors affecting the triumph of translanguaging tactics (García & Wei, 2014; García et al., 2017).

Contemporary Research
Contemporary studies have highlighted the prospective of translanguaging in teaching language grammar to the students of elementary level. Li et al. (2021) conducted research exploring the impact of translanguaging on the grammatical accuracy of students. The findings indicated a substantial increase in students’ comprehension and production of grammatical structures when they employed translanguaging. Likewise, Ahmed and Khan (2022) examined the impact of translanguaging in fostering metalinguistic perception of students, indicating progressive outcomes with reference to students’ ability to evaluate and ponder on grammatical concepts.

Additionally, Chen and Wang (2020) explored the effect of translanguaging tactics on students’ engagement in academics and their motivation level in lessons of grammar. The research concluded that translanguaging practices enhanced the students’ participation and their motivation level, directing to increased learning outcomes. Such contemporary studies add to the growing corpus of knowledge on translanguaging while imparting grammar instruction, highlighting its latent advantages for students of elementary level.
Research Gap and Scope
Though the interest in translanguaging is increasing, the specialized employment of this approach in teaching language grammar to the students of elementary level remains less investigated. The review of contemporary literature indicates a dearth of research that concentrates explicitly on the usage of translanguaging tactics to increase grammar instruction in this setting. The foregoing gap necessitates the requirement for exploration to comprehend the manner through which translangauaging can be efficiently incorporated into the lessons of grammar, its effect on language proficiency of students and theoretical comprehension, and tactics to deal with the latent problems in its execution.

The above review of contemporary literature reveals the advantages of translanguaging in learning a language, the problems liked with its execution, and the research gap in examining its employment in teaching language grammar to the students of elementary level. By dealing with the research gap, the present study would add to the existing corpus and deliver visions into successful teaching practices that lead to the grammar development of students. The results of this study have the capacity to upgrade instructional strategies, curriculum design, and teacher training programs to increase the quality of grammar instruction in multilingual academic background.

Methodology
This section illustrates the methodology utilized to collect and analyze the data on the usage of translanguaging while teaching English language grammar to the students of elementary level in various parts of Pakistan.

Participants
In this survey, a total of 20 teachers who teach English language grammar to the students of elementary level participated from different parts of Pakistan. The teachers were nominated on the basis of their expertise and experience in teaching English grammar.

Survey Design
A questionnaire to conduct the research survey was constructed to gather data regarding experiences and perspectives of the participants on translanguaging (Appendix ‘A’). The questionnaire contained structured questions linked to the problems, advantages, strategies, and views pertaining to the usage of translanguaging in the domain of English grammar instruction.

Data Collection
The researchers conducted the survey online, ascertaining anonymity and confidentiality of the responses by the participants. The survey questionnaires were provided to the participants, who completed and submitted the questionnaire electronically. The online data collection process ascertained the anonymity and confidentiality of responses submitted by the participants, endorsing unprejudiced and honest feedback.

Data Analysis
The data collected through survey was analyzed through quantitative and qualitative methods, concerning classification of responses into thematic categories and brief statistics to figure out trends. Throughout the research process, the ethical matters were maintained. The qualitative analysis included classification of the participants’ responses into thematic categories on the basis of classified themes in the survey. The quantitative analysis involved abbreviating the responses by participants using descriptive statistics including frequencies and percentages to stipulate a synopsis of the inclusive patterns and trends in the data.

Ethical Considerations
Throughout the research process, ethical parameters were pursued to confirm the protection of
participants’ confidentiality and rights. The researchers obtained informed consent from all participants prior to their participation in the survey. The researchers collected the data exclusively for research purposes and kept the identities of the participants confidential.

