

**Effect of Teacher's Translanguaging on the Writing Skills and Academic Self Efficacy of
the Students**



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Research Completion Certificate

It is certified that the study work contained in this thesis titled “**Effect of Teacher Translanguaging on the Writing Skills and Academic Self Efficacy of the Students**” was carried out and finished by **Ms. Anam Farooq**, Student ID: **FA19-BPY-002**: Student of BS Psychology, session 2019– 2023. This study is an independent research work and carried out under given instructions and consideration.

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Declaration

I, Ms. Anam Farooq, Student ID: FA19-BPY-002, student of BS in Psychology, session 2019-2023, thus declare that the material printed in this thesis titled “Effect of Teacher Translanguaging on the Writing Skills and Academic Self Efficacy of the Students” is original work that has not been published, printed, or submitted in any manner as research work, thesis, or publication in any university or research institution in Pakistan or overseas.

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Signature: _____

Dedication

With the name of Allah, the Most Merciful and Gracious, my sincere gratefulness goes to my beloved mother, Nazima Farooq and my father Farooq Ahmad Butt, for their prayers, praise and endless support. I will always appreciate all your struggles and hard work for me. I will further dedicate this to my co supervisor Maam Amna Naveed and my supervisor Dr. Shameem Fatima who helped me, supported me, guided me and encouraged me to complete my thesis. Their kindness and support were why I was able to complete this study. Without their support, I would not have been able to complete my thesis. I also want to dedicate this to all the teachers and mentors through my journey, who made me what I am today. Lastly, I would like to extend my gratefulness to my friends who always supported and encouraged me in this journey.

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Abstract

The purpose of this study was to look at the effect of a teacher's translanguaging on students' writing skills and academic self-efficacy. A quasi-experimental design with a pre-test and post-test technique was utilized to examine the effect of the teacher's translanguaging on the participants. The experimental group was taught using translanguage, while the control group was taught without any translanguage. The study included 81 first semester university students, 41 in the experimental group and 40 in the control group. Writing skills were assessed using a skills writing test administered to pupils. A basic academic self-efficacy questionnaire was also administered to assess the impact of the teacher's translanguaging on pupils' academic self-efficacy. The study's findings revealed that the teacher's translanguaging had a substantial impact on the students' writing skills. The students' ability to write effectively improved because of their use of the teacher's translanguaging. Specifically, experimental group showed significant improvement on organization, grammatical accuracy, informal expressions and length in writing skills. Moreover, pre and posttest difference in sentence structure and format was significantly correlated with Academic Self-efficacy.

Keywords: Translanguaging, writing skills, academic self-efficacy, quasi-experimental design, pre-test and post-test

Chapter 1

Introduction

Translanguaging

Translanguaging is used as both a theoretical lens and a teaching aid (García & Wei, 2014). Translanguaging, according to Garciaa, transcends the distinction between two or more languages. As a result, the concept of a translanguaging is not restricted to two different linguistic structure. Rather, it suggests the fresh methods of communication. People form sophisticated and distinctive relationships use various linguistic patterns influenced by their own backgrounds and experiences. Translanguaging is defined as "various discursive activities" that bilinguals participate in to make sense of their bilingual existence (Garcia, 2009).

Translanguaging is more than a strategy; it is a multilingual learning theory that is especially crucial for linguistic minorities (Garcia, 2009).

When people are unable to communicate in one language due to a lack of vocabulary, they do not employ translanguaging. The affix "trans" refers to the adaptive language use of multilinguals that goes beyond societal linguistic limitations. Translanguaging is a theory that focuses on an exclusive semantics repertoire rather than two interconnected repertoires, and it incorporates grammatical, structural, and phonological components, as well as social practices and qualities. According to the definition of translanguaging, monolinguals can use translanguaging by utilizing their complete language vocabulary (Otheguy et al., 2015).

Translanguaging is a novel concept that originated as a result of the necessity for a multilingual point of view in language learning and teaching. Languages are viewed as an integrated linguistic repertoire accessible to a multilingual speaker, rather than as separate and different systems (Garcia, 2009). Because their language skills are linked to their past

experiences, multilingual students can employ all of their linguistic resources to generate meaning. Translanguaging has been used to characterize a variety of multilingual and multimodal practices in a variety of contexts and research settings, including complementary schools in the United Kingdom, as investigated by (Creese & Blackledge, 2010).

Building on Language Acquisition Theory, Translanguaging Theory specifically deals with the acquisition of languages and usage in bilingual individuals. In accordance with the theory of translanguaging, each human has a single linguistic repertoire from which to communicate (Wei & Lyons, 2017). As a result, people who had exposure to various languages may occasionally combine aspects from multiple languages (Layton, 2016). Translanguaging is frequently used interchangeably with phrases such as switching codes, the mixing of codes, or heteroglossia, which describe the blending of components from several languages.

Translanguaging views each person's language proficiency as a whole, rather than multiple languages as discrete entities to which one can hop (Wei & Lyons, 2017). Translanguaging theory wasn't initially developed as a theory, but rather as a method of teaching practice originally described by (Williams, 1996) to characterize instructional practices in Welsh language revitalization programmes.

