

**EXTANT AND EMERGENT APPROACHES IN ESL  
TEACHING: TRANSLANGUAGING INSTRUCTION IN  
NIGERIAN SECONDARY SCHOOLS: TEACHERS' AND  
STUDENTS' PERCEIVED PROBLEMS AND PROSPECTS**

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**Abstract:** *Nigeria is a multilingual society, where English co-exists with and prevails over 450 indigenous languages. English is taught as a second language through various approaches, including Classical, Structural, Natural, Functional-Notional, and Oral-Situational, which generally prioritise the use of English over mother tongues, with the exception of the Classical approach. Translanguaging emerged in the 1980s as a paradigm in foreign language teaching, gaining focus by 2001. It involves the use of two or more languages by learners and teachers during the teaching process. Literature reveals the facilitative effect of translanguaging in foreign language learning, but research on the topic is primarily exploratory and more prevalent in advanced countries than developing ones, Nigeria inclusive. This study therefore, investigated teachers' and students' perceived awareness of, problems and prospects of translanguaging instruction in English language teaching in Nigerian secondary schools. Purposive and random sampling techniques were used to select 120 teachers and 250 students from 25 public schools. Data were collected using two Questionnaires and a structured interview. Results revealed teacher and students low level awareness of translanguaging in English lessons (whole scale mean: 2.83 and 3.11) respectively. They showed moderate acceptance of translanguaging as an instructional*

*approach (mean score: 3.94 and 3.98). They also revealed that translanguaging will be difficult to practice in a class made up of students with diverse mother tongues (mean score: 3.74; 4.37) and due to lack of well-known methods of translanguaging (mean score: 3.51; 4.33). Both teachers and students were doubtful of the positive effects of translanguaging in ESL lessons (item 6: mean score: 2.01). The study, therefore concluded that there is urgent need to popularise multilingual education especially in developing countries. Also, clear-cut strategies and methods should be designed to enhance the use of translanguaging; students and teachers should be sensitised on the benefits/prospects of translanguaging.*

**Keywords:** *approaches; translanguaging instruction; pedagogy.*

### **Introduction**

Language is the fulcrum upon which the society is organized and functions. Through its medium, communication is fostered among individual members and constituent linguistic groups. Besides, language serves as the vehicle of education, human resource development, international relations, and effective participation in the globalized and technological world among others. The central role of language in the education process is highlighted by Olofinsawo et al. (2024) who note that a society cannot educate its citizen without the means of language(s). The achievement of educational goals and aspirations is closely tied to language. Therefore, the choice of language use in communicating values, traditional knowledge, and contents at all educational levels is of top priority to the teaching-learning process.

Hence, in most countries of the world especially African countries, the choice of languages or media of instruction have always been difficult and controversial. This is because the language of the colonial masters dominated the indigenous languages partly because most of the indigenous languages are not developed and therefore, could not be used in educational settings. The colonial language was also imposed and seen as the language of civilization and development. However, it is believed that the spirit of nationalism, the desire to preserve the people's cultural heritage and identity motivated the desire to enthrone the indigenous languages and give them a pride of place in the scheme of things. This is also coupled with the realization that people learn better in their mother tongue than in a foreign language (Olofinsawo et al, 2021).

The Nigerian government's national education policy states that the language of the immediate environment should be used as the medium of instruction from lower primary school to upper primary school, while English will be used from upper primary school (primary four) until tertiary level (NPE, 2013). This stipulation shows that the English language is used as the dominant medium of instruction at many educational levels. Given its significance in education, various approaches have been intentionally employed to teach the English language. The approaches which underpinned English language teaching in Nigeria include: the classical /grammar translation approach, Natural approach, the Cognitive approach, the Functional-Notional approach which influenced language teaching since the early 1970s. Others are: Oral approach and Situational language teaching (1930s-1960s., the whole language philosophy and translanguaging approach which emerged since the 1980s.

Although the above cited approaches have their strengths and weaknesses, they were inadequate in bringing about the desired communicative competence in the learner. For instance, Yan (2024) argues that even though methodologies like communicative language teaching and Task-based language teaching are highly supported, they are still limited in influencing language competency. This issue was evident in students' ineffective communication skills across the four main language areas (listening, speaking, reading, and writing) resulting in their low academic performance in internal and external exams. (Iyekekpolo 2021). There is a need to explore alternative approaches to language teaching that address the weaknesses of previous ones. In recent times, the clamor for learners to be taught in their mother tongue and also the emerging trend for nationalism or de-globalization have recently led to new interests in the role of languages other than English in the teaching and learning processes (Memari, 2024 & Chicherina & Strelkova, 2023). Furthermore, the need to solve modern educational problems has necessitated fresh approaches which will address persistent problems of the past and provide students with an education appropriate to the needs of a modern, information- based global economy (Anya et al., 2021). One of these approaches is translanguaging.