Analysis
The analysis of the present study on translanguaging pedagogy indicates a significant variety of capabilities and skills among the participants. The participants demonstrate a number of attributes, including variations in gender, experience, age and local settings. Most of the participants have teaching experience of 3-5 years, which marks an extensive number of teachers having a reasonable experience in teaching English language grammar to the students of elementary level. It is pertinent to mention that the study includes the participants having both lesser and greater levels of experience. The varied scale of teaching experiences of the research participants adds to a vivid variation of perceptions and teaching approaches in the backdrop of instructing language grammar to the students of elementary level. The presence of teachers from varied age groups, different levels of experience, and diversified regional setting increases the chance of acquiring ample understanding of the content. Such variety confirms that the findings and recommendations of the present research can be applicable through an extensive range of pedagogical contexts. The biographical information of the participants highlights the significance of contemplating the varied credentials and experiences of the participants, and it contributes to a multilayered and subtle examination of teaching English grammar to students of elementary level.

Use of Translanguaging in Grammar Instructions
A substantial number of participants stated that they frequently or continually utilize translanguaging while imparting grammar instruction. The coherent usage of translanguaging echoes their acknowledgement of the benefits it renders in terms of aiding the features of language development of students and understanding of grammatical concepts. The findings predominantly feature the varied preferences and practices among the participants about the usage of translanguaging. Some participants incline to a more monolingual approach, while the others embrace a translanguaging approach to a varying degree.

Language Preferences for Teaching Grammar
The examination of the language preferences of the participants for imparting grammar instructions to the students of elementary level reveals a varied scope of perspectives and practices. A substantial number of participants stated utilizing both English and Urdu for teaching grammar. This finding reveals the implementation of a translanguaging approach, in which both the languages are integrated to enhance the students’ understanding and link the language gaps they may confront. In addition to English and Urdu languages, some of the participants highlighted the utilization of other languages, such as Punjabi, Pashto, Arabic, and French, for imparting instructions in grammar. This reveals that in specific settings, teachers may determine to incorporate other languages on the basis of linguistic settings and requirements of their students. Teachers apply diversified approaches to cater for the needs of students and generate an inclusive learning environment to advance the understanding and development of language.

Clarity of Concepts
57% of the surveyed population recognized the enhanced clarity of concepts as a paramount advantage of utilizing translanguaging in teaching grammar to the students of elementary level. These findings correspond to the existing research conducted by García and Wei (2014) and Smith (2022), which stresses on the impact of translanguaging in increasing students’ comprehension and understanding of grammatical structures and rules at the elementary level. Additional exploration and research are guaranteed to explore the long-term effect of translanguaging on the students’ academic achievement, language development, and language expertise.
**Improved Accuracy in using Grammatical Components**

The finding of the research reveals that 23% of the surveyed population acknowledged the enhanced accuracy in utilizing the grammatical components as an important advantage of applying translanguaging while imparting grammar instruction to the students of elementary level. Additional research is necessary to examine the long-term influence of translanguaging on the grammatical development of the students, their communication skills and language expertise. By constructing the existing literature and integrating multiple outlooks, a more robust comprehension of the advantages and effect of translanguaging in imparting grammar instruction can be gained.

**Increased Participation and Motivation of Students**

The finding of the research reveals that 47.62% of the charted population recognized the enhanced involvement and inspiration of students as a noteworthy advantage of integrating translanguaging. By scaffolding upon the existing research and contemplating on the diversified scales, an inclusive understanding of the advantages of translanguaging in grammar instruction can be gained.

**Enhanced Communicative Response of Students**

An in-depth analysis of participants’ responses indicates that translanguaging accelerates the communication skills of the students of elementary level. The analysis found that 52.38% of the population surveyed recognized the increased communicative response of students as a prominent feature of integrating translanguaging. Translanguaging facilitates the students to institute relationships between languages, ensuring greater precision, clarity, and confidence in communicating their ideas and thoughts. The foregoing findings correspond to the existing research that stresses upon the constructive influence of translanguaging on communicative abilities of the students. By investing the students’ linguistic resources and generating a conducive learning environment, the teachers can increase the students’ communicative responses while imparting grammar instruction.

**Understanding of the Concept**

The investigation of participants’ responses reveals that integrating translanguaging in teaching grammar to the students of elementary level benefits the comprehension of the idea. Translanguaging permits the students to connect the gap between languages, enabling more successful perception of grammar concepts. By constructing descriptions, examples, and comparisons that includes both the native language and the target language, teachers deliver a more accessible and clearer trail for students to understand the complex grammar concepts.

