

**TRANSLANGUAGING: PERCEPTIONS AND REPORTED PRACTICES OF
PUNJABI TEACHERS OF ENGLISH****Sana Fatima,**karamatphambra@gmail.com.

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Corresponding Author: Dr Iram Rubab**Abstract:**

The study aims to explore Punjabi teachers of English perceptions and reported practices regarding translanguaging in Government primary schools of Sialkot. An exploratory qualitative study was conducted to analyze the teachers' perceptions and their reported practices at the primary level. In this research, eighteen Punjabi teachers of English through purposive sampling were included from six Government primary schools of Sialkot. In this regard, three participants were selected from each school for data collection. Data was collected through semi-structured interviews and analyzed through NVIVO using thematic analysis with the key aspects of Lev Vygotsky's sociocultural theory (1987) and translanguaging. The results revealed that teachers' positive perceptions towards 'translanguaging' and their reported practices asserted that it is a helpful tool for teaching English; incorporating students' native language alongside English as the medium of instruction is beneficial at the primary level. The study concludes with recommendations for further research on 'translanguaging' practices.

Keywords: Translanguaging practices, sociocultural theory, Primary classrooms, Teachers' perceptions, Reported practices

1.Introduction

Language is more than just a tool for communication. It is also a key aspect of how people interact and learn from others' identities. Pakistan is such a state where more than seventy languages are spoken. Punjabi is the most common regional language, and about half of the population speaks it as their first language. Urdu is the national language and serves as a common language for everyone. While, English as an official language is closely linked to education, government, and opportunities for advancement. Previous studies frequently indicate that multilingual practices reinforce students' thinking and linguistic development. For example, Fatima & Atta (2024) found that multilingual school students in Sialkot demonstrate greater mental flexibility and critical thinking skills due to frequent switching between Punjabi, Urdu, and English. Likewise, Mahboob & Elyas (2014) emphasized that multilingual methods in Pakistan influence learners' individual development and deepen their linguistic familiarity. In another noteworthy study, Rahman (2020) described how the coexistence of Urdu, English, and local languages in Pakistan affect students' learning possibilities and classroom practices. Adding further indication, Zaidi & Zaki (2017) stated that multilingual students used their home languages as tools for understanding, self-confidence, and classroom involvement. Together, these reviews highlight that multilingual settings offer intellectual benefits, enhanced comprehension, and opportunities for language learning.

Although Punjabi is the widely used language in Sialkot, it serves both functions; advantageous and challenging in teaching of English Language. English is vital for academic

and professional achievement, yet little is known about the pedagogy of English as a target language through Punjabi. Although the notion of bilingual/multilingual education has received much attention in recent years, there is a research gap in evaluating English teachers' perceptions of translanguaging and their experiences with the use of Punjabi as a medium of English language instructions at the primary level in Government schools of Sialkot. Translanguaging helps in multilingual classrooms, particularly by using the first language to support learning the target language. Therefore, it is intended that this research should fill this gap by focusing on English teachers in Sialkot who perceive about the possibility of translanguaging about the use of both English and Punjabi in classrooms and their challenges that hinder them from doing so. By identifying the research gap and the rationale for conducting the study, this research aims to offer insights into the potential efficiency and consequences of employing Punjabi as the medium of instruction for English as a target language in Sialkot. In this regard following research question has been generated:

1. What are the Punjabi teachers' perceptions of Translanguaging in English language classrooms/teaching?
2. How do Punjabi teachers of English report classroom practices of the Translanguaging?
3. Which factors affecting on the Translanguaging in English language classrooms?
4. What benefits and challenges associate with Translanguaging in English classrooms?