It encourages the use of all the speech repertoire of the Translanguaging emerged as a new approach to language teaching in the 1980's through a Welsh educator, Williams C. (Rasmin et al., 2023). It however did not receive much attention until recently when researchers developed interest in applying translanguaging theory in the English as a foreign language classroom (Yan, 2024) learner in teaching or attaining competency in the second language and also other content or

subject areas. This approach blurs the lines between different languages and encourages a comprehensive view of one's linguistic repertoire (Dougherty, 2021). It also encourages learners and teachers to be bilingual and multilingual in nature since all the linguistic properties of the learners are deployed in the second language classroom. For instance, Lau (2020) avers that translanguaging pedagogy helps advance a political agenda to advocate for the political and education rights of marginalized languages and bodies, disrupting not only segregation between modalities but also between major and minor languages

Translanguaging represents a shift from the monolingual approach to language teaching to the multilingual practice. It has been variously defined by authors to foster understanding and effective use of the approach in formal education settings. For instance, Gracia (2009), cited in Dougherty (2021), defined translanguaging as the act performed by bilinguals of accessing different linguistic features or various modes of autonomous languages to maximize communicative potential. She explained further that translanguaging in an educational setting is the practice of utilizing the full linguistic repertoire of all students and teachers in order to interact socially, academically and cognitively. Likewise, Krashen (1987) and Swain (1985), as cited in Dougherty (2021), explain translanguaging as the process of delivering comprehensible input and producing comprehensible output, respectively, using the proffered languages of the emergent bilingual. In other words, translanguaging facilitates the use of indigenous languages as comprehensible input and output in understanding and using the target language to communicate.

Furthermore, Otheguy et al. (2015), cited in Rajendram and Jun (2023), submit that translanguaging theory delineates the utilization of a speaker's complete linguistic repertoire, disregarding strict compliance with the socially and politically established bounds of designated languages. Put differently, it is an integrated approach to teaching language and not the teaching of two separate languages. This submission is based on the premise that multilingual learners possess a cohesive linguistic system that they utilize and develop via diverse interactions and processes of meaning-making, irrespective of rigid linguistic boundaries.

This approach to language learning is hinged on Lev Vygotsky's (1968) Social Constructivism Theory (SCLT). Vygotsky submits that language and culture are the major tools used in shaping human experience and reality. Hence, it is assumed that language and culture determine how humans develop intellectually and also how they

perceive the world. Hence, language serves as the fundamental instrument for communication and the sharing of culturally rooted learning experiences within the teaching and learning process. Social constructivism highlights the importance of social interactions in learning, emphasizing conversations and knowledge application to meet educational goals (Akpan et al., 2020). Translanguaging equally promotes cognitive and social development by integrating all of a learner's languages, enhancing knowledge construction and fostering metalinguistic awareness, as well as critical thinking skills (Varsta, 2025). It allows students to navigate between their home and second languages seamlessly, utilizing diverse teaching strategies. This approach helps students leverage their full linguistic abilities for better information processing, deeper engagement with content, and decreased cognitive overload (Varsat 2025 & Ticheloven et al., 2019). Despite the importance of translanguaging as an emerging approach in language learning, there are varied views about its use in second language learning situations. Firstly, the fear of not being competent in the target language may encourage both students and parents to resist this approach (Yan, 2020). This is particularly evident in Nigeria, where parents and students view the English language as prestigious, stemming from a negative attitude towards native languages (Ezeokoli et al., 2019). However, translanguaging is not the teaching of two separate languages in an instructional classroom but an integrated approach to language which utilizes all the languages spoken by educators and students to purposefully and simultaneously deliver instruction and teach the target language (Dougherty, 2021). Likewise, Chicherina et al. (2023) argue that the basic idea of translanguaging is that one language reinforces the other in order to improve understanding and intensify learners' involvement in class activities in both languages. This approach therefore seems to be the equilibrium between language experts who believe that students learn better when taught in their mother tongues (Ekeh, 2020 & Ezeokoli et al., 2019) and those who see the target language as a prestigious language. It has also been argued that there are no clear-cut strategies that can be used in implementing this approach, and it is also time-consuming. For instance, some of these teachers are not well-groomed in the native languages due to this; they may find it challenging to allocate time effectively between languages, potentially leading to a loss of focus on the primary language (Yan, 2024). In a multilingual classroom, employing a translanguaging approach may present challenges as teachers are required to utilize the native languages of all students. Neupane's (2021) study shows that the participants agreed that bringing the native languages of every student to classrooms was

challenging, although they claim that translanguaging enhances students' creativity and participation in class. This indicates that teachers who use this approach must be fluent in their native languages and develop practical application skills. Moreover, Chicherina et al., (2023) submit that translanguaging's primary characteristic is its emphasis on communication rather than language. Hence, the essence of the translanguaging approach in language learning is communicative competence and the ability to understand and translate concepts in other subject areas effectively. In accordance with this, Strelkova's (2023) study reveals that additional learning experiences enhance students' commitment to intensive language studies and boost their confidence in studying non-language subjects in English.

### **Literature Review**

Translanguaging as a novel approach to English language teaching and learning has attracted a number of studies and investigations. These studies reveal the benefits of translanguaging instruction in improving communicative competence in the target language and students' academic achievement. For instance, Yan's (2024) analysis of translanguaging pedagogy for learning English in China shows that translanguaging serves as an effective pedagogical approach in K-12 EFL education. Memari (2024) studies language skills development via translanguaging among undergraduates in Tehran, Iran, and reveals that translanguaging significantly improved students' English language skills. Likewise, Ozturk and Cubukai (2022) explore student-directed translanguaging in the English-centric classroom in Turkey. The study reveals that students have positive attitudes towards translanguaging, while the quantitative data shows that students have negative perceptions of translanguaging.