According to Language Acquisition Theory, pupils will intrinsically engage in the act of learning a new language in the classroom (Chomsky, 1965). It stands to reason that the same thing would be true if the affective component was removed and pupils were completely immersed in a language, as in initial immersion learning (MacIntyre & Legatto, 2003).

Translanguaging also implies that, as a bilingual individual, learners each have a distinct body of language proficiency based on their language experiences in a variety of languages, resulting in to the natural use of elements that others would classify as various languages (Layton, 2016).

Types of Trans languaging

Individual trans languageing

Individual Translanguage is defined as an individual's language framework that emerges from the cognitive functioning of a bilingual or multilingual individual. This sort of trans language depicts an individual's mixing practices and language repertoire, which incorporates from several languages according to experiences, language skill, and interests.

Group-specific Trans Languaging

This form of translanguaging refers to the language variety or hybrid linguistic system that develops inside a specific social or cultural group. It frequently occurs among people from similar origins, such as those from the same region or who speak the same dialect. Language traits, terminology, and cultural allusions relevant to the group's shared experiences are typical of group specific translanguage.

Situational trans languaging

The adaptation and modification of language use in response to certain communicative contexts is referred to as situational trans language. This type of trans language usually occurs when individuals switch between languages or modify their linguistic pattern in order to accommodate the context or language preferences of the interaction. It often involves, code-blending, code-switching or language alternation which usually depends on the communicative needs and customs of the scenario.

Academic Register Translanguaging

Academic registration translanguaging refers to the specialized language and discourse patterns that evolve inside particular academic fields or areas. Scholars use their own vocabulary, specialized terminologies, and rhetorical patterns to convey and engage in scholarly dialogue. In this sense, translanguaging refers to the incorporation of these disciplinary-specific qualities into the participants' native languages or other languages in which they are fluent. It enables scientists to efficiently communicate complicated concepts, theories, and research findings within their academic community.

Academic Multilingual Translanguaging

The use of many languages in academic settings is known as multilingual academic translanguaging. This type of translanguaging is frequent in multilingual and international academic settings with professors and students from various linguistic backgrounds. It includes code-switching, code-blending, or translanguaging, in which people switch between languages or incorporate elements from numerous languages in their academic speech. By drawing on their linguistic arsenal, scholars can use multilingual academic translanguage to express themselves more precisely and engage with various perspectives.

Global English Translanguaging

The use of English as a lingua franca in the academic world, particularly in multinational circumstances, is referred to as global English translanguaging. English has emerged as the major scholarly communication language, and it is widely used as a common medium of contact among scholars from many linguistic backgrounds. The adaptation of English to meet the linguistic qualities, influences, and norms of the researchers' native languages is referred to as

translanguage in this context. It may involve code-switching, borrowing, or adopting idiomatic idioms and grammatical structures from other languages, resulting in a distinct version of English with translingual features.

According to Adinolfi and Astruc's study in 2017, there are three types of Translanguaging in EFL conversation. The first type is called inter-sentential code-switching, which happens when students switch languages between different sentences during a conversation. The second type is called intra-sentential code-switching, which occurs when individuals switch between languages within a sentence's syntax. The third type of Translanguaging is when all students in the school use the target language or other languages completely.

English as a Second Language (ESL) Classroom Translanguaging

Translanguaging has been shown to improve second language learners' reading and writing skills, but it is unclear how students use their full range of language and communication skills when given the opportunity to make use of translanguaging in ESL classrooms (Atta & Naqvi, 2022). The study fills the need by recognizing the occasions in which students employ their full linguistic and communication abilities and investigating the reasons behind their language practices. Translanguaging, serves as a bridge across semantic and societal boundaries, which aids in the development of L-2 readers and writers. However, it also helps in improving reading apprehension, vocabulary, and linguistic awareness (Vaish, 2021). According to (Bin-Tahir et.al., 2018), experimental groups, reading comprehension improved on inferential, literal, and conception levels. Similarly, (Rafi & Morgan, 2022) and (Mbirimi, 2022) emphasize the need of translanguaging in understanding L-2 reading text. According to the findings of (Mbirimi, 2022) employing para as a translanguaging strategy benefited pupils in grasping the

meaning of the text. Multilingual teaching practices in formal contexts are recommended by (Maseko & Mkhize, 2021) because they assist pupils make sense of the world.

Translanguaging practices for ESL, in particular, when students are allowed to study or generate English while also employing other languages to make sense of target language subject, they are deemed to be observable and achievable in classes. However, before, after or during the writing, reading, speaking or listening of the English language related piece of work, either multilingual or bilingual pupils can approach the multilingual materials or they can ask different questions or communicate with their language repertory, translanguaging framework for educators. The professionals or teachers can however provide multilingual feedback or instructions in order to create a safe environment for the multilingual interactions and model translanguaging which then can allow the pupils to explain themselves by using their own language means.