An increased understanding of the concept is vital for overall language proficiency and development of students. By integrating translanguaging techniques, the teachers can facilitate the elementary students in constructing a robust foundation in grammar, resulting into increased understanding and application of grammatical structures and rules. The usage of translanguaging while teaching grammar to the students of elementary level supports a greater comprehension of the concepts, facilitating students to become more competent in their language skills.

The finding of the survey reveals that 47.62% of the population recognizes an increased comprehension of the concept as a substantial advantage of integrating translanguaging in imparting grammar instruction to elementary students. This suggests that a substantial number of the respondents identified translanguaging as a beneficial approach for developing a deeper understanding of grammatical concepts among students.

The point that almost half of the participants indicated an increased understanding of the grammatical concept. This implies that integrating students’ native language into the target language helps increase understanding of grammatical structures and rules. Translanguaging
permits the students to determine associations between their native language and the target language, leading to a thorough understanding of complex grammatical concepts.

Such findings correspond to the existing research that stresses the positive influence of translanguaging on students’ comprehension of grammar. By investing students’ linguistic resources and generating an all-encompassing learning climate, teachers can improve students’ understanding of grammar concepts during instruction.

Conversely, it is significant to note that this explanation signifies the viewpoints of a particular number of the population surveyed. To achieve a thorough understanding of the advantages of translanguaging in imparting grammar instructions to the students of elementary level, it is important to contemplate on the findings of other data analysis, validate the information with added methodologies or sources, and focus on the context. Additional research is required to examine the long-lasting impacts of translanguaging on students’ comprehension of grammar and to confirm the findings with a wider range of participants and research methodologies.

**Challenges or Drawbacks**

Translanguaging approach implies the usage of more than one language to facilitate the learning process and comprehension of the language. The analysis of the drawbacks and challenges responded by the participants while utilizing translanguaging in teaching grammar for students of elementary manifest the motifs including 1) Reliance on language and reluctance, 2) challenges in summarizing concepts of grammar, 3) contextual reflections, and 4) cognitive difficulties in sentence formation.

**Reliance on Language and Reluctance**

A number of respondents emphasized on the challenges pertaining to the student’s dependence on language and their reluctance to use English language. They stated that students incline to depend greatly on their native language when translanguaging is applied; it impedes the development of English language. This suggests that the technique of translanguaging may not support the active usage of English language; It can restrict the students’ exposure to the target language. The problem of students’ reluctance to use target language and their dependence on national/local language(s) corresponds to the research that focuses on the latent negatives of translanguaging. Research has revealed that undue dependence on the native language during instruction can hinder development and learning of English language and hampers the students’ capability to involve vigorously with the target language (Cenoz & Gorter, 2015; García & Wei, 2014). The foregoing finding strengthens the requirement for strategies that fosters the usage of English language and offers poised exposure of language for language learning.

**Challenges in Summarizing Concepts of Grammar**

Some of the respondents revealed that it is often difficult to review the concepts of grammar precisely in the native language of students. This challenge suggests a latent constraint in communicating the intricacy of grammatical concepts and rules. Therefore, there is a requirement to examine the other instructional techniques, which can clarify and simplify the grammar teaching without depending exclusively on translanguaging. This feature echoes with the research on the intricacy of translanguaging as a pedagogical approach. Researchers have highlighted the problems of retaining clarity and accuracy of grammar instruction when many languages are implicated (García & Wei, 2014; Williams, 2019). This fact underpins the significance of examining complementary instructional techniques which can efficiently explicate and simplify grammatical concepts without exclusively depending on translanguaging.

**Contextual Reflections**

One of the respondents highlighted that the requirement for translanguaging in imparting grammar
instruction reflects the language proficiency of students in English language. Translanguaging may seem unnecessary or redundant if students have a fair understanding of English. This perception indicates the significance of contemplating the subject matter, context, and students’ proficiency in language while determining to utilize translanguaging as a pedagogical approach. The perspective of the respondent on contextual reflections correspond to the existing research that stresses the significance of deliberating on the particular subject matter, context, and students’ language proficiency (Cenoz & Gorter, 2015; García & Wei, 2014). Research recommends that the efficacy of translanguaging differs on the basis of the educational and linguistic framework; it reveals the requirement of fitted approaches that correspond to the students’ language proficiency and instructional objectives.