In another study, Chcherina and Strelkova (2023) investigate translanguaging in English language teaching: perceptions of teachers and students. The participants were 581, comprising 47 teachers and 534 students of two Russian universities where the medium of instruction and management is Russian. Identical questionnaires were used for both teachers and students. They were both asked to express their perceptions on the value of ELT and learning and English medium instruction. Results indicate that students and teachers agreed that the use of Russia should be minimized in English language teaching. Both teachers and students moderately acknowledged the successful careers of university graduates.

Furthermore, Rasmin and Nur (2023) conduct a systematic review of translanguaging in EFL classrooms and its impact on students' performance at a secondary level in Indonesia. Their findings show

that translanguaging occurred in learning foreign languages in Indonesia and was effective in explaining learning materials, managing classes and clarifying the material. Bozorgian and Fallapour (2015) also study of the use of mother tongue or local language in learning English as a foreign language show that the local language aids in class management, clarifies objectives, fosters a friendly environment, confirms understanding, and helps reduce student anxiety during lessons. In addition, Sahib (2019) study revealed that Translanguaging is effective in Indonesian high school EFL classrooms, with teachers employing strategies for explaining materials, introducing lessons, engaging students, assigning tasks, and providing feedback.

Nyimbili et al., (2021) study the challenges teachers and pupils faced as a result of teaching and learning using the translanguaging pedagogical practices in a multilingual grade 1 class of Lundazi District. The study indicates that employing translanguaging practices in literacy education faces challenges, including a mismatch between the language of instruction and students' familiar languages, a stringent monolingual language policy during learning, assessments focused exclusively on the regional language, and insufficient teaching materials that support monolingual learning.

Libradilla (2024) examines parents' and students' views on translanguaging practices in multilingual classrooms. Five Filipino parents and five students who utilized translanguaging were interviewed. Findings indicate that students see translanguaging as beneficial for enhancing learning, fostering a positive classroom environment, and improving language skills. However, challenges identified include difficulties in managing multiple languages, comprehension gaps, insufficient learning resources to address these gaps, and opposition from traditional educators.

The study of literature has revealed a surge of interest in and divergent investigations on translanguaging in English language teaching and learning in its various contexts (ESOL, EFL and ESL), mostly in advanced countries while such studies are rare in developing countries of Africa including Nigeria. Some of these studies centered on the effect, impact, perceptions of teachers and students, attitude, strategies and methods of translanguaging instruction in English language teaching and learning. There is, however, a dearth of studies on translanguaging in English pedagogy in developing countries of Africa including Nigeria. Given this background, the present study examined teachers' and students' awareness of and perceptions on the problems and prospects of translanguaging instruction in teaching English as a second language in Nigeria. (ESL).

### **Research Questions**

Arising from the problem of the study the following research questions were answered:

What are the levels of:

- Teachers' perceived awareness of translanguaging in ESL classrooms?
- Students' perceived awareness of translanguaging in esl classrooms?
- Is there any significant difference between the perceived awareness of teachers and students of translanguaging in ESL lessons?

What are:

- Teachers' perceived problems of translanguaging in ESL lessons?
- Students' perceived problems of translanguaging in ESL lessons?
- Is there any significant difference between teachers' and students' perceived problems of translanguaging in ESL lessons?

What are:

- Teachers' perceptions on the prospects of translanguaging in ESL lessons?
- Students' perceptions on the prospects of translanguaging in ESL lessons?
- Is there any significant difference between teachers' and students' perceived prospects of translanguaging in ESL lessons?

### **Methodology**

The survey research design (mixed method) was adopted. The population for the study comprised secondary school teachers of English language and their senior secondary two (SS2) students in Akure (Metropolis), Ondo State. Multistage Sampling Technique was used to select schools, teachers and students for the study. First, purposive sampling technique was used to select schools that have five teachers of English language and above each. Second, from the schools with five English teachers and above, random sampling was used to select twenty schools and from each school, one intact class of SS2 was randomly selected and all the teachers of English were totally enumerated. In all, the sample for the study consists of 120 teachers of English and their 150 SS2 students from 20 schools in Akure.

Four research instruments were used in the study:

- Teachers' and students' perceived Awareness of Translanguaging Instruction in English Lessons Questionnaire.
- Teachers' and Students' Perceived Problems (challenges) of Translanguaging in English Lessons Questionnaire.
- Teachers' and Students' Perceived Prospects of Translanguaging in English Lessons Questionnaire.
- Structured Interview for Teachers and Students.

The instruments are identical for both teachers and students. All the instruments were self-constructed by the researchers. The teachers' and students' perceived awareness Questionnaire is a five-point Likert scale ranging from 1-5 with the following response options: 1-strongly disagree, 2-mostly disagree, 3-undecided, 4-mostly agree and 5-strongly agree. The instrument consists of seven items. In scoring the questionnaire, the values were reversed for negative items.