Advantages of Trans language

In bi/multilingual societies and cultures, translanguaging is an inevitable phenomenon., and there are examples of this in many contexts' classrooms, where translanguaging continues to be good for multilingual students. According to the research, translanguaging is employed unconsciously, (Ke, 2010) flexible bilingualism is desired (Creese & Blackledge, 2015), and there are advantages such as co-creating meaning. Nonetheless, students are punished for using many languages in their work, despite the fact that their works are well-developed, clear, and organized in their own voices. The English translation did not have this problem. This means that translanguaging education gives voice to the silent voices, allowing the whole range of students' cognitive repertoire to be used. Other advantages of trans language include enhanced comprehension in students with limited proficiency (Adamson & Coulson, 2015), increased communication abilities, which served as a scaffolding technique (Hamman, 2018), improving

English language (Champlin, 2016), developing critical understanding and improving the level of retention (Bartlett, 2018).

Language, according to the concept of translanguaging, is a dynamic process that can only be expressed through language (Menken & Sánchez, 2018), influencing and being influenced by people as they interact in diverse contexts. Translanguaging is said to be the ability of multilingual speakers to change in the middle of languages while managing the number of languages that incorporate their repertoire as a unified system, which challenges Cummins' notion, that "two solitudes" approach to bilingualism in which different languages were kept distinct. (Li, 2018) believes that it is critical in education to recognize the semantic resources that students put forward in the classroom and to encourage teachers to use these languages. This method calls into question the idea of a monolingual classroom and fosters a more inclusive and culturally responsive learning environment.

Translanguaging is a powerful framework that prioritizes the needs of learners and emphasizes student-teacher collaboration (Garcia, 2009). Educators avoid establishing a position of control in this method and instead collaborate with learners to build their multilingual talents. Language hierarchies are discouraged because all languages are regarded equally, and the emphasis is on maximizing students' diverse linguistic backgrounds. Translanguaging strives to fight monolingual prejudice and assist learners attain their full learning potential by encouraging critical expression and communication in many languages.

Teachers who engage with multilingual students can improve their learning experiences and academic language development by recognizing the benefits of translanguaging as a scaffolding method. Teachers can blend multiple language practices and curriculum areas using translanguaging methodologies guided by critical pedagogy concepts. This technique encourages

critical thinking in learners and helps them to engage with complex academic topics using their entire linguistic repertoire. Translanguaging, as a result, acts as a potent tool for enhancing learning and language development in multilingual situations (Garcia & Wei, 2014).

Translanguaging: Improving Writing Skills

Translanguaging practice helps students improve their writing skills. According to (Velasco & Garca, 2014), students choose language for inner and outer communication through using a bilingual repertoire and cross-languages, purposeful effort in order to learn glossary, and self-regulation. The utilization of translanguaging for transformation and linguistic commitment also aids in the learner's metamorphosis. According to (Tsou & Chen, 2021), students utilize translanguaging to communicate ideas, transmit academic language, and convey information. Furthermore, when writing, students engage translanguaging activities to establish bilingual identities, consider audience orientation, and perform sociolinguistic and metalinguistic viewpoints (Flynn, 2021). Furthermore, translanguaging assisted pupils in developing multi-competence and improving their performance (Turnbull, 2019).

In the midst of writing in a foreign language, a teaching style that respects and incorporates students' cultural and linguistic backgrounds might be advantageous. Lay discovered that using students' native language was very beneficial when writing on issues related to their culture. It appears that retrieving information from memory is aided when done in the language most strongly linked with the issue. According to Lay's research, participants who wrote about their own culture in their original language included more particular details and developed more ideas. Cummins offers the concept of "identity texts," which demonstrates how emergent bilingual students can produce better written texts by discussing their past and present problems and experiences, as well as their cultural and language backgrounds. Identity texts

provide a platform for students to strengthen their message by utilizing many kinds of communication such as speaking, writing, music, graphics, and theatre. This method recognizes that learning extends beyond cognitive and language qualities and takes into account the student's emotional, cultural, and individual traits.

Several studies on academic writing have found that writing in the institute can be difficult for pupils whose cultural and lingual backgrounds are different from those of the most of the pupils at English medium institutes. Due to the nature of second language acquisition, students writing in a second language confront social and cognitive hurdles. As a result, writing well does not come naturally to everyone and is not a skill that can be learned. Instead, it is passed down through a series of actions in formal educational settings (Mothaka & Makalela, 2016)

Second language learning is best done in monolingual environments and in English-only courses, according to ESL teachers. The common view has been to keep pupil's other languages out of university classrooms, but emerging research suggests that students' multilingual repertoires can be used as a teaching resource. Recent research has stressed the significance of improving English as a Second Language (ESL) teaching practices in this environment. This suggests that understanding the ecology that is kept in ESL programmes through student-teacher interaction is essential.

Translanguaging academic writing in multilingual circumstances entails shifting the focus from imparting genre knowledge to navigating the writer's semantic repertoires. These repertoires are referred to as multilingual to separate them from monolingual concepts of distinct language codes. Multilingual repertoires are characterized in this sense as the knowledge and ability to use characteristics from multiple language codes and distinct registers. This

transference in perspective from firm language structure to individuals' semantic repertoires allows for a closer look at academic writing and genre knowledge development, as well as linguistic ideology and identity work.