2. Literature Review

Translanguaging defined by Garcia (2009) "it refers to the process by which bilingual students utilize their full linguistic repertoire fluidly and without regard for socially and politically defined language boundaries." she emphasized it as a natural bilingual practice that goes beyond switching between named languages. As well as Garcia & ofelia (2009) described "*Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential*" (p. 140). Translanguaging, originating in Welsh bilingual education in the 1980s, refers to the natural and purposeful use of multiple languages in a single context, particularly for learning. The Welsh term translanguaging, meaning "passing across languages," was first coined by Cen Williams and later translated into English as translanguaging by Colin Baker. Translanguaging goes beyond code-switching. It refers to the intentional and strategic use of multiple languages for learning and communication. Rather than separating languages, bilinguals and multilingual deploy their linguistic resources holistically, adapt them to suit different contexts and purposes. As stated by García (2009) and Lewis et al. (2012), the teacher structures the lesson so that students can systematically use their other language in classroom experiences. In Pakistani context, Hussain and Khan (2021) suggested that this methodology can help students to establish their linguistic identities in English as a foreign language classes. Translanguaging is a way of teaching and learning in which both teachers and students use more than one languages in the same classroom

Robillos (2023) executed a research to explore *Translanguaging (TLAN) with a systematic pedagogical cycle* as an effective approach in the Thai EFL classrooms. This paper found that when students are allowed to use their full linguistic repertoires, including their mother tongue and accent, they are better able to grasp, plan, observe, and analyze their listening comprehension tasks. This study shows the effectiveness of translanguaging in Thailand, whereas, its application in the different sociolinguistic contexts, specifically the Pakistani context at the primary level, remained unexplored. Similarly, some researchers consider that bilingual people do not use distinct languages but instead blend the characteristics of distinct languages from their whole linguistic knowledge. Translanguaging is a strong version. But some scholars considered it a weak version, languages are held apart in education,

while some mobility is accepted (Garcia & Wei, 2015). Another study focuses on the effectiveness of *Translanguaging*, its challenges, and its implications of using it as an ESL teaching method. Translanguaging makes learning more meaningful and effective. Although, many studies concentrated on teachers' and students' perceptions of Translanguaging, but there is little research on its long-term impact on students' achievement. One more study revealed how multilingual students experience *Translanguaging* (Ooi, & Aziz (2021). However another paper views how teachers can utilize *Translanguaging* in their classrooms where English is the dominant language. It included second and third grade teachers working with students who utter variety of languages at home in a large U.S. city. This study highlights that use of Translanguaging regularly in classrooms, help students and make them very confident (Daniel, et, al, 2019).

Moreover, a significant study held at a Japanese university explored that students utilize both their first language which is Japanese and English in a CLIL classroom. It targets on three main points, what method students use to mix languages effectively in their report writing, how they perceive about using Japanese in classrooms, and more important this technique helps in other subjects. It is also highlighted that *Translanguaging* helps them to learn and improve in both ways (Adamson & Coulson, 2015). While, another study explored how to use multiple languages in the separate two classroom. The paper shows at two separate classrooms in Los Angeles and New York City, where teachers motivated students to utilize both; their home language and English in composition and conversation (DE Los Rios & Seltzer, 2017).

Further, another important study finds that the use of mother language in the second language classroom is very important for Jordanian EFL teachers, who perceive fully its function effectively in translation, explaining grammar, remarkable overcoming teaching challenges, and addressing cultural inaccurate understandings. However, the over use of mother language can slow down second language acquisition and fail to motivate students (Algozo, 2018). Similarly, another paper examines native language impact various factors of second language learning, which are including phonology, orthography, syntax, and word processing. The study deeply focuses on the transfer of knowledge gradually from native language to target language, which can be either beneficial or negative. The linguistic knowledge conducting children second language learning reflects effectively a continuum driven by first language (Cheng, 2023). While, Yuzlu & Atay (2020) examined the significance of L1 in teaching second languages that helps to alleviate some of the cognitive load and creating a peaceful and culturally sensitive atmosphere designed for clarification of communication. It illustrates that mother language use helps the students' process input-feed better, decrease anxiety, stress, and enhance participation and confidence in communication. Mirza & Rubab (2024) explored the bilingual practices in Pakistani schools. On the other hand, another study by Yasir (2022) found that there is a gradual language shift from Saraiki to Urdu in the Saraiki speaking social group of D.G Khan, particularly among the younger generation in urban areas. While parents view this shift negatively, seeing it as a loss of identity, children especially females view it as positive due to the economic advantages of speaking Urdu. This study highlight the need to preserve saraiki language and culture identity in the face of this shift. While, Rana, et.el, (2020) explored Punjabi-speaking University students commonly have a positive behavior toward English, indicating its functions in individual learning and future possibilities. However, gender-based attitude differences, dissatisfaction with the curriculum, and the influence of parental knowledge and social media require further exploration. While another paper examined the use of native language (L1) in English Language classes in Dera Ghazi khan particularly in its schools. It identified the practices and reasons behind such use of native language (L1) in English languages classes. L1 was being widely use in English Language classes at Dera Ghazi Khan. The study emphasizes how L1