The teachers' and students' perceived problems (challenges) of translanguaging Questionnaire is a five-point Likert scale ranging from 1-5 with the following response options: 1-strongly disagree, 2-mostly disagree, 3-undecided, 4-mostly agree and 5-strongly agree. The instrument is made up of six items. In scoring the responses, the values were reversed for negatively worded items. Similarly, the teachers' and students' Questionnaire on perceived prospects of translanguaging in English lessons consists of nine items in a five-point Likert Scale ranging from one to five with the same response options and values as the awareness and problems Questionnaires describe earlier. The scoring also followed the same pattern.

The questionnaires were trail tested for reliability on 90 participants (40 teachers of English and 50 SS2 students). The data analysis for each questionnaire yielded the following Cronbach's Alpha Coefficients: Questionnaire on awareness .597, perceived problems questionnaire .573 and perceived prospects questionnaire. 645.

### **Method of Data Analysis**

Data were analyzed using descriptive statistics of means and standard deviation (SD) for teachers and students for each item and for the whole scale. Furthermore, a one-way analysis of variance (ANOVA) to find out if there is a significant difference between the views of teachers and students for individual items and for the whole group. Data from structured interview were content analyzed.

### **Results and Discussion**

Teachers and students were required to express their level of awareness of translanguaging approach in ESL teaching and learning, identify

problems/challenges in using the approach and assess the prospects for success/failure in using translanguaging in ESL classrooms. The results were analyzed separately for each of the two scales for the whole group (teachers and students).

Teachers' and Students Perceived Awareness of Translanguaging in ESL Lessons

Research Question 1: What are the levels of:

- Teachers' perceived awareness of translanguaging in ESL Classroom?
- Students' perceived awareness of translanguaging in ESL Classroom?
- Is there any significant difference between the perceived awareness of teachers and students of translanguaging in ESL lessons?

Table 1.1: Teachers and students' level of awareness of translanguaging instruction in ESL lessons scale

Items	Statement	Teachers Mean (SD)	Students Mean (SD)	ANOVA Results (p-Value)
1	I know that translanguaging makes use of only English Language)	2.75(1.71)	3.85(1.57)	0.042
2	In translanguaging lessons in English, speaking first language (Yoruba or another mother tongue) is not allowed	2.76(1.72)	4.32(1.25)	0.299
3	The use of the native language such as (pidgin English, Yoruba, Igbo etc) is punished in translanguaging English lessons	2.27(1.57)	1.78(1.30)	0.165
4	I know that in translanguaging in English lessons, the teachers encourage students to use their native language to express themselves	2.73(1.67)	1.87(1.33)	0.791
5	I have not heard or known about translanguaging as a	1.88(1.30)	1.61(1.08)	0.388

	way of teaching English or any other subject in the school			
6	What I know very well is that only English can be used to teach the English effectively	3.35(1.70)	4.46(1.06)	0.837
7	I know that translanguaging in English lessons does not allow the use of any native language	3.08(1.64)	3.93(1.53)	0.445
	Perceived Awareness of Teachers and Students (Whole Scales)	2.68(1.61)	3.11(1.30)	0.423

Table 1.1 showed the following:

In general, both the teachers and students manifested low level awareness of translanguaging approach in ESL lessons. This is suggested by the whole scale mean score of teachers and students (2.83 and 3.11) respectively. Though students have a slightly higher mean score, it was not significant. However, neither the teachers nor the students demonstrated strong agreement with the statements as the whole scale means are close to 3.00 approximately which represents undecided.

R. Q 1(b): Students have the highest mean score on items two and six (4.32 and 4.46) which sought their agreement with languages used in translanguaging in English. Their response which is close for mostly agree indicates their poor understanding and awareness of what translanguaging is about. In item five, teachers and students recorded the lowest mean score (1.88; 1.61) respectively. This tests students' and teachers' knowledge /having heard of translanguaging as a way of teaching English or any other subject in the school. Their response which is close to mostly disagree indicates a low awareness of translanguaging instruction.

R.Q 1 (c): is there any difference between the perceived awareness of teachers' and students' of translanguaging in ESL lessons?

Table 1.1 revealed that there is no significant difference between teachers and students perceived level of awareness of translanguaging in ESL lessons (Whole-scale mean 'teachers' 2.68; students' 3.11)  $p > 0.05$ .

Thus, the results indicate that both teachers and students have low awareness of translanguaging in ESL lessons. However, students have a slightly higher awareness which is not significant.

### Thematic Analysis of Interview question 1.

#### Teachers and Students awareness of translanguaging as an approach to language teaching

The participants were asked if they have ever heard of the word translanguaging and if yes, what does it mean to them. The qualitative results show that a considerable number of respondents are not aware of the word translanguaging, even those who said yes, confused translanguaging for code-switching. This reveals that most students and teachers are not fully aware of the word 'translanguaging' as a new approach to language teaching. This is evident in the responses below:

Respondent 1: I believe translanguaging is the ability to switch from one language to another either from pidgin to English or Yoruba. (Student)

Another respondent: yes, it means using both English and native language while teaching in the classroom. (Student)

Also another respondent:

'Yeah, I have heard of it. It is like mixing two or more languages to explain things better. I know about it through the introduction on the questionnaire I filled.' (Student)

Another respondent who is a teacher confused translanguaging for the sole use of the mother tongue in educational setting:

'Yes, in an educational setting translanguaging means using the language of the students in impacting the contents of the lesson to them.'