Academic Self Efficacy

An individual's trust in his or her ability to participate in and finish educational assignments, as well as attain desired educational goals, is referred to as academic self-efficacy. It shows that a person is confident in their capacity to learn new things, acquire new abilities, and efficiently complete academic tasks (Zeimmerman, 2000). By utilizing their linguistic resources and multilingual skills, students can express themselves intellectually through translanguaging. The ability to read, write, and participate in class debates, among other academic responsibilities that call for language proficiency, can benefit from this increased linguistic repertoire (Garcia, 2009).

Students commonly use deliberate strategies when learning a new language to achieve their goals and finish particular tasks. Translanguaging is one such method, which calls for making use of all available communication channels. By using self-efficacy mechanisms, this self-regulation process enables people to exercise personal agency. According to Bandura, self-regulation significantly affects a person's thoughts, feelings, motivation, and behavior. It involves establishing goals, making a plan, and directing oneself towards those targets. Self-regulation hasn't gotten much attention, despite the crucial part it plays in multilingual students' language acquisition and writing (Zimmerman, 2002).

According to research, students' self-efficacy attitudes towards their academic competencies are highly correlated with their motivation and success in academic situations. Students who believe in their own abilities are more driven, persistent, and involved in their

study, and they are more inclined to set greater objectives for themselves. They also have a greater knowledge of the topic, which improves their performance. However, on the other hand students with lower self-efficacy views, are less motivated, avoid tough assignments, and may experience irritation and anxiety when confronted with scholastic obstacles. This can lead to a vicious cycle of low self-esteem and poor academic performance. As a result, educators must give opportunities for pupils to develop and improve their self-efficacy beliefs. This can be accomplished through activities that give children opportunities to succeed, receive feedback and support, and create attainable goals. Students can boost their motivation and academic achievement by establishing a sense of efficacy.

Pakistan's Linguistic Landscape

Pakistan is a bilingual country with a diversified linguistic environment. English, along with Balochi, Pashto, Punjabi, Siraiki, Sindhi, and Urdu as the national language, is one of the five recognized indigenous languages (Rahman, 2022). As a result, it appears that three languages comprise the children's linguistic repertoire. Given their linguistic backgrounds, one may argue that these students' native languages play an important role in their linguistic repertoire and should not be overlooked. As a result of globalization, English has become a global lingua franca, and it is seen as a language of growth and development. English is taught as a required 3- to 6-credit course in the medium of instruction in colleges.

Numerous studies have demonstrated that L-1 is an essential component of ESL training. It enables students to contrast the composition of other languages and provides them with a sense of security while learning another language. Numerous studies have found that L-1 can support the cognitive development of low-level L-2 learners that contain beneficial resources if used wisely and meagerly, create a constructive learning atmosphere, and give a sense of security.

(Macaro, 2009), it also aids in developing realistic predictions of studying the text (Mgijima, 2021), and it also improves the writing and reading skills of (ESL) learners in Pakistan (Atta & Naqvi, 2022).

Cognitive and Emotional Factors in English Learning

Cognitive and emotional states determine how students participate in English learning. Foreign language anxiety has been identified as a key emotional element in second language learning, which can alter learning behavior (Gumora, 2002). English learning self-efficacy, as a subset of academic self-efficacy, also plays a role in determining cognitive engagement. Self-efficacy and anxiety are important components in determining an individual's second language learning effectiveness and capacity to use it (Paul & Jun, 2022), Academic engagement is strongly linked to academic self-efficacy.

Obstacles of Teaching in Bilingual Classes

Due to the diversity of today's classrooms, teaching has become more difficult, especially when English competence is necessary for explanation, discussion, and participation in certain areas. It is not enough for teachers to be fluent in English; they must also be able to teach those subjects in the language. History lessons, for example, necessitate both language ability and topic knowledge because the subject focuses on national events, people, and places from a national perspective. Students who struggle with a second language sometimes lag behind their peers for a variety of reasons, including inadequate language skills, complex concepts, and new subject matter.

Translanguaging and translingual practices should be taught in education programmes that include both strong and weak kinds of translanguaging (Garca, 2009). Weak translanguaging

permit instructors to educate named languages while encouraging flexibility among them. Strong translanguaging stimulates creativity and critical thinking, helping students to improve their translingual talents holistically (Garcia & Wei, 2014). Bilingual and emergent bilingual pupils can broaden their linguistic talents and by combining both modes of translanguaging, they can learn to employ linguistic features in line with the established rules of a chosen language. Academic authorities have agreed that speaking various languages provides more linguistic abilities than merely integrating the capabilities of each language studied separately (Karabulut, 2019). Language switching is a method that multilingual students adopt spontaneously and instinctively.

Association between Translanguage, writing skills and Academic self-efficacy

Translanguage can affect both academic self-efficacy and writing skills. Translanguaging refers to the spontaneous application of a number of languages, comprising the intended language (e.g., English) including the learner's native language(L1). It is important to note that the relationship between translanguage and writing skills and academic self-efficacy is dependent on the context, and the efficiency of translanguaging practices varies depending on aspects that include pupil language competency, socioeconomic status, and individual requirements for learning. Furthermore, the precise teaching tactics used by teachers, the degree of teacher-student engagement, plus the level of language assistance provided can all have an impact on the association's strength. However, the relationship between translanguage and academic self-efficacy is complex. Supervisors who deliberately utilize students' native language can improve students' knowledge of academic subject, boost their willingness to interact with learning resources, and promote successful communication. These favorable experiences help to

build a feeling of self-efficacy in learning endeavors, which leads to enhanced confidence and motivation.