(Saraiki) serves as a scaffolding tool to help learners understand English concepts better (Raheem, et, al, 2021).

Moreover, Raja (2021) explored the benefits of bilingual education in Pakistan, advocating for mother-tongue guidance in early education to support cognitive and cultural growth. However, it lacks practical solutions for challenges like funding and teacher training, and doesn't fully consider Pakistan's linguistic diversity. On the other hand, Ramzan & Rubab (2025) explored University Teachers' and Students' Perceptions on Translanguaging Practices in English Classrooms. Some studies have pointed out that learners tend to transfer aspects of grammar, lexicon, and phonology from L1 to L3 or L2 environment. This transfer can enhance the learning of the second language. Evaluating the convenience and effective use of English language teaching in public schools throughout Pakistan, multiple works have highlighted the existing issues and possible resolutions (De Angelis, 2007). Although (Alam, et al, 2016) explored the valuable insights into the functions of translanguaging in a university context. The focus was primarily on students' classroom interactions, while teachers' perspectives and reported practices were not examined. This paper notes its limitations leaving a gap in understanding how translanguaging operates in primary schools classrooms. These gaps highlight the need for further research that incorporates teachers' perceptions, explores school-level contexts, and examines the pedagogical and policy implications of translanguaging in Pakistan.

In this study, the focus is on the translanguaging pedagogical approach, this approach to translanguaging highlights the everyday use of learners' language-related resources as tools for teaching and learning. In this study, Vygotsky's Sociocultural Theory has been used incorporation with translanguaging theory to explain how instruction through Punjabi can help teach English. Vygotsky's Sociocultural Theory explains that learning happens through social interaction, culture shaping human learning and cognitive development. This research fulfills the gap with reference to the use of translanguaging practices in Government Primary classrooms in Sialkot region.

3. Methodology

This study adheres to a qualitative research design and was conducted in Government Primary schools of Sialkot. The nature of this study is exploratory. For sake of data collection the purposive sampling has been used. In this regard, total 18 teachers were selected out of six Government schools; and three participants from each school across Sialkot. Data were collected via semi-structured interviews effectively. In this procedure, open-ended questions were asked during the interviews. Data regarding eighteen interviews have been analyzed through NVIVO and then thematic analysis has been carried out.

4. Data Analysis

Data has been analysed through NVIVO regarding teachers' experiences and perspectives in the local context. In this context, eight themes have been emerged. Theme 1 has been followed by six codes which have been given below:

Theme 1: Translanguaging as a Pedagogical Bridge

In considering Punjabi teachers' perceptions, one key aspect is the belief that translanguaging is a bridging pedagogical technique that connects students' languages in use to the new target language, English. The following related codes show how teachers use multiple languages to link familiar knowledge with new learning.

Code 1: Multilingualism

One of the most important aspects of the theme is the "role of multilingualism" at the primary level in the English language classroom. Teachers have stated that students come from diverse backgrounds where Punjabi is spoken at homes. One of the teachers stated that:

“Students communicate in Punjabi at homes, Urdu is formal language and we hope to learn English at school. If I ignore Punjabi and Urdu in English teaching, then I cut their main languages of understanding which can be used to understand the lesson.”