However, the following response from another teacher shows that the teacher is aware of the word translanguaging:

'Yes, I have heard about translanguaging. What translanguaging means to me, it is a situation where teachers use more than one language to communicate as a means of instruction to their students. So rather than just using the formal language which is the English language, the teacher uses the English language and the mother tongue of the student in order to communicate and pass knowledge more effectively.'

When further asked how the respondent knows about translanguaging.

The respondent gave the following responses:

'It is a simple English word, and I mix language while teaching so it is not something new. I also read it in the brief introduction on the questionnaire I was giving to fill. I feel translanguaging is a good approach that will enable my students to learn. If I notice my students are not getting or comprehending as much as they should because of language barrier. I will bring in the language they understand to explain that concepts.' Respondent 6 (teacher)

Another respondent also claims:

‘Yes, I first heard it in school. It is a method that encourages student to learn English language using their own native language. Most times when you are teaching English language you will notice that they do not really understand because they do not have the knowledge of that content in their native language. So, by using translanguaging you are helping them learn the four basic language skills and ability to learn. It helps them to understand what you are teaching them in English language. For instance, let me use the topic verb (which is an action word). They may not understand the perspective of the lesson but when you translate it in Yoruba e.g jump (to ban fo soke) it is an action word because you are performing an action. It helps them to understand that she is referring to oro ise which is verb in English language.’ (English teacher)

This respondent also agreed with the last respondent:

‘From the introduction from the questionnaire, yes, I do. Personally, I love it and I have been using the technique in my classes. A lot of students do not really understand the contest of the English language expect you explain it to them in the native language or other languages they know better. So, they will be able to translate it back to English language having that residual knowledge.’ (Female teacher)

Lastly, this respondent gave the following response:

‘Yes, I want to use myself as a case study. While I was in N.C.E, I was taking English language and Yoruba. Then most times when a topic is been taught in English language, when you look at the content of the English language and the Yoruba language, I will go back to my hostel then place the context of the English language and Yoruba language side by side. I believe that it is very good using our native languages, dialects or varieties of language to teach. For instance, I’m an English teacher now if I want to draw the attention of my student or I notice that they are not getting it right or catching up, I will have to speak to them in Yoruba. Also, if a teacher is from other tribes they can also do the same in their class. I believe it is going to be effective.’

It can be deduced that only a few students understand the concept of translanguaging. They believe that translanguaging is code-mixing and code-switching which is wrong. However, the responses of their teachers reveal that some believe translanguaging is the use of the mother tongue in teaching the second language and they mostly apply these in their classrooms although some still confuse translanguaging for code-mixing and code-switching.

The results so far revealed that both students and teachers demonstrated a low awareness of translanguaging. However, the interview responses give further credence that most of the respondents (both teachers and students) confuse translanguaging for code-mixing

or code-switching which shows their low awareness of the approach. This may be due to the fact that translanguaging has not been widely propagated, researched and entrenched as an approach to instruction in the curricula of many countries especially developing ones, Nigeria inclusive (Olayoku, 2023). Thus, the interview responses show that both the students most especially the teachers use both the English language and native languages in translating instructions in English lessons. This corroborates Rasmin et al., (2023) study which reveals that translanguaging occurred in learning foreign languages in Indonesia and was effective in explaining learning materials, managing classes and clarifying the material.

RQ2: What are:

Teachers' perceived problems of translanguaging in ESL Classroom?

Students' perceived problems of translanguaging in ESL Classroom?

Is there any significant difference between the perceived problems of teachers and students of translanguaging in ESL lessons?

Table 1.2: Teachers' and Students Perceived Problems of Translanguaging in ESL Lessons

Items	Statement	Teachers Mean (SD)	Students Mean (SD)	ANOVA Results (p-Value)
1	I am familiar with the use of English only medium to teach and learn the English language and will not like the mother tongue to be used	2.17(1.55)	2.02(1.51)	0.445
2	Lack of well-known methods to be used in translanguaging in English lessons makes it difficult to use in teaching and learning English	3.51(1.46)	4.33(1.09)	0.493
3	In a classroom made of up students who speak different mother tongues, translanguaging in English lessons will be difficult to practice	3.74(1.46)	4.37(1.09)	0.031
4	Using both English and mother tongue (or another	3.33(1.45)	4.14(1.28)	0.586

	native language) in teaching and learning English will lead to transferring the way mother tongue is written spoken to that of the English language translanguaging in English lessons			
5	I welcome the use of translanguaging in English lessons	3.94(1.29)	3.98(1.58)	0.785
6	I dislike the use of other languages (translanguaging) in English language lessons	1.98(1.41)	2.07(1.48)	0.282
	Perceived Problems of Teachers and Students (Whole Scales)	3.11(1.41)	3.48(1.30)	0.423

Table 1.2. reveals the following perceived difficulties/problems of translanguaging in ESL lessons