Chapter 2

Literature Review

In this part of the study, studies explaining and relevant to the effect of teachers' translanguaging on students writing skills and academic self-efficacy are reported. Following is the review of literature on the effect of teachers' translanguaging on the writing skills and academic self-efficacy of the students.

In a class on English composition at an educational institution in Bangladesh, looked into the usage of trans-language (Rafi & Morgan, 2022). To help her students become better English writers, the instructor used trans-language techniques. The research discovered that incorporating students' native tongues into lessons improved knowledge. (Rafi & Morgan, 2022) claimed that using transcultural and translingual techniques could help with subject acquisition. They conducted the research at a private institution of higher education in Bangladesh and found that combining the two methods made anthropological learning relatively simple for students. The authors asserted that teachers and students may obtain greater results by avoiding the university's mandated monolingual mentality and engaging in trans-languaging in the classroom.

An ethnography on a dual-language education that used both English as well as Chinese at a Chinese institution (Wang & Curdt, 2019). Translanguaging was found to be regularly employed in business management courses, resulting in a flexible bilingualism strategy that prioritized teaching content above focusing simply on English ability. Another research investigated trans-language use by teachers in an English-medium course at a university in Basque. When teachers realized students were unable to follow the lesson, they chose languages other than English, according to their research. The study emphasized that prohibiting pupils from using other languages in the classroom could have a negative influence on their learning.

Furthermore, the study found that students were enthusiastic about using English, Spanish, and Basque in their lessons.

Translanguaging is a relatively new field of study, but it is strongly related to previous research on switching of codes, dual language proficiency, and being multilingual (Creese & Blackledge, 2010). These studies generally evaluate the utilization of language inside educational or social settings, while in contrast, the current study investigates linguistic strategies within a self-access center that intends to enhance independence and freedom of choice for students. Students need to develop self-directed learning skills independence and freedom of choice refers towards the circumstances in which individuals can study self-sufficiently (Lynch, 2001). Lynch (2001) discusses numerous aspects that influence this process, such as the institution's support for self-study, students' sense of responsibility, and their right to choose their own learning path.

According to a study by (Gort, 2015), fluency in multiple language reading abilities is promoted in interactive settings where children can employ a combination of their native and foreign languages. The researcher also exemplifies the way tasks that are related to writing are accomplished by maintaining both the languages' use, every step of the process of writing. Similar to this, another study reveals that students fluent in two languages make use of both to exhibit proficiency across a variety of writing-related tasks.

Charamba (2019) published the results of a study that found that using learning resources that are composed of learner's native tongues and allowing for trans-language habits in the classroom increased students' performance on science tests. This technique also provided a pleasant learning environment for all students as well as a platform for reflection on how

language hierarchies have kept knowledge of science out of reach for African languages perceived as inadequate and out of the classroom.

Gren (2022) conducted research and discovered that translanguaging has mostly positive outcomes. Speaking other languages, according to the findings, helps students improve their communication and comprehension skills while also enhancing their academic accomplishment. Furthermore, it increases participation and confidence while also giving additional assistance to students with weak language ability.

Akbar and Taqi (2020) determined the effect of translanguaging on the performance of language and the learning of thirty-four bilingual college students. The evaluation of students' English writing skills revealed improved results, specifically in theorizing for information and elaborating on difficult concepts, as well as minor increases in language competence and essential information knowledge. However, it can also be said that translanguaging is said to be more effective in assisting learners in developing higher-order thinking skills in addition to language skills. However, the study found that translingual learners were able to strengthen their confidence and minimize their stress and anxiety while taking English as a Second Language lessons, which increased their ability to absorb knowledge using all of their linguistic resources.

According to Gentil, readers who use different linguistic codes should have alike sociocultural views about how a given category is generated. This describes that readers in both languages must accept a given argumentation style, for example. These expectations, according to studies, may be evident in research-based writing in all languages. For example, researcher discovered that when examining published articles from three disciplines written in three different languages, disparities in disciplines are frequently more noteworthy than differences in the lexical, grammatical realization of those articles in different language codes.

Probyn (2015) explored science instructors' linguistic practices in rural South African schools. Despite the fact that only a tiny fraction of students spoke English as their first language, the majority of science classes were taught in English, limiting access for English Language Learners (ELL) due to their lack of English fluency. However, one instructor, instructor B, went beyond code-switching and used isiXhosa, the kids' own language, for longer periods of time, demonstrating translanguaging. Teacher B's utilization of translanguaging in the science classroom, according to Probyn, provided a more organized and purposeful pedagogy, utilizing both languages in a unified and logical way to aid learning and improve students' opportunities to learn both English and science. This is consistent with the concept of translanguaging offered by (Baker, 2011).

Several studies have been conducted to investigate how bilingual students use their primary or extra lingua franca in second language (L2) learning environments. (Gracia & Wei, 2015) investigated the use of strong and weak translanguaging in the development of academic writing abilities in a bilingual English-Japanese class in the US. They noticed that emerging bilingual Japanese students commonly used their native language to comprehend the lecture and to finish the job. In the meantime, more experienced bilinguals employed translanguaging to increase task performance and meaning formation, demonstrating greater autonomy as learners. The researchers concluded that translanguaging with the mother tongue helped Japanese learners understand the differences between building Japanese and English written documents, gain experience in applying their own translanguaging procedures to create academic texts in English, and increase their practices of biliteracy.

