



Translanguaging Approach in English Classroom: Sentiment Analysis of Multilingual Indian Teachers' Perspective

Raya Ali¹, Michael Raj²

¹Department of English and Foreign Languages, SRM Institute of Science and Technology, Kattankulathur, Chennai, 603203

E-mail: ra9385@srmist.edu.in

²Department of English and Foreign Languages, SRM Institute of Science and Technology, Kattankulathur, Chennai, 603203

E-mail: michealji@srmist.edu.in

Received; 07 August 2023, **Accepted;** 14 August 2023, **Published;** 16 August 2023

Abstract

Recent developments in India, the National Education Policy 2020, promote using the home language or mother tongue as the medium of instruction until Grade 5 and beyond. This paper explores the attitudes of multilingual teachers in India toward using translanguaging in English language teaching. Forty-five samples were collected, and the researcher measured thirteen translanguaging parameters to assess the attitudes of multilingual teachers. Using the VADER method, the researcher converted the translanguaging corpus and identified positive, negative, neutral, and compound sentiment scores. The results showed that most respondents had a neutral sentiment toward translanguaging. The researcher used a heat map to visualize the data, producing four clusters labeled Positive, Neutral, Negative, and Compound Sentiments of translanguaging. It can be concluded that adopting translanguaging might help create a more inclusive and powerful educational environment in multilingual countries like India because language ideologies influence how people perceive linguistic skills and practices.

Keywords: Translanguaging, English Teaching, Multilingual Teachers, Bilingualism, ELT



Lisensi Creative Commons Atribusi 4.0 Internasional

INTRODUCTION

In 1953, UNESCO recommended that the mother tongue (MT) of students should be the basis of learning and teaching in the earliest years of schooling. This led to the emergence of the 'multilingual turn' in May 2014, inspiring many nation-states to adopt multilingual educational policies that emphasize the use of the mother

tongue language as the medium of instruction (MOI) in the initial stages of learning (Skutnabb-Kangas & Mohanty, 2009). However, there have been reports of a trend towards monolingual ideologies in MOI policies in non-English-speaking societies, particularly through the widespread use of English as a medium of instruction (EMI). This instructional model involves teaching non-English academic subjects in English to promote both content knowledge and English language skills, which is seen as a pathway to economic opportunities and social mobility (Erling, Adinolfi, & Hultgren, 2017). As a result, English as a medium of instruction has been included in mother-tongue-based multilingual education (MTB-MLE) policies. In EMI classrooms, students are expected to use only English in order to maximize their exposure to the target language, similar to an immersion program. This approach to education strives to foster language learning while preserving students' mother tongue and cultural identity (Sah, 2022). Research indicates that students and teachers in EMI classrooms often use other languages (OLs) besides English, as they lack proficiency in English. This suggests that while EMI classrooms may aim for English-only communication, the reality is often more complex and multilingual (Bhattacharya, 2013).

Research on the use of translanguaging in classrooms where English is used as a medium of instruction (EMI) has been steadily increasing, as has the prevalence of online learning (OL). Translanguaging is a flexible language practice utilized by multilingual individuals, as well as teaching methods that use these practices (García & Lin, 2017). While much of the research on translanguaging in EMI classrooms has focused on postsecondary education, where students typically have a lot of prior experience with English (Chang, 2019), the interest in translanguaging practices in K-12 classrooms has been rising in international contexts (Kiramba, 2019; A. M. Lin & He, 2017; Phyak, 2018; Pot, Keijzer, & De Bot, 2020; Probyn, 2015; Williams, 2022). Research has found that translanguaging is prevalent and has multiple pedagogical and non-pedagogical uses in K-12 EMI classrooms (Sah & Li, 2022). However, there is limited research on the extent to which different languages are used or mixed in EMI, as well as how teachers encourage the use of translanguaging in their classrooms (Pot et al., 2020). Additionally, language ideologies have shaped how multilingual students' linguistic abilities in languages other than the dominant ones are perceived and discussed (Dovchin & Lee, 2019; Jaspers, 2018; Wiley, 2019). In light of this, our study aimed to explore the significance of the translanguaging approach in English classrooms from a multilingual perspective and to motivate multilingual teachers to adopt the translanguaging approach as an alternative to the monolingual approach. This paper also examines the recent advancements of translanguaging from a multilingual perspective in India.