This quote illustrates teachers’ perception of tackling the issue of multilingualism by focusing on its potential rather than its limitations. They do not view the use of Punjabi or Urdu as a barrier to the teaching of English.

Code 2: Bridging between L1 and L2

Most educators opined that translanguaging is a bridge between the students’ native languages (Punjabi and Urdu) and the target language (English). One teacher said that:

“If I begin the lesson only in the English language, students feel lost. When I clarify in Punjabi, they get the meaning, and then I move into English. It’s like making a small bridge for them to move.”

This statement of a teacher shows the connection that touches on the idea of scaffolding. As Vygotsky’s scaffolding supports primary children in the Zone of Proximal Development (ZPD), translanguaging provides a step-by-step scaffold that prepares learners to cross the bridge from what they already acquire to what is unknown.

Code 3: Flexibility

Primary teachers mentioned that they do not follow one fixed rule, relating to English, Urdu, and Punjabi. A teacher mentioned that:

“I don’t stick to one language. I even sometimes start with English, then Urdu, and if students are from the rural then I add Punjabi as well. It depends on their level.”

There is always one or more languages that fulfill the understanding of the concept at that moment. So, they opined that translanguaging is not a rigid but flexible practice and adapts to the needs of the students.

Code 4: Language Integration

Many teachers mentioned that to clarify concepts, teachers combine English with Punjabi and Urdu so learners can relate the new concepts to their everyday speech. One teacher shared that:

“When I teach the science topics, the students do not understand the word ‘evaporation’. I say in Punjabi, ‘Pani tupp watich urr jnada ay’, and they understand it.”

These statements show that translanguaging acts as a means of scaffolding. Once students understand a concept in Punjabi or Urdu, they are expected to practice English as the “target” language.

Code 5: Adaptation according to students

School educators stated that translanguaging is not an arbitrary technique. Rather, it is tailored to the students’ needs. The teachers use different strategy instructional strategies to tailor the level of language to the attention, appreciation, comprehension, and retention of students. One of the educators stated that:

“In my class some students understand Urdu better than Punjabi. So I give some examples in Urdu for them. But when I go to another class, I switch to Punjabi because those children speak Punjabi at home.”

It shows that the teachers monitor their students and make instructional changes as necessary. Such changes reflect the ZPD. Vygotsky postulated the Zone of Proximal Development (ZPD), which suggests that learning is most effective.

Code 6: Strategic Use of Multiple Languages

In government primary schools, educators at the primary level asserted that we do not follow a fixed rule of three languages: Punjabi, Urdu, or English. Rather, they try to use the languages strategically. It depends on students’ requirements and comfort.

One teacher said that:

“Punjabi is not a language that I use exclusively. At times too, I prefer Urdu because I am more comfortable with it and a good number of students are Urdu speakers. I use Punjabi when there is a need for a quicker grasp of the concepts being discussed.”

This teacher's statement shows the use of translanguaging not as a random mixing of languages, but as a purposeful strategy.

Theme 2: Use of Punjabi for Conceptual Clarity

This theme discusses how teachers incorporate the use of Punjabi in English classes as an exploratory strategy to facilitate the understanding. A number of students cannot speak English proficiently. So, the teachers utilize Punjabi to define and explain the words grammar and the concepts in ways. This theme has been followed by five codes which are discussed below:

Code 1: Clarity through Punjabi

Punjabi teachers reported that we use Punjabi optimally to help students comprehend English concepts at the primary level. They also mentioned that the aim is to teach complex grammar, vocabulary, and abstract concepts without overwhelming students. Punjabi is introduced only when a more complex concept needs clarification. One teacher stated that:

“I use Punjabi. I use it only when students completely fail to understand a concept, and I need to explain it in a way that is relatable to clear it up.”

This statement shows that teachers work as facilitators who use Punjabi to bridge the gap between students' previous knowledge and new English ideas.