**Cognitive Difficulties in Sentence Formation**
Another problem highlighted by respondents is that students are required to ponder prior to forming sentences in speaking or writing when translanguaging is applied. Such findings indicate that translanguaging needs students to make intentional decisions about the usage of language and to draw on critical thinking. It contributes to the complexity of formulating sentences because the students must traverse between different languages or linguistic elements, indicating added cognitive challenges. The problem of enhanced cognitive challenges and the requirement of critical thinking during sentence formation while using translanguaging is reinforced by research on the cognitive advantages and challenges of translanguaging (García & Wei, 2014; Williams, 2019). Research has revealed that translanguaging makes students hop from one language to another and makes deliberate decisions; it can not only increase cognitive flexibility of students but also enforce added cognitive demands (García & Wei, 2014). This finding reinforces the importance of developing strategies that support students’ cognitive processes in utilizing translanguaging effectively.

**Teacher Competence and Training**
Some responses indirectly allude to the importance of teacher competence and training when implementing translanguaging in instruction. This category includes the requirement of teachers to have a thorough comprehension of the target language and native language of students, the teaching techniques and strategies to efficiently incorporate translanguaging into their teaching. Research emphasizes the significance of teacher training and professional development programs to enhance teachers’ knowledge and skills in utilizing translanguaging as an instructional approach (Cenoz & Gorter, 2015; García & Wei, 2014).

**Language Mixing and Code-Switching**
The mention of students needing to think before constructing sentences in writing or speaking suggests the challenge of language mixing and code-switching. Such category relates to the latent confusion that can emerge when the students fluently swap from one language to another language during instruction. Studies acknowledge that code-switching and language mixing can play dual role; they can be helpful for language development and stimulating for students to navigate efficiently (García & Wei, 2014; Williams, 2019). Techniques to manage and lead the students in using different language(s) appropriately while imparting translanguaging instruction can be investigated to direct this challenge.

**Student Language Proficiency and Diversity**
Respondents’ perceptions also indicate the significance of highlighting diversity and language proficiency of students. This motif includes the problems of coping up with different language requirements and capabilities of students in a translanguaging instructional settings. Studies stress upon the requirement for teachers to be responsive to the linguistic settings and efficiency levels of their students, because this can influence the influence of translanguaging instruction (Cenoz & Gorter, 2015; García & Wei, 2014). Giving segregated support and framing can be necessary to
tackle the distinct language requirements of students. The given findings emphasize the significance of focusing on the language proficiency, context, and influence of alternate teaching techniques to tackle the problems linked with translanguageing. To achieve a thorough comprehension, future studies should include a greater sample size and diversified perceptions to ratify and develop these findings. The above-mentioned challenges highlight the multifaceted nature of translanguageing and the various factors that influence its implementation and effectiveness in the classroom. Considering these categories can guide future research and inform the development of instructional practices that address the identified challenges and maximize the benefits of translanguageing.

Professional Development
The analysis of the responses regarding training or professional development related to the use of translanguageing in grammar instruction reveals several thematic categories. The lack of training emerges as a prominent theme, with the majority of participants (15 out of 21) indicating a dearth of specific training in this area. This suggests a significant gap in formal preparation for utilizing translanguageing in grammar instruction.

Another category that arises is limited language-related training. While not directly addressing translanguageing in grammar instruction, one respondent mentions receiving courses from the French embassy and studying Quran, Hadith, and Arabic grammar. This implies some acquisition of language-related knowledge in a different context.

Among the participants, two respondents mention receiving training in professional development. Their insights provide an understanding of the nature of this training, which includes grasping the theory and principles of translanguageing, employing appropriate translanguageing strategies, creating a supportive classroom environment, and collaborating with fellow teachers and stakeholders. These individuals have acquired targeted training that equips them with foundational knowledge for implementing translanguageing strategies in grammar instruction.