A study was conducted on the benefits of translanguaging practices in ELA lessons for bilingual Mexican American students (Ajayi, 2015). He saw two high school English teachers

using various ways to assist their students acquire word consciousness. Traditional methods of teaching new vocabulary, such as memorizing words and using them in sentences, were proven to be ineffective. Instead, they employed an inquiry-based approach that encouraged students to take an active interest in the subject and to apply their linguistic and cultural knowledge to learn English. The study's findings revealed that students' enthusiasm in learning English had increased, as had their self-esteem. Employing translanguaging practices can help students make the most of their linguistic resources, which can aid in language development.

Rationale of the study

Understanding how translanguaging influences students' writing skills and academic self-efficacy may inspire educational practices that welcome and capitalize on linguistic diversity in today's multilingual society. This research can provide light on the possible benefits of translanguaging and aid in the promotion of multilingual educational systems. Kwangok Song and colleagues studied the concept of translanguaging in educational settings and its potential benefits for biliteracy development. It underlines the importance of leveraging all of students' linguistic repertoires in order to increase language acquisition and literacy development, as well as the potential benefits of teachers' translanguaging on students' writing skills and academic self-efficacy (Li, 2018).

Translanguaging in the classroom may also provide pupils with new language learning possibilities and tools. Investigating how teachers' translanguaging effects students' writing skills may provide insights into successful language learning practices that can be used in educational programmes and instructional practices. Aside from that, students' academic self-efficacy, or belief in their ability to perform academically, is critical to their learning results. Understanding

the relationship between translanguaging use and academic self-efficacy can help to develop tactics and therapies to increase student motivation and confidence in their writing abilities.

Furthermore, the fundamental purpose of this research was to investigate the effect of teachers' translanguaging on students' writing skills. Using pretest and posttest measurements, a quasi-experimental method can be used to examine changes in students' writing skills over time and determine the unique influence of translanguage exposure.

Objectives

1. To determine the impact of teachers' translanguaging on students' writing skills.
2. To determine whether improvement in writing skills due to translanguaging is correlated with Academic Self-efficacy.

Hypothesis

1. There will be a significant impact of teachers' translanguaging on students' writing skills.
2. Improve writing skills due to translanguaging will be positively correlated with academic-self efficacy.

Chapter 3

Methodology

Research Design

The research design of the current study was the quasi-experimental design as this study aims to identify the causal relationship between an independent variable (trans language) and dependent variable (Writing skills and Academic self-efficacy of students) and additionally, this study design does not rely on random assignment. Instead, participants are assigned to groups based on non-random criteria.

Participants and Data Collection

The participants of study were young adults, first semester studying in a COMSATS university. The total number of participants was eighty-one and the data was collected through the pre-test and posttest method. Men and women participants were proportionate with ages 18-22 years.

Operational Definitions of the Study Variables

This section of the methodology consists of operational definitions of the constructs used in the study.

Translanguaging

Translanguaging is said to be the act of bilinguals which helps in accessing separate linguistic characteristics or modes of what are referred to as autonomous languages in order to maximize communicative potential (Garcia, 2009).

Academic Self Efficacy

Confidence in one's ability to organize, execute, and regulate performance in order to solve a problem or complete a task at a certain level of skill and ability. Academic self-efficacy is a person's belief that they can succeed at a certain level in a given academic subject area. (Bandura et.al, 2002).

Writing Skills

The capacity to produce written communication that is clear, succinct, cohesive, and appropriate to the purpose and audience is referred to as writing abilities. (Cambridge Dictionary of American English, 2006)

Research Measures

Two measures were used for the purpose of collecting data. Pretest and posttest method was used in order to examine writing skills of the students, demographic form, informed consent form and apart from it General Academic Self-Efficacy scale was also used in order to determine the academic self-efficacy of the students.

Informed Consent Form

The goal of the study was given to the subject in the informed consent form, and they were asked to participate voluntarily. In addition, their formal agreement for their involvement was also provided in this form.

Demographic Form

A demographic form was added initially to gather the basic information of the participants. The demographics included Age, Gender (Men/Women), Education Level

(Undergraduate/M.S/M.Phil), Marital Status (Single/Engaged), Family System (Joint/Nuclear) and Residential area (Rural/Urban), Medium of previously Acquired education (Urdu/English).

Skills Test (Writing)

Two groups were taken experimental group and control group. The experimental group was taught while using the trans language, and the control group was taught without trans language informed intervention. The students of both groups were asked to write on a particular topic. Pretest was taken from the students of experimental group before teacher used trans language in the classroom with the students. And after conducting pretest, teacher used translanguage in the classroom with students in a number of classes and then the posttest was taken from the participants of the study. However, the participants of the control group were asked to write on a particular topic for pre and post without translanguage informed intervention. The student's writing abilities were assessed using a rubric that included overall coherence (logic), diction (spelling and word mistakes, tenses mistake), sentence structure, informal expression, grammatical accuracy, organization (how well the students have presented their ideas), content and format.