Code 2: Grammar and Vocabulary Support

This theme highlights that many teachers asserted that students face difficulties with vocabulary due to limited English-language exposure. They told that at this level, the use of Punjabi to explain grammar and new vocabulary serves to clarify and elaborate on difficult concepts and sentence structures. One of the teachers said that:

“Just like in Punjabi, I say something like ‘tusi subha saweery school wasrty uthd dy’ and show you a pronoun and replace ‘you’ with ‘you.’”

“For grammar, I show students how a Punjabi sentence works and then build the English sentence over it. Punjabi is effective for quick clarification of meanings.”

The strategy of using Punjabi for grammar and vocabulary is not arbitrary; it is aligned with the students' age, their level of proficiency, and the complexity of the concepts.

Code 3: Comprehension

Punjabi teachers of English asserted that Punjabi is commonly used when students fail to grasp English lessons. At the primary level, many students are still developing their English skills, so a description in Punjabi helps clarify the meaning. A teacher stated that:

“If students don't understand a concept in English, I repeat it in Punjabi. It makes them attentive, and they give answers more confidently.”

This shows that Punjabi serves as a tool to eliminate misunderstanding in English lessons. Language serves as a powerful tool in helping students scaffold their thinking and improve their overall understanding

Code 4: Choice of Strategies

The teachers reported that we do not freely use Punjabi in English classes. Instead, they make use of strategic choices in their use and are more systematic than a random code-switching approach. One teacher stated that:

“I do not entirely use the different languages. It is a matter of the students' age, level and ability. Sometimes, if they cannot understand in English, I explain in Punjabi, but that is only when it is necessary.”

It illustrates that Punjabi is used pedagogically as a scaffolding tool. The teachers are not substituting English with Punjabi but utilizing it for comprehension, and after that, the teachers shift back to English.

Code 5: Storytelling in Punjabi

At the primary level, storytelling is one of the most crucial techniques to teach a language. Government primary school teachers in Sialkot have reported that when stories are told in Punjabi, then students immediately relate and get fascinated. A teacher stated that:

“The explanation in short stories in Punjabi, students of primary develop pictures in their minds. Then I link the same events with English sentences so they can relate to both languages.”

These quotes illustrate that Punjabi storytelling is a foundation for English language learning. Storytelling in Punjabi offers children the chance to engage with class material in a new, culturally appropriate setting

Theme 3: Scaffolding Comprehension

Scaffolding means providing temporary help to primary-level students so they can grasp and study new things. It is just that an educator develops a connection for students between what they already know and what they need to learn. Once primary level students comprehend, the teacher step by step removes the help, and students can study freely. The codes of this theme has been mentioned below:

Code 1: Gradual Learning

The educators reported that we often take a gradual approach while employing translanguaging for understanding, and in which a learner moves from the known (Punjabi and Urdu) to the unknown (English) operates as a form of scaffolding. One teacher stated that:

“When I teach the present continuous tense, I say in Punjabi, ‘Eh Kam Hoon Ho Reha Aye, and I say it then in English. This systematic manner of teaching helps the learners understand better.”

These statements show that Punjabi acts as the first of many steps, as it helps learners. This smooth change gradually assists students in internalizing meanings before employing them independently.

Code 2: Reinforcement through Repetition and Translation.

All the teachers stated that repetition in reinforcement helps a primary student understand English concepts. Most teachers said that the back process of repeating a part of a word or statement in English and then in Punjabi and then in English once again is translation. . One of the teachers asserted that:

“When students look confused, I have to repeat the sentence in Punjabi. When I teach ‘expensive,’ I say ‘mahnga’ and give the example ‘cheezaa mahngi ho gaiyan ny’ (things have become expensive). Then I say it in English, and they understand quickly.”

The repeated translation reinforced process helps in the understanding of the student by surrounding the student with familiar Vygotsky linguistic structures. Bruner (1983) said that scaffolding helps a learner to internalize new knowledge and understand incrementally by controlled repetition and gradually phasing out the support.