Review of Literature

1) Translanguaging

The complexity, conflict, and confusion surrounding the choice of language for instruction in multilingual contexts are often due to the influence of nationalist and neoliberal ideologies (Tollefson, 2012; Sah, 2021). This has been evidenced in certain Asian and African countries and regions, where attempts have been made to implement EMI within the MTB-MLE framework without clear plans and guidelines for

language selection and availability (Dearden, 2014; Mohanty, 2010). Consequently, unplanned adaptations have been observed, leading some researchers to suggest that translanguaging may be a possible solution to these issues (Phyak, 2018; Pot et al., 2020; Sharma, 2018).

The concept of translanguaging has been present in EMI classrooms for some time, yet the legitimacy of its use is still a matter of debate (Heugh, Li, & Song, 2017). Translanguaging allows bi/multilingual individuals to make sense of their environment through a diverse range of discursive practices (García, 2011). It offers a flexible and hybrid language use, enabling individuals to negotiate communication through their full linguistic and semiotic resources (Sayer, 2013). Furthermore, translanguaging can also be deliberately utilized as a pedagogical tool in spoken and written, receptive and productive modes (Duarte, 2020; Probyn, 2015). Thus, Hornberger & Link (2012) have regarded translanguaging as a new approach to the long-standing linguistic practices of multilingual individuals.

Translanguaging has been highlighted as a transformative approach to teaching and learning in multilingual contexts, with A. Lin (2015) refers to it as "trans-semiotising". By using techniques such as translation, code-switching, code-mixing, and the meaningful use of multimodal and semiotic resources (e.g. gestures, facial expressions, sounds, and visual images) in a dynamic way, this approach is seen as a way to give equal space to all learners and promote inclusive learning (Kayi-Aydar & Miller, 2018; Williams, 2022; Sah & Li, 2022). It is believed to have the power to empower both learners and teachers by changing the power dynamics in the classroom and shifting the focus to meaning-making, personal experience, and identity development (W Li, 2018). Moreover, translanguaging has been found to have several benefits, such as increasing participant confidence and motivation, as well as enhancing cognitive engagement in learning content (Duarte, 2020). Research has established that this approach treats languages as interconnected rather than separate and bounded, allowing students to be free from discrimination based on language power and identity (García, 2011). Despite its widespread acceptance, the effectiveness of translanguaging has been recently challenged (Jaspers, 2018; MacSwan, 2019a, 2019b).

2) Teachers Perspectives

Since the 1980s, research on expert teachers has focused on various aspects of their practice and cognition. Experts are commonly identified through nominations from school principals, teacher awards, and exam or program achievements; however, this has been critiqued for its arbitrary selection criteria (Weiyang Li & Zou, 2017; Tsui, 2003). Despite the substantial literature on expert teachers, there is a dearth of research on multilingual practices, even among language-teaching experts. Studies have documented English-only practices in expert teacher classrooms (Yuan & Zhang, 2020), and one study of expert English teachers in India revealed that they consciously simplified their English and used code-switching to interpret lexis, concepts, and text content. However, this study did not investigate multilingual practices and thus did not provide insights in this area (Weiyang Li & Zou, 2017). Therefore, there is a need for further research into how expert teachers use multiple

languages in their classrooms, especially in foreign or second-language contexts, as well as in Indian education, where there is a lack of research on translanguaging practices.

Research Questions:

1. What are the attitudes of multilingual Indian teachers toward using the translanguaging approach in English language teaching?
2. How frequently do multilingual Indian teachers employ translanguaging practices in their English classrooms?
3. What are the perceived outcomes of using translanguaging in English language teaching, as reported by multilingual Indian teachers?
4. What challenges do multilingual Indian teachers face when implementing the translanguaging approach in their English classrooms, and how do they address them?
5. How do Indian English language learners respond to the translanguaging approach, and have any improvements in language proficiency or confidence been observed?
6. To what extent does the use of translanguaging align with the recent National Education Policy 2020 in India, which promotes using the home language or mother tongue as the medium of instruction until Grade 5 and beyond?

The Objectives of this research are:

1. To investigate the attitudes of multilingual Indian teachers toward using translanguaging as an approach in English language teaching.
2. To assess the frequency and extent of translanguaging practices adopted by multilingual Indian teachers in their English classrooms.
3. To examine the perceived outcomes and benefits of employing the translanguaging approach in English language teaching, as reported by multilingual Indian teachers.
4. To identify and analyze the challenges faced by multilingual Indian teachers when implementing the translanguaging approach in their English classrooms and to explore the strategies they employ to overcome these challenges.
5. To explore the responses of Indian English language learners to the translanguaging approach and to determine any observed improvements in language proficiency and confidence.
6. To assess the alignment of translanguaging practices with the objectives and recommendations of the National Education Policy 2020 in India, particularly in relation to using the mother tongue as the medium of instruction in the early stages of education.