The General Academic Self-Efficacy scale

The General Academic Self-Efficacy Scale (Van Zyl et al., 2022) was used to assess academic self-efficacy. This five-item self-report questionnaire examines academic self-efficacy on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). For example, "I know I can pass the exam if I put in enough work during the semester." (Akanni and Oduara, 2018) observed satisfactory levels of internal consistency with a Cronbach's alpha of 0.81.

Procedure

The first step was to present the research to the panel of experts and seeking the approval. Once the topic was approved, again the permission was sought from the department to collect the data from the students of selected classes. Keeping in mind the study and its objectives, appropriate scale was searched that could meet the objectives of the study.

After finalizing of the scale, the study plan and methodology was shared in detail with the teachers whose classes were selected for the study. Once the teachers agreed to the methodology, they were requested to give a paragraph writing task as t1 to both experimental and controlled group. Furthermore, the rubrics for assessing the paragraph writing task was also shared with the teachers. The rubrics for the present study was adapted from (Yasar & Dikilitas, 2022) study. The writing task was assessed on the basis of overall organization, coherence, content and format. The grammar related components including sentence structure, diction, grammatical accuracy and informal expressions were evaluated as one whole and named as content-based errors. Whereas, the overall organization, coherence, content and format errors were considered as structural errors.

Before collecting the data, students were asked for their voluntary participation. Two groups were taken in order to collect data one was control group who were taught in Urdu language and the other was experimental group who was taught while using the trans language. The participants of the experimental group were asked to write a paragraph on a particular topic which was termed as pretest and after the translanguaging - informed intervention post test was conducted. At start of the semester, few lectures were delivered in English language, the pre-test was conducted before teacher used trans language in the class. After the pretest, teacher started using trans language (Urdu) with the students. After four weeks of teaching the students were

asked to write a paragraph again on a different topic. The participants of the control group were also asked to write a paragraph for pre and posttest on the same topic as experimental group did but without translanguage- informed intervention.

The main purpose of using this pretest and posttest method was to determine that weather the teacher's use of translanguaging had an impact on students writing skills or not. The results were drawn on the basis of rubric including overall organization and coherence, diction, sentence structure, informal expression, grammatical accuracy, content and format. After the pretest and posttest were conducted, students were requested to complete the Academic self-efficacy form. Before the participants could fill the questionnaire, they were assured of their confidentiality and the data provided by them would only be used for research purposes. Informed consent was taken from the participants through their signatures and they were asked to fill the demographic form to give basic information about themselves. The purpose of using this form was to evaluate the students' academic self-efficacy and to examine if there is any difference between the academic self-efficacy of the students who previously acquire education in Urdu medium and English medium. Lastly, the data was collected and the results were analyzed on the SPSS to assess the cause and effect between the study variables.

Ethical Considerations

All the ethical considerations required for the research were followed. The study was approved from the Department of Humanities of COMSATS University Islamabad, Lahore Campus and permission was acquired for the collection of data as well. The participants of the study were given a briefing about the study and its purpose before taking their voluntary consent to participate in the research. The participants were well informed that their participation in the study is entirely voluntarily and that they might leave at any time without consequence.

Furthermore, the participants were also assured that confidentiality will be maintained and the data being collected will only be used for research purposes. The participants were given the time they required to fill the questionnaire and for skills test while maintaining their privacy as they filled it. No participants' respect or confidentiality was compromised during the study.

Chapter 4

Results

Analysis Plan

Descriptive analysis, and inferential analysis are all included in this section of the study. The identified random replies, outliers, and missing values were deleted during early analysis. Descriptive analysis was used to get the frequencies, percentages, standard deviation, and mean. Following that, Pearson Product Moment Correlation was used for inferential analysis.

Data Screening

The data was cleaned out during the preliminary analysis to guarantee that there are no missing values in our data, which could alter the study's conclusions. Outliers were detected once the random responses were deleted. Data was gathered by hand. The response rate of the participants was also verified, and it was found to be 100 percent, indicating that the current study has no missing data.

Descriptive Analysis

The frequencies and percentages were derived using descriptive analysis. The mean and standard deviation were determined as well. The descriptive characteristics of the demographic variables studied are shown in Table 1.

Table 1

Descriptive statistics of demographic variables

	Experimental group			Control group		
	(N= 41)			(N= 40)		
	M	S.D	f(%)	M	S.D	f(%)
Age	19.51	.95		19.62	1.21	
18			7 (17%)			7 (17%)
19			11 (26%)			12 (30%)
20			19 (46%)			13 (32%)
21			3 (7%)			7 (17 %)
22			1 (2%)			1 (2%)
Gender						
Men			27 (65%)			28 (70%)
Women			14 (34%)			12 (30%)
Family Setup						
Joint			18 (43%)			22 (55%)
Nuclear			23 (56%)			18 (45%)
Residential Area						
Rural			7 (17%)			12 (30%)
Urban			34 (82%)			28 (70%)
Medium of PAE						
Urdu			5 (12%)			13 (32%)
English			36 (87%)			27 (67%)

Note: PAE= Previously Acquired Education

Table 1 shows the descriptive characteristics of the sample. In the current study two groups were taken one was experimental group and the other was control group. In experimental group, the participants were young adults between 18 to 22 years; the mean age was (19.51) years, and the standard deviation was .95. The sample of experimental group comprised 41 young adults (men= 27, women=14). The reported family setup of young adults of experimental

group was divided into two categories Joint and nuclear and 18 participants lived in Joint family and 23 lived in nuclear family. Medium of previously acquired education were also asked from the participants and 5 participants acquired education in Urdu medium previously and 36 participants acquired education in English medium in the past years.