Code 3: Layered Explanation through L1 and L2

In the primary level, the teachers opined that to support understanding, a common by layered explanation, where a complex idea is simplified to a set of smaller, clearer components. This strategy is particularly beneficial for primary-level students. One instructor stated that:

“When I introduce a new topic, I start with Punjabi, then put a layer of Urdu explanation, and finally explain it in English. It allows students to relate and understand each component effectively.”

This shows that with this type of systematic layering, the teachers are able to make specific comprehension progress easily with each new addition. They reported that students do not merely learn English, but rather acquire it through significant linguistic layers.

Code 4: Language Shifting

Language shift indicates that educators reported moving between English, Urdu, and Punjabi during teaching to clarify concepts and support learning. They frequently shift languages based on the students' thinking about the topic and the topic's difficulty. In this way, students get engaged and do not lose track of the lesson. One teacher stated that:

"My approach is to first use Urdu, and if that doesn't work, I switch to Punjabi. I only use Punjabi when necessary."

This demonstrates that intentional balance of developing English language skills and language acquisition through the use of common languages.

Theme 4: Students Engagements and Rapport Building

This theme defines how translanguaging supports teachers to engage students intentionally and develop a relationship between students and teacher in the primary classrooms. The intentional utilization of Punjabi (L1) and Urdu link the communication space, decrease anxiety, and develop a more collaborative and welcoming learning setting. This theme has been followed by following codes:

Code 1: Affective Linguistic Engagement

Teachers defined that engagement of students involve themselves in learning on a cognitive and an emotional level in class. English teachers of primary level told that allowing Punjabi to students during teaching support engagement with the lesson. One teacher stated that:

"The students respond positively and it keeps them active and engaged. It is an excellent way to begin the class. They like it and it is useful to the teacher as well. This technique is essential in teaching English in the class."

These samples proved that the students concern and connection is shown when their mother tongue is acknowledged. The fact is that learners are able to process new information without anxiety and confusion ease the learning.

Code 2: Inclusive Participation in Multilingual classroom

Teachers stated that participation in primary classrooms is all the actions performed by students in the lesson such as answering questions, active performances in groups, and idea exposition. Teachers reported that in English classrooms, when students are permitted to speak Punjabi, the level of participation in the lesson jumps. One of the teachers said that:

"They react very positively. They are laughing, sharing and giving examples, and they participate more."

According to Vygotsky social interaction and environment are very significant in the process learning. Participation is socially mediated, meaning students learn through interaction with others.

Code 3: Motivation, Comfort, & Confidence

The motivation, comfort and confidence are interrelated. Teachers reported that motivation encourages students to want to learn, while comfort and confidence enable students to feel safe, which is critical for learning. One educator stated that:

"When teaching English, if Students allowed to use Punjabi or Urdu then motivates them to ask more questions and to participate a lot more."

Translanguaging corresponds to Vygotsky's social theory of learning, which states that learning is facilitating and takes place within a social context.

Theme 5: challenges in Translanguaging

Translanguaging is important in certain aspects of pedagogy. However, it is equally important to note that it is not without its challenges. The primary challenge that educators have been facing in multilingual classrooms is to maintain the balance between English instructions and the students' home languages. This theme has been followed by the following codes which are discussed below:

Code 1: Overuse of Punjabi

A key issue encountered by teachers was the over reliance on Punjabi as a medium of instruction, especially at English classes. As much as translanguaging enables understanding and participation. Many participants expressed the opinion that excessive translanguaging stop the practice of English A teacher mentioned that:

“Students become overly dependent on Punjabi and stop engaging in try to use English. They face problem in English language acquisition”

The problem is the imbalance of English instruction with any L1 to L2 supports (in this case Punjabi to English). There is a lack of research that is in agreement with Turnbull and Dailey-O’Cain (2009), concerning the loss of communicative ability as a result of the restricted English exposure.