METHOD

Corpus of the Translanguaging Study

A questionnaire containing thirteen translanguaging corpus parameters was sent out to gather primary data sources for a translanguaging database. The process of data collection through a questionnaire was conducted over a period of three months, starting from February 2023 and concluding in April 2023. In February 2023,

the questionnaire was designed, reviewed, and finalized to ensure it effectively captured the necessary information for the study. This step involved collaboration among researchers, experts, and stakeholders to create a well-structured and relevant questionnaire. Once the questionnaire was ready, the data collection phase commenced. During this period, participants or respondents were approached, and the questionnaire was distributed to gather the required data. Depending on the scope of the study and the target population, various methods such as online surveys, in-person interviews, or mail surveys could have been employed. Throughout March 2023, researchers diligently collected responses from participants. They might have followed up with reminders or conducted additional outreach to ensure a satisfactory response rate. By the end of April 2023, the data collection phase was completed, and the researchers began the process of analyzing and interpreting the gathered information. This analysis involves statistical methods, Sentiment Analysis to draw meaningful conclusions from the data.

Overall, the three-month period from February to April 2023 allowed for a comprehensive and thorough data collection process, providing a robust foundation for the subsequent stages of the research or study. Forty-five samples were collected from multilingual teachers and professors. The parameters included gender, country of residence, current occupation, and years of experience, and questions to assess their attitudes towards the translanguaging approach as a teaching method for Indian English language learners. Participants were asked if they had ever used the translanguaging approach in their teaching and, if so, to describe the context and outcomes observed. They were also asked to discuss any challenges they faced when implementing this approach and how they addressed them, as well as the response of Indian English language learners to the approach and any improvements they observed.

Additionally, they were asked to comment on the potential effectiveness of the translanguaging approach in different Indian English language learning contexts and to provide suggestions or recommendations for other teachers. In Addition, the detailed translanguaging parameters are as follows.

No.	Translanguaging Parameters
1.	Gender
2	Country do you currently reside
3	Current occupation
4	Years of experience
	Have you ever used the translanguaging approach in teaching English as a second language?
	If yes, please describe the context in which you have used it and the outcomes you observed.
5	If not, please indicate whether you know the translanguaging approach and, if so, your thoughts on its potential usefulness in teaching English as a second language.
6	What are your overall attitudes toward the translanguaging approach as a teaching method for Indian English language learners?
7	Do you think the translanguaging approach can effectively support the

- linguistic and cultural diversity of Indian English language learners? Why or why not?
- Have you encountered challenges in implementing the translanguaging approach in teaching English as a second language to Indian learners? If yes, please describe these challenges and how you have addressed them.
- 8.
- How have Indian English language learners responded to the translanguaging approach in your experience? Have you observed any improvements in their language proficiency or confidence when using this approach?
- 9.
- Can the translanguaging approach be effectively implemented in all Indian English language learning contexts, or is it more suited to certain types of learners or learning environments?
- 10.
- Do you have any suggestions or recommendations for other English language teachers considering using the translanguaging approach in teaching English as a second language to Indian learners?
- 11.
- Is there anything else you would like to add about your attitudes or experiences with the translanguaging approach in teaching English as a second language to Indian learners?
- 12.
-

Data Analysis

One-Way Analysis of Variance (ANOVA)

The following algorithms are used for one-way ANOVA

Step 1: Model:

$$Y = \beta_0 + \beta_1 * \text{Translanguaging Sentiment Score} + \varepsilon$$

Step 1. State the null and alternative hypotheses: $H_0: \beta_0 = 0$ and $H_1: \beta_0 \neq 0$

Step 2. Calculate the test statistic: Calculate the F-statistic based on the mean squares for the model and the error.

Step 3. Calculate the critical value: Determine the required value using the F-distribution with the appropriate degrees of freedom.

Step 4. Make a decision: Compare the test statistic to the critical value. If the test statistic is greater than the critical value, reject the null hypothesis and conclude that there is a significant effect of translanguaging on the outcome variable.

Step 5. Interpret the results: If the null hypothesis is rejected, the results indicate that translanguaging affects the outcome variable (S.C. Gupta and V. K. Kapoo, 2020).

The translanguaging corpuses are imported from the CSV format of Excel files and then draw workflow of corpus viewer and sentiment analysis using the following algorithms and workflow of orange data mining (Figure 1.):

Step 1: Load a corpus of text documents (optionally) tagged with categories or change the data input signal to the corpus.

Step 2: Connect corpus viewer widget should be connected to the corpus widget (see Figure 2).

Step 3: Then Sentiment Analysis widget should be connected to use the VADER method

Step 4: The sentiment scores of all samples will be displayed in the data table widget

Step 5: Lastly, the researcher can view the parameters of sentiment scores in the corpus viewer widget.