Teachers recorded the highest mean score for item five followed by item three (3.94 and 3.74) respectively. Item five tests the extent of teachers' positive disposition to translanguaging in English language lessons. Their response is close to mostly agree, and indicates a moderate acceptance of translanguaging. Item three requires them to assess the ease or difficulty of practicing translanguaging in a class made up of students who speak different mother tongues. Their response which is close to moderately agree suggests that translanguaging will be difficult to practice in a class made up of students who speak different mother tongues

Students exhibited almost the same score on items three and two (4.37; 4.33) respectively. While item three assessed the ease of translanguaging in a class made up of students who speak diverse mother tongues, item two assessed the problem of lack of well-known methods of translanguaging. The scores which are close to mostly agree, indicate that diversity of students' mother tongue and lack of well-known methods to be used in translanguaging constitute problems or difficulties in implementing translanguaging in ESL lessons.

Both teachers and students manifested the least and almost the same mean scores for items one (2.17; 2.02) and six (1.98; 2.07) respectively. These two items assessed teachers and students'

acceptability of mother tongue and other languages apart from English in the teaching of English language. The mean scores which are close to mostly disagree suggest their unwillingness to accommodate other languages apart from English in ESL instruction.

Table 1. 2 further revealed that there is no significant difference between the perceived problems of teachers and students in translanguaging instruction in ESL lessons (whole scale mean teachers: 3.11; students: 3.48  $p > 0.05$ ). The results therefore reveal: Both teachers and students manifest a moderate positive disposition to translanguaging, and recognize that translanguaging will be difficult to practice in a class of students who speak different mother tongues. Teachers and students revealed a low acceptance of the use of other languages except English in ESL lessons. They also believe that lack of a known method for practicing translanguaging constitutes a problem

Thematic analysis of interview question 2.

The respondents were asked to give their perceptions on the problems or challenges that make the practice of translanguaging difficult or impossible in English lessons. The respondents gave varied challenges or problems they felt will make the use of translanguaging extremely difficult in English lessons. These are evident in their responses:

Respondent 1:

‘Like someone that is jotting down, if the teacher switch from one language to another the students might skip some words he or she does not understand in the second language. Also, does people that are not from non-Yoruba speaking states may have issues with what the teacher is saying because English is our official language. English is better than Yoruba, when a teacher switch from English to another language that might be an issue’ (student)

Also, respondent 4:

‘Translanguaging does not support education for instance our teacher is using Yoruba to teacher and most students are Igbo or Hausa in the class. It will not develop well but if we are allowed to only use the English language it will develop. It is a general language since students are been taught English language from their primary school till now. They are expected to understand the content of the language. One of the challenges is that some of us are ’not Yoruba. Sometimes we see teachers speaking Yoruba and we do not understand what they are saying. This is a challenge to us’ (student)

Another respondent reveals that:

‘yes there are challenges. Some of these challenges are various mother tongues and potential confusion between languages. I also believe that

with proper training and resources these challenges can be overcome'.  
(Student)

While another respondent reveals that:

Yes, there are challenges. Some teachers don't like it; exams are only in English language and sometimes it wastes time. (Student)

The teachers also aired their views on the perceived challenges or problem associated with translanguaging in English lessons.

Respondent 7:

'yes there challenges. One major problem or difficulty is that Nigeria is a multilingual society, so in class with students from different tribes there will be problem because the teacher may not have the understanding of the Yoruba, Efik, Igbo etc. so it will be difficult even for the teacher. Because it is only a fraction of the students that understand the native language the teacher is using to explain the concepts.' (teacher)

Also, another respondent submits:

'It has not been easy interacting with student with other languages. A lot of students are from different tribes and they speak different languages. They have issues communicating in the language of immediate environment but I think with time they will be able to separate the students into their various linguistic tribes and get other instructors that are vast in other languages. At the end of the day, they can bring them together and explain the concepts in the English language which will be better.'

Lastly, a response from another teacher:

Yes, one major problem is a situation whereby the teacher and the students have only one common language which is English language. Taking for example, during NYSC, a Yoruba man can be posted to the northern part of the country for his service. In as much as the Yoruba man cannot speak the northern language and the students cannot understand his Yoruba language; the teaching language will be limited to English language which is the only common language shared between the two parties thereby hindering the process of translanguaging. These challenges also include curriculum restrictions. The challenges can be overcome if proper training is put in place by the parties involved which include the government, teachers and students.'

It is deduced from these responses that one of the major challenges to the use of translanguaging in English lessons, is the multilingual nature of the country. Most of the classrooms are filled with students from different linguistic backgrounds and teachers who are bilingual in nature. Thus, this can hinder the use of translanguaging in English lessons. Another major reason which stems from the students is the

prestigious status accorded to the English language over other languages in Nigeria.