Code 2: Policy and Administrative Constraints

One of the most frequent challenges stated by teachers in the study are the impact of academic policy and administrative command on language use in teaching English in the classroom. The teachers perceived the teaching benefits of translanguaging. They opined that the impression controlled by school policies that signify an entirely English context. One participant asserted that:

“Even if I want to use Punjabi for clarity, I feel hesitant because the principal sometimes walks in during class, and they expect only English.”

This statement shows that this type of behavior undermine teacher confidence in the use of translanguaging. In other words, policy and administration create problems for teachers’ freedom and imaginative thinking

Code 3; Parental Pressure

This theme addressing the impact of parents’ behavior on their classroom strategies. Teacher opined that in urban schools most of parents demand only English teaching in English class because they consider deep academic performance or greater prestige. This stress undermine confidence of teachers from the use of Punjabi. A teacher mentioned that:

“Parents sometimes complain when their children tell them teacher speaks in Punjabi. They think English-only teaching is best. It’s funny”

In this context, parental pressure operates as a sociocultural constraint blocking the unrestricted practice of translanguaging.

Theme 6: Factors Affecting Translanguaging

This theme examines the different elements of why teachers do or do not use translanguaging within the English language classroom. These elements can be both favorable and unfavorable, influencing the extent to which teachers effectively use the different languages for the students learning. This theme has been followed by the following relevant codes:

Code1: Lack of Training

Many educators have indicated that they primarily depend on personal experience and intuition when employing Punjabi in English lessons. The lack of formal training in bilingual pedagogy renders them uncertain regarding the appropriate extent of Punjabi use, optimal moments for language switching, and the balance between Punjabi and English. A teacher said that:

“Honestly, I never got any training on how to use both languages effectively. I just use my common sense. Sometimes I wonder if I’m using too much Punjabi or too little. There’s no clear guidance for us teachers.”

The deficiency of professional growth leads to irregularity in classroom performance. Instructors might underuse Punjabi out of anxiety of judgment or misuse it without a pure educational purpose.

Code 2: Students' Background and learning needs

This study reflects students' contextual factors affect translanguaging. Teachers mentioned that students' native languages, family literacy, and English exposure all influence the ratio of Punjabi and English used in the class. A participants stated that:

“In government schools, mostly children come from Punjabi homes and poor families. Without their language, they cannot learn.”

In comparison, students from urban centers are often better exposed to Urdu and at times, English. They tend to have English lessons with a lower dependency of Punjabi instruction assistance. The background of the students has both needs and constraints in relation to translanguaging.

Code 3; Parental Expectations and Policy Influence on Translanguaging

More Complex Factor is Cross Influence of Parents and School Policies. Many teachers opined that students are able to grasp some lessons due to translanguaging. However, parents and administrators tend to stress English more, viewing it as a currency beyond communication. One teacher asserted that:

“It is a mystery to me, parents want their children to speak English, even if it is incomprehensible. Punjabi is simply a language and think Punjabi means poor schooling.”

.Another teacher shared,

“We are told to use English in class because it is the medium of instruction. But when students don't understand, we have to switch to Punjabi or Urdu.”

These responses clearly demonstrate a gap between policy and the reality of the situation.

Theme 6: Colleagues' and Institutional Perceptions towards Translanguaging

The interviews indicated that attitudes of peers and school administrators had considerable impact on teachers' choices and confidence on the use of translanguaging in English classrooms. It was reported by teachers that the organizational context determines more often than not whether they feel encouraged or constrained in incorporating multiple languages into their teaching. One of them commented that:

“There is a range of support and restriction, all of which we have to deal with as teachers all the time. In the staff meetings as well, we tend to use a lot of mixed language for ease of understanding.”

Teachers asserted that translanguaging seen increasingly as a feasible approach, but formal policies and the stereotypes associated with English-only teaching in English class created problems.

Theme 7: Teacher Identity and Professional Beliefs

This theme analyzes the impact of teacher Identity and professional beliefs. Self-perception plays a critical role on attitudes toward use of English and other languages. This theme has been followed by the following codes:

Code 1: Teachers' Beliefs and Professionalism

The interviews opined that the teachers' beliefs and professional individuality strong influence in teaching English. f effective teaching and understanding of students needs at the core of are position of translanguaging. . One of the teacher stated that:

“If the teacher thinks Punjabi is shameful, they will avoid it. But I believe it is a resource.”