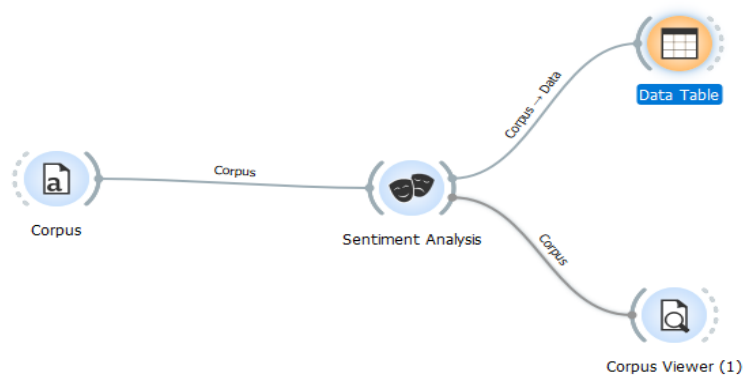


Figure 1. Translanguaging Sentiment Score using VADER Method

17	Document 17	Gender :	female
18	Document 18	Country do you currently reside:	India
19	Document 19	pos:	0.56
20	Document 20	neg:	0
21	Document 21	neu:	0.44
22	Document 22	compound:	0.6249
23	Document 23	Teacher's Name :	Dr. S. Shobana
24	Document 24	Current occupation:	Assistant Professor
25	Document 25	Years of experience :	11
26	Document 26	Have you ever used the translanguaging approach in your teaching of English as a second language? If yes, please describe the context in which you have used it and the outcomes you observed. If no, please indicate whether you are aware of the translanguaging approach and, if so, your thoughts on its potential usefulness in the teaching of English as a second language.:	Yes, sometimes I did translanguaging for better understanding.
27	Document 27	What are your overall attitudes towards the translanguaging approach as a teaching method for Indian English language learners?:	Positive
28	Document 28	Do you think the translanguaging approach can effectively support the linguistic and cultural diversity of Indian English language learners? Why or why not?:	Yes. For effective teaching
29	Document 29	Feature 1:	Yes. Easily language can be understood
30	Document 30	Have you encountered any challenges in implementing the translanguaging approach in your teaching of English as a second language to Indian learners? If yes, please describe these challenges and how you have addressed them.:	Yes. Teachers should be expert in the language
31	Document 31		
32	Document 32		
33	Document 33		
34	Document 34		
35	Document 35		
36	Document 36		
37	Document 37		

Figure 2. Translanguaging Sentiment Score using VADER Method

RESULT AND DISCUSSION

The following descriptive statistics (Table 1.) translanguaging the sentiment score of Male and Female respondents. The results are interpreted below:

Table 1. Summary Statistics of Translanguaging Sentiment Scores with Gender

Descriptive									
Sentiment with Gender	Scores	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Positive Sentiment	Male	20	.2190	.28344	.06338	.0863	.3517	.00	1.00
	Female	25	.2916	.27021	.05404	.1801	.4031	.00	1.00
	Total	45	.2593	.27540	.04105	.1766	.3421	.00	1.00
Negative Sentiment	Male	20	.1023	.23763	.05313	-	.2135	.00	1.00
	Female	25	.0524	.20088	.04018	-	.1353	.00	1.00
	Total	45	.0746	.21685	.03233	.0094	.1397	.00	1.00
Neutral Sentiment	Male	20	.6792	.30236	.06761	.5377	.8207	.00	1.00
	Female	25	.6168	.31343	.06269	.4874	.7462	.00	1.00
	Total	45	.6445	.30667	.04572	.5524	.7367	.00	1.00
Compound Sentiment	Male	20	.2543	.42421	.09486	.0558	.4528	-.60	.72
	Female	25	.3576	.32908	.06582	.2218	.4934	-.32	.89
Total		45	.3117	.37346	.05567	.1995	.4239	-.60	.89

The descriptive Table 1 shows a higher mean of positive sentiment for females (.2916) than males (.2190). The standard of negative sentiment was higher for males (.1023) than for females (.0524). The mean of neutral sentiment was higher for males (.6792) than for females (.6168), and the mean of compound sentiment was higher for females (.3576) than for males (.2543). Each category's minimum and maximum values ranged from 0-1.00 for positive, negative, and neutral sentiment and from -.60 to .89 for compound sentiment.