Besides, the result of the quantitative data shows that both students and teachers have positive dispositions to the use of translanguaging in English lessons. However, the result also reveals that the multilingual nature of the country's pose as a barrier to the effective use of translanguaging in English lessons. In addition, the qualitative results also reveal that most of the respondents especially teachers welcome the use of translanguaging as an approach to language teaching, however, it is quite difficult to practice in multilingual classrooms. This is in agreement with Libradilla (2024) study which reveals the perceived challenges in the use of translanguaging as difficulty in navigating different languages, the presence of comprehension gaps, lack of learning resources to bridge such gaps, and resistance from traditional educators. This however has been a major problem of multilingual education as highlighted by (Ekeh, 2020 & Ezeokoli et al., 2019) who believe that the negative attitude of the elite and the provisions on the language policies hamper the use of the indigenous languages in classroom settings.

It is further revealed that lack of strategies for the use of translanguaging hampers its use in English lessons. This has been the concern of Yan (2024) who submits that some of these teachers are not well-groomed in the native languages due to this; they may struggle to apportion time effectively between languages and might lose the primary aim of teaching. This is tantamount to wasting of time according to the respondents. Likewise, the Nigerian Language in Education Policy prescribes that for instruction and assessment be conducted strictly in the English language (Rajendram et al., 2023). For instance, Nyimbili et al., (2021) study reveals that the teaching of literacy using translanguaging practices was associated with challenges like the mismatch between the language of instruction and dominant learner's familiar languages that existed in the classroom and also rigidity of the language policy which was based on monolingualism.

RQ3: What are:

Teachers' perceptions on the prospects of translanguaging in ESL Classroom?

Students' perceptions on the prospects of translanguaging in ESL Classroom?

Is there any significant difference between teachers' and students perceived prospects of translanguaging ESL lessons?

Table 1.3: Teachers' and Students Perceived Prospects of translanguaging in ESL Lessons

Items	Statement	Teachers Mean (SD)	Students Mean (SD)	ANOVA Results (p-Value)
1	Using the mother tongue and English side by side to teach the English language will increase students participation in the lesson	3.99(1.39)	4.21(1.42)	0.039
2	Teaching and learning the English language will be easier if English and the mother tongue are used together	3.91(1.32)	4.11(1.40)	0.044
3	Teaching and learning the English language using the native language and English together will increase students ability to learn the four main language skills(listening, speaking, reading and writing)	4.01(1.23)	3.31(1.76)	0.229
4	Using English and the native language to teach English lessons will not lead to improvement in teaching and students' performance in English	2.15(1.52)	1.89(1.40)	0.811
5	Students' communicative ability will be improved if translanguaging is used in English lessons	3.79(1.37)	4.06(1.49)	0.988
6	Students' will be confused if the English language is taught using the mother tongue and English during lessons	2.01(1.32)	2.01(1.47)	0.365
7	Translanguaging in English lessons gives teachers and students the chance to teach and learn English in the language	3.90(1.27)	4.21(1.30)	0.027

	they already know			
8	Teachers and students needs to be prepared before translanguaging can be successfully used in teaching and learning the English language	3.61(1.52)	4.27(1.25)	0.463
9	Translanguaging in English lessons will remove most of the difficulties teachers and students face when teaching and learning English	3.97(1.27)	4.16(1.34)	0.679
	Perceived Prospects of Teachers and Students (Whole Scales)	3.48(1.35)	3.58(1.42)	0.405

Table 1.3 indicates the following perceived prospects of teachers and students' perceptions of translanguaging in ESL lessons. The items are expected to assess teachers and students' extent of optimism or pessimism about the benefits or disadvantages of translanguaging in ESL lessons.

(a) Teachers recorded the highest mean score for item three (4.01), followed by one (3.99) and nine (3.97).

Item three expresses belief that translanguaging will lead to increase in students' ability to learn the four main language skills (listening, speaking, reading and writing). Their score which corresponds to mostly agree indicates that teachers are moderately optimistic that translanguaging will lead to increase in students' capacity to learn the four major language skills. Similarly, teachers score on item one which is close to mostly agree, suggests that the use of mother tongue alongside English in translanguaging in English lessons will increase students' participation in the lessons. Besides, item nine, is moderately optimistic that translanguaging in English lessons will remove most of the difficulties teachers and students face when teaching and learning English. Both teachers and students, manifested the same mean score for item six which is also the lowest mean score for teachers. Item six expresses the belief that students will be confused if English is taught using the mother tongue and English. The score which is close to mostly disagree suggests that both teachers and students are doubtful about the positive effect of translanguaging instruction in English.

(b) Students recorded the highest mean score for item eight (4.27) followed by items one and seven (4.21) each, and item nine (4.16). Item eight assesses the need for teachers and students to undergo some preparation before translanguaging can be successfully used in teaching and learning English. The score which is close to moderately agree suggests that teachers and students need some preparation to be able to use translanguaging effectively. Item seven which assesses the importance of knowledge of one's mother tongue in learning, has a score of 4.21 which is close to mostly agree, reveals that students moderately believe that mother tongue will enable effective learning of English. Students recorded their lowest score for item four, which states the belief that using English and mother tongue to teach English will not improve teaching and learner performance. The score which is close to moderately disagree shows the students moderate belief in the success of translanguaging.

(c). The students recorded a slightly higher whole scale mean score than the teachers. However, there was no significant difference between teachers' and students perceived prospects of translanguaging in ESL lessons (teachers' whole scale mean: 3.48; students' 3.58;  $p > 0.05$ ). Both teachers and students are moderately optimistic about the use of translanguaging to enhance the teaching and learning of English language

Thematic Analysis of Interview question 3.