Another teacher mentioned that:

“I must maintain my professional identity. I cannot overuse Punjabi because few parents and administration expect an English-medium environment.”

This demonstrates the fusion of primary pedagogy and the school's policy. Understanding the zone of the professional identity and belief systems, teachers systematically.

Code 2: Student-Centered Approach

Many teachers opined that their primary aim is not to teach English as a subject only but to ensure that students understand as well as engage with the lesson. This belief makes them adopt flexible and student-centered approaches such as translanguaging. One teacher said that: *“A belief on the clarification of lesson not just the language. I consider the cognitive ability of the student and modify teaching to that point.”*

It highlights the effort of teacher who works with cognitive understanding and not execute, monolingual boundaries.

Theme 8: Benefits of translanguaging

The profits of translanguaging relay to the teachers' positive opinions concerning the use of various languages in classroom instruction and learning. The teachers in this study observe translanguaging as an instruction approach that improves clarity of topic, promotes educational commitment, and boosts active involvement. Regarding this theme, following codes were emerged which have been discussed below:

Code 1: Achievement with understanding

Teachers reported that the practice of translanguaging permits students to understand the lessons and achieve success. They opined that when we use English in combination with students' mother tongues, it is stress-free for the primary students to acquire language and recollect difficult concepts. One teacher said that:

“If students got lesson meaning well, they'll accomplish better in exams, get good grades, and successful for the next level.”

This is also supported in the work of García and Wei (2014), who suggest that translanguaging affords students the opportunity to maximize all of their linguistic resources in the course of learning.

Code 2: Translanguaging Enabling Positive Interaction in Class

Teachers have reported that improvement in interactions within class as a benefit of translanguaging. The students confidence increase and they become active participants in class when they use their home languages alongside English – Punjabi, Urdu and so on. One teacher said:

“They react positively. Often they say, ‘Now we understand.’ Their confidence goes up, and they try to participate more”

These types of positive statements from the teachers suggest that the use of translanguaging in class shifts the environment to more friendly and encouraging.

Code 3: The Global Advantage and Technology Support

Multilingual students are better prepared to meet the demands of a global, technology-focused economy. Teachers reported that students of multilingual are more effective on global. A teacher said that:

“Today, in the age of AI and Computers, students benefit greatly from knowing many languages. They are to keep translanguaging to sink in down to let the walls come down to any barriers and sail through in any of their.”

Students are better prepared because they have been taught global competence skills. In technology enhanced environments, students use multilingual skills to manage online resources, interact with global peers, and solve problems without the need for translation. These students learn the most because they are not confined to the borders of their school.

Code 4: Culture Continuity

Teachers asserted that the use of translanguaging in teaching English, students are able to preserve and interact with their culture and their languages. When students are taught English with the assistance of Punjabi and Urdu, they are able to tether classroom work to their lives. One participant stated that:

“This approach is beneficial because it allows students to explore new cultures, compare, and contextualize concepts.”

The teachers reported that that translanguaging does not only enable students to use English, but it allows students to learn it within the context of their culture, which adds value to it.

6. Conclusion

In conclusion the study on *translanguaging* by Punjabi teachers, teachers found it a significant and useful strategy to promote understanding. Teachers have been practicing it in class through multilingual explanations, scaffolding, and contextualization. Institutional pressures, professional attitudes, and learners' needs influence whether translanguaging is used or avoided. Translanguaging facilitates the connection between classroom learning and students' wider sociocultural and linguistic experiences. In addition, the perceived advantages of improved understanding, participation and cultural connection illustrate that translanguaging aligns with sociocultural theory. Despite challenges such as policy barriers and reliance on Punjabi, overall evidence suggests that translanguaging connects local languages with English, helping promote equity and effectiveness in my multilingual primary-level education settings.

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