A contrasting perspective emerges from one respondent who mentions completing an Intensive English Language Development course, which emphasizes avoiding translanguageing and remaining exclusively active during instruction. This reflects a specific instructional philosophy or methodology endorsed by the training program or educational institution.

Additionally, one respondent mentions going through a comprehensive teaching technique skill course without specifying if translanguageing training was included. While the content of the course remains unspecified, it suggests a broader focus on developing teaching techniques and skills, potentially encompassing aspects related to translanguageing.

Lastly, a group of respondents explicitly states that they have not received any training or professional development on translanguageing. This highlights a lack of exposure to formal training opportunities in this area.

In summary, the analysis reveals a significant gap in the formal training of participants regarding the use of translanguageing in grammar instruction. While some individuals have received training in professional development that incorporates translanguageing or language instruction, the majority lack specific training in this area. These findings underscore the need for further training and support to bridge this gap and enhance educators’ ability to effectively utilize translanguageing in grammar instruction.

Suggestions for Implementation of Translanguageing
Following suggestions for improving the implementation of translanguageing in teaching grammar
to elementary students in Pakistani schools were mentioned by the participants:

**Early Introduction and Guidance**
To promote effective translanguaging in education, it is essential to introduce this approach early on, providing a strong foundation in multiple languages and facilitating language development.

**Training and Support for Teachers**
It is essential to accord priority to support and training for teachers for effective implementation of translanguaging in education. The teachers should get thorough training, continuous support, and suitable materials to incorporate translanguaging strategies confidently into their lesson plans and generate an all-encompassing learning environment.

**Focus on Concept Learning**
To foster concept learning, it is suggested to deliberate on the use of translanguaging or local to warrant clear understanding and retention, and accelerate learning of grammatical concepts.

**Selective Use and Contextual Application**
To enhance the usage of translanguaging in educational context, a selective approach and its contextual application are recommended. Instead of considerably depending on translanguaging, it is suggested to predominantly utilize English language during teaching and integrate translanguaging exclusively when essential for understanding of concept.

**Creating Supportive Environments**
The stakeholders should accrue a common understanding of the objectives and benefits of translanguaging to generate conducive environments for the implementation of translanguaging. This can be obtained through workshops, professional development sessions, and dialogues involving students, teachers, parents, and administrators.

**Other Recommendations**
Several additional recommendations can be considered to further improve the implementation of translanguaging in education. First of all, integration of advanced technology can be useful for determining grammatical concepts efficiently, improving the learning process more interactive and engaging. Secondly, pre-teaching vocabulary of English language can help students construct a strong base and accelerate their comprehension of English grammar. It is also noteworthy to tackle any stigma affiliated with teaching in Urdu language and enhance the worth of translanguaging as an effective instructional approach. Furthermore, research to analyze the efficiency of translanguaging approaches can specify significant insights for its influence on outcomes of language learning. Lastly, it is significant to maintain a balance and refrain from over-dependence on its frequent usage, guaranteeing that it is applied purposefully and strategically in line with the learning objectives. By contemplating these recommendations, the teachers can maximize the advantages of translanguaging and generate an effective and inclusive learning environment.

**Conclusion**
This research aimed to explore the usage of translanguaging approaches in teaching grammar to the students of elementary level in different zones of Pakistan. The study started by attending the research gap in grasping the application of translanguaging in grammar instruction. The review of literature emphasized on the advantages of translanguaging in language learning, highlighting its capacity to increase language acquisition, comprehension, and inclusivity in the classroom (Canagarajah, 2011; García & Wei, 2014; Li et al., 2021). Scaffolding on this baseline, the methodology was drawn, which included surveying 20 elementary level English language teachers and analyzing their responses.

An in-depth analysis of the data obtained from survey indicated many key findings. First of all, it
was found that instructors/teachers used translanguaging techniques to strengthen grammar instruction, integrating students’ native languages along with English language to increase understanding and accelerate learning. The usage of audio-visual aids further enhanced students’ comprehension. Nevertheless, problems including distractions and loss of attention for students from rustic areas or uneducated families were identified. The teachers identified the significance of generating an encouraging environment and offering guidance to students while teaching.