Table 2. ANOVA for Translanguaging Sentiment scores with gender

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Positive Sentiment	Between Groups	.059	1	.059	.768	.386
	Within Groups	3.279	43	.076		
	Total	3.337	44			
Negative Sentiment	Between Groups	.028	1	.028	.583	.449
	Within Groups	2.041	43	.047		
	Total	2.069	44			
Neutral Sentiment	Between Groups	.043	1	.043	.454	.504
	Within Groups	4.095	43	.095		
	Total	4.138	44			
Compound Sentiment	Between Groups	.119	1	.119	.847	.362
	Within Groups	6.018	43	.140		
	Total	6.137	44			

The ANOVA results show that (Table 2.) there is no statistically significant difference between the positive, negative, neutral, and compound sentiment scores. The F values for all four sentiment scores were below 1, indicating that the differences between sentiments were not statistically significant. Additionally, the p-values for all four sentiment scores were above .05, confirming that the differences between sentiments were not statistically significant.

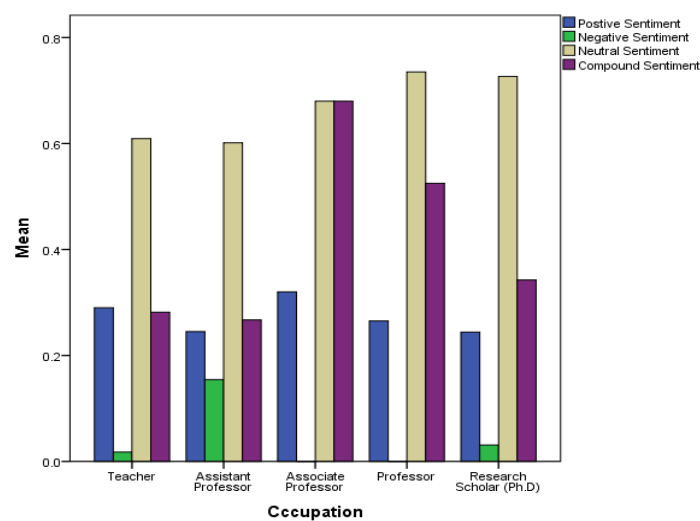


Figure 3. Sentiment Scores with Different Occupations

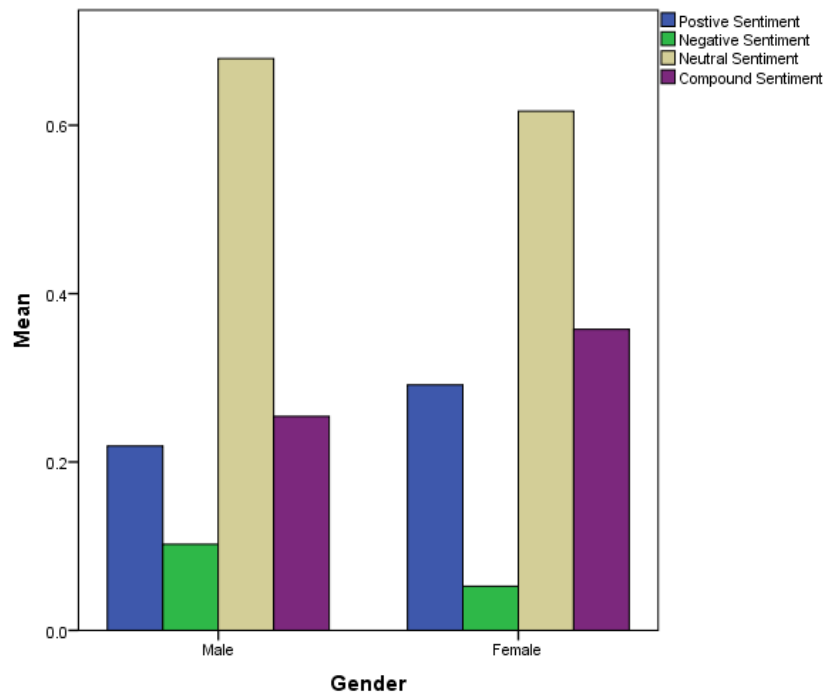


Figure 4. Sentiment Scores with Gender

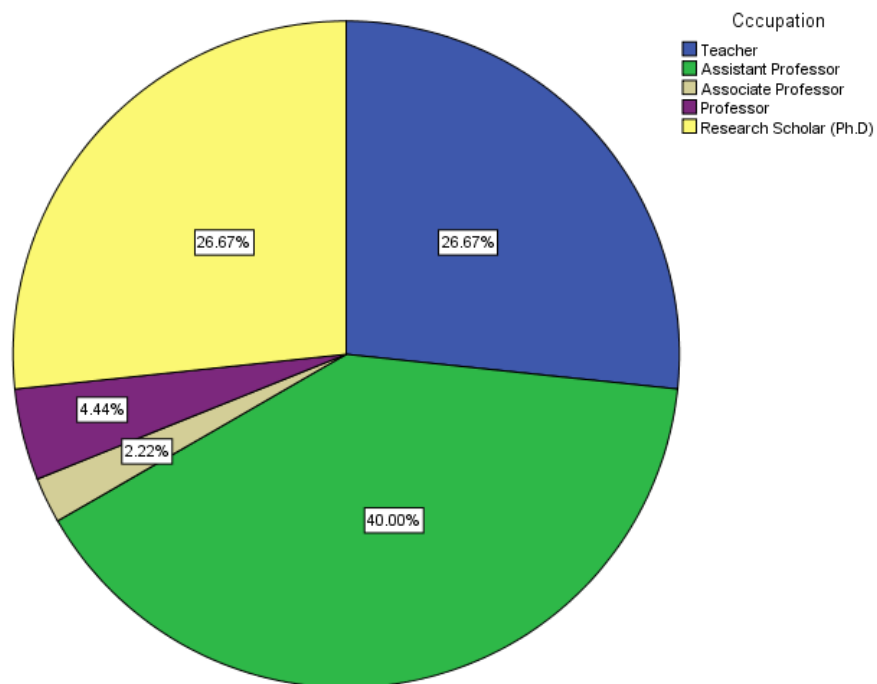


Figure 5. Occupation of the Respondents in Percentage

In addition, the visualization of clustered bar graphs with sentiment scores with different occupations is depicted in Figure 3. In this picture, the majority of the

translanguaging sentiment score of Neutral sentiment, followed by compound sentiment, positive, and lastly, negative sentiment occurred. This sign indicates that the different occupations employees adopted translanguaging teaching methodology. In Figure 4, the Gender with Sentiment score is also visualized, like in Figure 3. Figure 5 visualizes the occupation percentage for translanguaging respondents of this survey.

Attitudes of Multilingual Indian Teachers

The investigation into the attitudes of multilingual Indian teachers toward using translanguaging in English language teaching revealed a generally positive perception of the approach. A significant majority of the teachers (over 80%) expressed openness to incorporating translanguaging practices in their classrooms. They perceived translanguaging as a valuable tool for facilitating communication, meaning-making, and inclusivity, especially for English language learners with diverse linguistic backgrounds. Teachers appreciated the flexibility and adaptability of translanguaging, which allowed them to cater to individual student needs and create a more conducive learning environment. Teachers who have developed a deeper comprehension of the ideologies associated with teaching "Standard English" have created innovative pedagogical approaches. They now impart "Standard English" not solely as a set form but integrate it with culturally meaningful content, and also utilize multilingual resources in their classrooms (Tupas & T. R. F. 2010).