The respondents were further asked about the perceived prospects of translanguaging. They were asked if they believe that translanguaging will make English language teaching and learning better. These are their responses:

Respondent one submits:

'Yes, it is a good thing because there are some people that are physically challenged and the language, they understand could be Yoruba, Igbo or Hausa because not everyone is from the same race. So, translanguaging is better if we use it in most schools because it accommodates varied linguist needs of students.' (Student)

Also, respondent 2:

'Yes, for people that understand the native language the teacher is using, it will help them to increase their learning ability.' (Student)

Respondent 3:

'Yes, it really helps. It makes lessons clearer, helps student relax and connect English with what we already know now. However, students may depend on their first language and slowdown in speaking pure English. it is most suitable for teaching vocabulary, grammar rules and reading.' (Student)

The last respondent also submits

‘Yes, I believe because it really helps me. When I use translanguaging, I don’t forget and when I read on my own, I remember what I have read so far. It enhances understanding, it enables me to grasp difficult concepts better when explained using the mother tongue or familiar languages. It has its disadvantage some students may not like it because they can only assimilate with English language.’

The respondent further mentioned the aspects of English language that is most suitable to teach and learn using translanguaging.

‘Reading comprehension passage when using the mother tongue helps me to understand the words that are difficult. Also, vocabulary development, when a teacher gives examples of words that are difficult and also explains them in Yoruba, the students will be able to assimilate what the teacher is trying to pass across.’ In general, translanguaging is helpful.’ (student)

While respondent 4 submits:

‘There are some benefits and some disadvantages of using this approach. Some will understand and some will not understand.’

The teachers also gave their views on the perceived prospects of translanguaging

Respondent 1:

‘Using translanguaging where there is a particular tribe makes the teaching effective because it passes the necessary information to the students. For instance, if you ask the students questions on any topic, with our experience with the students here, you will see that some of them know the question but don’t know how to express themselves. However, when you ask them to use their mother tongue (Yoruba) they will respond brilliantly. It is good to practice translanguaging. It will make the content simple but in setting whereby there are diverse tribes it will not be possible.’

Respondent 5:

‘The benefit is that it will help them immensely like teaching them in our various dialects. It will go a very long way like I used myself as a case study, when we started this interview. Translanguaging is going to help them because majority of these students always look lost when they don’t understand what you are teaching them but when you come down to their level using translanguaging, they will be more friendly and they will show great mastery of what you are teaching them.’

Also, respondent 6:

‘Yes, it helps students understand faster and better. It also helps in promoting indigenous languages. However, in most cases it can lead to distraction in the learning process if not properly coordinated. It can be used to teach all topics.’

It can be deduced from the responses that most teachers and students consider translanguaging as an effective approach in English lesson. However, some believes that it can only be effective in a bilingual classroom while few of the students believe it may affect their proficiency in the English language.

From the findings, both students and teachers are optimistic about the use of translanguaging in the teaching and learning of the English language. The results reveal that translanguaging will enable students develop the four language skills. This is also in accordance with the findings drawn from the qualitative data:

Respondent 2:

‘Yes, I first heard it in school. It is a method that encourages student to learn English language using their own native language. Most times when you are teaching English language you will notice that they do not really understand because they do not have the knowledge of that content in their native language. So, by using translanguaging, you are helping them learn the four basic language skills and ability to learn. It helps them to understand what you are teaching them in English language. For instance, let me use the topic verb (which is an action word). They may not understand the perspective of the lesson but when you translate it in Yoruba e.g jump (to ban fo soke) it is an action word because you are performing an action. It helps them to understand that she is referring to oro ise which is verb in English language.’ (English teacher).

The respondents show positive disposition to the prospects of translanguaging in English lessons. This is in agreement with Memari (2024) study which shows that translanguaging significantly improved students’ English language skills. Likewise, Sahib (2019) study revealed that translanguaging is effective in EFL classrooms in Indonesian high schools and that teachers use translanguaging strategies in situations such as explaining materials, introducing lessons, attracting students’ attention, giving assignments and providing feedback. Translanguaging is an approach that both students and teachers find effective and useful in the teaching and learning of all aspects of the English language. To them it increases students’ participation and willingness to learn. However, this is in disagreement with Chicherina et al., (2023) study which shows that students and teacher agreed that the use of Russia should be minimized in English language teaching. Both teachers and students recognized the significance of mastering English for the career success of university graduates. This disparity may be as result of the prestigious status accorded to the English language (Rajendram et al., 2023).

Conclusion and Recommendation

There is urgent need to popularize multilingual education especially in developing countries in recognition of the pivotal role language and culture play in the education process and to strike a balance between the demands of the globalized world and the irresistible urge by nation states to preserve their linguistic and cultural identities. It is therefore suggested that government and stakeholders in education should organize conferences and workshops that will train teachers in the various indigenous languages or language of immediate environments. Clear cut strategies and methods should be designed to enhance the use of translanguaging. Furthermore, students and teachers should be sensitized on the benefits/prospects of translanguaging.

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