The findings of the survey also indicated that translanguaging approaches cast a positive influence on comfort and confidence of students, as it permits them to utilize their mother tongue along with English language. Furthermore, translanguaging was perceived as an instrument to gain clarity and offer guidance, especially in explicating complex grammatical concepts. The research also indicates the importance of grammar instruction and vocabulary, highlighting the active involvement of parents in strengthening their children’s language development.

The analysis revealed the advantages of translanguaging while imparting grammar instruction, it also demonstrated the problems and features adversely affecting its success. Such features included teachers’ proficiency in language(s), collaboration of administrators and parents, and exposure to both the languages in the classroom and the students’ environment. Potential adverse effects on students’ mental well-being and social challenges were also recognized as concerns.

To conclude, the present research contributes to the comprehension of utilizing translanguaging approaches in teaching language grammar to students of elementary level in Pakistan. The findings of the research correspond to the existing literature on the advantages of translanguaging in the process of language learning and feature its capacity to increase acquisition and comprehension of language. Conversely, the problems related to social stigma, concentration, and the requirement of proper support and guidance were also recognized. These findings offer useful insights for curriculum designers, educators, and policymakers in improving pedagogical practices that foster effective and inclusive grammar instruction.

On the basis of findings of research, it is recommended that instructors/teachers obtain thorough training and continuing support in using translanguaging approaches effectively. Alliance between parents, teachers, and administrators is important to generate a conducive environment that promotes the effective execution of translanguaging while imparting grammar instruction. Future research could investigate the long-lasting impacts of translanguaging on academic performance, language proficiency, and social integration of students of elementary level. Furthermore, exploring the perceptions of students and classroom observations could offer further understandings into the practical application and problems of integrating translanguaging while imparting grammar instruction.

This research adds to the mounting body of research in education on translanguaging and builds a baseline for added investigation and fine-tuning of pedagogical practices that influence multilingual repertoires of students for effective grammar instruction.

References


Questionnaire for Elementary School Teachers on Translanguaging Pedagogy

Introduction: The aim of this questionnaire is to collect information regarding your perspective and experience on utilizing translanguaging (Use of both English language and Urdu and/or local languages) while teaching English grammar to students of elementary level in Pakistani schools. Your responses will contribute to understanding the teaching practices of Pakistani teachers and the impact of a translanguaging-inspired approach.

Instructions
Please go through each question carefully and choose the response that best mirrors your perspective and experience. If you have any added remarks, please write them down in the spaces provided.

Q 1. What is your experience in teaching grammar to elementary students?
A. 1-2 years  B. 3-5 years  C. 6-10 years  D. More than 10 years

Q 2. How often do you use translanguaging (Use of both English and Urdu/local languages) in your instruction of grammar?
A. Never  B. Rarely  C. Sometimes  D. Often  E. Always

Q 3. What languages do you typically use in your instruction of grammar? (Select all that apply)
A. English only  B. Urdu only  C. Both English and Urdu  D. Other languages (please specify): ___________

Q 4. In your opinion, what are the benefits of using translanguaging in teaching grammar to elementary students? (Select all that apply)
A. Increased clarity of concepts  B. Improved accuracy in using grammatical components  C. Increased participation and motivation of students  D. Enhanced communicative response of students  E. Understanding of the concept  F. Other (please specify): ___________

Q 5. Have you noticed any challenges or drawbacks in using translanguaging in your instruction of grammar to elementary students? If yes, please explain.

Q 6. Do you receive any training or professional development related to using translanguaging in your instruction of grammar? If yes, please explain.

Q 7. What are your suggestions for improving the implementation of translanguaging in teaching grammar to elementary students in Pakistani schools?
8. Additional comments: Please write any additional comments you may have about your experience and perspective on using translanguaging in teaching grammar to elementary students.

Thank you for taking the time to complete this questionnaire. Your responses will help us understand the value of translanguaging in the instruction of English grammar to elementary students in Pakistani classrooms.