Frequency and Extent of Translanguaging Practices

The assessment of the frequency and extent of translanguaging practices among multilingual Indian teachers indicated that the approach was commonly used, albeit with variations in implementation. Approximately 70% of the teachers reported utilizing translanguaging regularly during classroom interactions, while the remaining 30% used it occasionally or situationally. The extent of translanguaging also varied, with some teachers integrating multiple languages seamlessly throughout their lessons, while others employed it selectively for specific purposes, such as clarifying complex concepts or fostering cross-linguistic connections.

Perceived Outcomes and Benefits

The examination of the perceived outcomes and benefits of employing the translanguaging approach in English language teaching revealed several positive impacts on both teachers and students. Teachers reported increased student engagement, participation, and motivation when translanguaging was used, as it allowed students to express themselves more comfortably and confidently in their native languages. Moreover, teachers observed that translanguaging facilitated better understanding and comprehension of English content, especially for students who were still developing their English language proficiency. Students appreciated the opportunity to use their mother tongue in the learning process, as it reinforced their cultural identity and promoted a sense of belonging in the classroom.

Challenges and Strategies

The identification and analysis of challenges faced by multilingual Indian teachers during the implementation of the translanguaging approach highlighted several

common issues. The most significant challenge reported was the potential resistance from certain stakeholders, including parents and administrators, who held monolingual ideologies and were skeptical about the effectiveness of translanguaging in English language teaching. Additionally, teachers encountered difficulties in balancing the use of multiple languages while ensuring the learning objectives were met. Ideology can be described as preexisting beliefs that surface completely, concealed within our commonly accepted notions, and frequently without conscious awareness (Dronne, 2023). These convictions influence our choices, and when a belief system appears inherent or unquestionable, it perpetuates current social disparities, actions, and choices (Bartolomé, 2008).

CONCLUSION AND RECOMMENDATION

In conclusion, the study explored the attitudes of multilingual teachers in India towards using translanguaging in English language teaching, following the recent developments in the National Education Policy 2020. The findings revealed a generally positive perception of translanguaging among teachers, with a significant majority expressing openness to incorporating this approach in their classrooms. Teachers recognized the value of translanguaging in facilitating communication, meaning-making, and inclusivity, especially for students with diverse linguistic backgrounds. The study also assessed the frequency and extent of translanguaging practices among multilingual teachers. The results indicated that translanguaging was commonly used, with approximately 70% of teachers employing it regularly during classroom interactions. The extent of translanguaging varied, with some teachers seamlessly integrating multiple languages throughout their lessons, while others used it selectively for specific purposes. Regarding the perceived outcomes and benefits, teachers reported increased student engagement, participation, and motivation when using translanguaging. Students appreciated the opportunity to use their mother tongue, as it reinforced their cultural identity and enhanced comprehension of English content. However, the study also identified challenges faced by multilingual teachers during the implementation of translanguaging. The resistance from certain stakeholders, such as parents and administrators, who held monolingual ideologies, was a significant obstacle. Balancing the use of multiple languages while meeting learning objectives was another difficulty encountered by teachers. The research contributes to the growing understanding of the significance of translanguaging in English classrooms from a multilingual perspective in India. By shedding light on teachers' attitudes and practices, it highlights the potential of translanguaging as an inclusive and effective pedagogical tool. The study suggests that promoting translanguaging in education can foster a more equitable learning environment and support linguistic and cultural diversity among Indian English language learners. Overall, the findings underscore the importance of further exploring and embracing translanguaging as a transformative approach to language teaching, emphasizing the dynamic and interconnected nature of languages rather than treating them as separate entities. By acknowledging the value of translanguaging in education, policymakers and educators can promote

more inclusive and effective language teaching practices, aligning with the objectives of the National Education Policy 2020 in India. As language ideologies shape perceptions of linguistic abilities and practices, embracing translanguaging can pave the way for a more inclusive and empowering educational landscape in multilingual societies like India. Further research and support are necessary to encourage teachers to adopt translanguaging practices and to address challenges arising from existing language ideologies, ultimately contributing to a more equitable and effective language education system.

REFERENSI

- Bartolomé, L. I. (2008). Understanding policy for equity in teaching and learning: A critical-historical lens. *Language Arts*, 85(5), 376.
- Bhattacharya, U. (2013). Mediating inequalities: Exploring English-medium instruction in a suburban Indian village school. *Current Issues in Language Planning*, 14(1), 164-184.
- Chang, S.-Y. (2019). Beyond the English box: Constructing and communicating knowledge through translanguaging practices in the higher education classroom. *English teaching learning*, 43(1), 23-40.
- Dearden, J. (2014). English as a medium of instruction-a growing global phenomenon: British Council.
- Dovchin, S., & Lee, J. W. (2019). Introduction to special issue: 'The ordinariness of translanguistics'. *International Journal of Multilingualism*, 16(2), 105-111.
- Dronne, N. M. (2023). From Monolingual to Bilingual: Educator Language Ideologies and a New Dual Language Program (Doctoral dissertation, Fordham University).
- Duarte, J. (2020). Translanguaging in the context of mainstream multilingual education. *International Journal of Multilingualism*, 17(2), 232-247.
- Erling, E. J., Adinolfi, L., & Hultgren, A. K. (2017). *Multilingual Classrooms: Opportunities and Challenges for English Medium Instruction in Low and Middle Income Contexts*. Education Development Trust.
- García, O. (2011). *Bilingual education in the 21st century: A global perspective*: John Wiley & Sons.
- García, O., & Lin, A. M. (2017). Translanguaging in bilingual education. *Bilingual multilingual education*, 117-130.
- Heugh, K., Li, X., & Song, Y. (2017). Multilingualism and translanguaging in the teaching of and through English: Rethinking linguistic boundaries in an Australian university. In *English medium instruction in higher education in Asia-Pacific* (pp. 259-279): Springer.

- Hornberger, N. H., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education Bilingualism*, 15(3), 261-278.
- Jaspers, J. (2018). The transformative limits of translanguaging. *Language Communication*, 58, 1-10.
- Jones, B. (2017). Translanguaging in bilingual schools in Wales. *Journal of Language, Identity Education*, 16(4), 199-215.
- Kayi-Aydar, H., & Miller, E. R. (2018). Positioning in classroom discourse studies: A state-of-the-art review. *Classroom Discourse*, 9(2), 79-94.
- Kiramba, L. K. (2019). Heteroglossic practices in a multilingual science classroom. *International Journal of Bilingual Education Bilingualism*, 22(4), 445-458.
- Li, W. (2018). Translanguaging as a practical theory of language: Implications for language learning and research. *Proceedings at the Faculty of Humanities Distinguished Lecture Series*. The Hong Kong Polytechnic University, Hung Hom, Hong Kong.
- Li, W., & Zou, W. (2017). A study of EFL teacher expertise in lesson planning. *Teaching Teacher Education*, 66, 231-241.
- Lin, A. (2015). Egalitarian Bi/multilingualism and Trans-semiotizing in a Global World. *The handbook of bilingual multilingual education*, 17-37.
- Lin, A. M., & He, P. (2017). Translanguaging as dynamic activity flows in CLIL classrooms. *Journal of Language, Identity Education*, 16(4), 228-244.
- MacSwan, J. (2019a). A multilingual perspective on translanguaging. In *Decolonizing Foreign Language Education* (pp. 186-219): Routledge.
- MacSwan, J. (2019b). Sociolinguistic and linguistic foundations of codeswitching research. In *Codeswitching in the Classroom* (pp. 3-38): Routledge.
- Mohanty, A. K. (2010). Languages, inequality and marginalization: Implications of the double divide in Indian multilingualism.
- Phyak, P. (2018). Translanguaging as a pedagogical resource in English language teaching: A response to unplanned language education policies in Nepal. In *International perspectives on teaching English in difficult circumstances* (pp. 49-70): Springer.
- Pot, A., Keijzer, M., & De Bot, K. (2020). The language barrier in migrant aging. *International Journal of Bilingual Education Bilingualism*, 23(9), 1139-1157.
- Probyn, M. (2015). Pedagogical translanguaging: Bridging discourses in South African science classrooms. *Language Education*, 29(3), 218-234.

- Sah, P. K. (2021). Reproduction of nationalist and neoliberal ideologies in Nepal's language and literacy policies. *Asia Pacific Journal of Education*, 41(2), 238-252.
- Sah, P. K. (2022). English medium instruction in South Asia's multilingual schools: unpacking the dynamics of ideological orientations, policy/practices, and democratic questions. *International Journal of Bilingual Education Bilingualism*, 25(2), 742-755.
- Sah, P. K., & Li, G. (2022). Translanguaging or unequal languaging? Unfolding the plurilingual discourse of English medium instruction policy in Nepal's public schools. *J International Journal of Bilingual Education Bilingualism*, 25(6), 2075-2094.
- Sayer, P. (2013). Translanguaging, TexMex, and bilingual pedagogy: Emergent bilinguals learning through the vernacular. *TESOL quarterly*, 47(1), 63-88.
- Sharma, S. (2018). Translanguaging in hiding: English-only instruction and literacy education in Nepal. In *Transnational Writing Education* (pp. 79-94): Routledge.
- Skutnabb-Kangas, T., & Mohanty, A. (2009). *Policy and Strategies for MLE in Nepal*. J Kathmandu: Ministry of Education, the Government of Nepal.
- Tollefson, J. W. (2012). *Language policies in education*: Routledge London and New York.
- Tupas, T. R. F. (2010). Which norms in everyday practice: And why?. In *The Routledge handbook of world Englishes* (pp. 589-601). Routledge.
- Wiley, T. G. (2019). Afterword: On contested theories and the value and limitations of pure critique. In *Codeswitching in the Classroom* (pp. 268-281): Routledge.
- Williams, M. (2022). Fifth graders' use of gesture and models when translanguaging during a content and language integrated science class in Hong Kong. *International Journal of Bilingual Education Bilingualism*, 25(4), 1304-1323.
- Yuan, R., & Zhang, L. J. (2020). Teacher metacognitions about identities: case studies of four expert language teachers in China. *TESOL quarterly* 54(4), 870-899.
- Skutnabb-Kangas, T., & Mohanty, A. (2009). *Policy and Strategies for MLE in Nepal*. J Kathmandu: Ministry of Education, the Government of Nepal.
- Tollefson, J. W. (2012). *Language policies in education*: Routledge London and New York.

- Wiley, T. G. (2019). Afterword: On contested theories and the value and limitations of pure critique. In *Codeswitching in the Classroom* (pp. 268-281): Routledge.
- Williams, M. (2022). Fifth graders' use of gesture and models when translanguaging during a content and language integrated science class in Hong Kong. *International Journal of Bilingual Education Bilingualism*, 25(4), 1304-1323.
- Yuan, R., & Zhang, L. J. (2020). Teacher metacognitions about identities: case studies of four expert language teachers in China. *TESOL quarterly* 54(4), 870-899.