In control group, the participants were young adults between 18 to 24 years; the mean age was (19.62) years, and the standard deviation was 1.21. The sample of control group comprised 40 young adults (men= 28, women=12). The reported family setup of young adults of control group was divided into two categories Joint and nuclear and 22 participants (55%) lived in Joint family and 18 participants (45%) lived in nuclear family. Medium of previously acquired education were also asked from the participants and 13 participants acquired education in Urdu medium previously and 27 participants acquired education in English medium in the past years.

Table 2

Descriptive statistics of variables of Writing Skills and Academic Self-efficacy of Experimental Group

	M	S.D
Pre-Organization	.26	.44
Pre-Coherence	.24	.43
Pre-Diction	5.87	3.77
Pre-Grammatical Acc	6.41	4.47
Pre-Content	.41	.49
Pre-Informal Expression	1.12	1.09
Pre-Sentence Structure	2.36	3.72
Pre-Format	.29	.46
Pre-Length	216.4	49.5
Post-Organization	.07	.26
Post-Coherence	.19	.40
Post-Diction	4.87	3.40
Post-Grammatical Acc	4.46	3.52
Post-Content	.31	.47
Post- Informal Expression	.60	.73
Post- Sentence Structure	3.56	10.53
Post-Format	.70	.46
Post Length	191.6	33.9
GASE	19.29	3.37

Note: M= Mean, S.D=Standard Deviation, GASE= General Academic Self efficacy

Table 2 shows that the variability was lower after the post-test of organization (S.D=.26), coherence (S.D=.40), diction (S.D=3.40), and grammatical accuracy (S.D=3.52) of written responses than the pre-test of the experimental group. On the other hand, the average score of informal expression (M=.60), format (M=.70), and sentence structure (M=3.56) improved, with lower standard deviations indicate that individuals are making more consistent improvement.

The average score for content increased somewhat, although with a greater post-test standard deviation. The mean score of academic self-efficacy indicated by participants was 19.29, with a standard deviation of 3.37, indicating a moderate level of academic self-efficacy. Furthermore, the standard deviation of 3.37 reveals that individual responses within the experimental group also has variability.

Table 3

Descriptive statistics of the variables of Writing Skills and Academic Self-efficacy of Control Group

	M	S.D
Pre-Organization	.45	.50
Pre-Coherence	.47	.50
Pre-Diction	4.95	3.04
Pre-Grammatical Acc	4.62	4.14
Pre-Content	.37	.49
Pre-Informal Expression	1.30	2.35
Pre-Sentence Structure	4.15	4.95
Pre-Format	.50	.50
Pre-Length	223.9	75.54
Post-Organization	.25	.43
Post-Coherence	.40	.49
Post-Diction	6.77	12.90
Post-Grammatical Acc	5.55	3.92
Post-Content	.37	.49
Post-Informal Expression	.85	1.81
Post- Sentence Structure	2.77	2.78
Post-Format	.60	.49
Post Length	251.1	47.7
GASE	16.4	5.33

Note: M= Mean, S.D=Standard Deviation, GASE= General Academic Self efficacy

The organization (pretest M=45, SD=50; posttest M=.25, SD=.438) and coherence (pretest M=47, SD=50; posttest M=.40, SD=.496) scores of the control group declined, indicating a decline in their ability to organize their work and maintain coherent flow. Furthermore, the control group had a drop in sentence structure quality following the intervention, with lower mean scores (2.77) and reduced variability in scores. In contrast, diction

abilities improved, with the mean score improving from (4.97 to 6.77). The group improved in grammatical accuracy as well, with the mean score increasing from (4.62 to 5.55) and the standard deviation decreasing from (4.14 to 3.92). Furthermore, the mean GASE score of 16.4 is considered moderate, indicating that people in the control group had an average level of academic self-efficacy.

Table 4

Pre and Posttest difference in variables of Writing Skills in Experimental Group

Variables	M.d	S.D	t(df=41)	Sig.
Pre-organization - Post organization	.195	.51	2.45	.019
Pre-Coherence - Post Coherence	.048	.58	.530	.599
Pre-Diction - Post Diction	1.00	5.44	1.17	.246
Pre-Grammatical Acc - Post Grammatical Acc	1.95	5.99	2.08	.044
Pre-Content - Post Content	.097	.62	1.00	.323
Pre-Informal Expression - Post Informal Expression	.51	1.34	2.44	.019
Pre-Sentence Structure - Post Sentence Structure	-1.19	10.9	-.69	.490
Pre-Format - Post Format	-.41	.59	-4.49	.000
Pre-Length - Post Length	24.8	54.7	2.90	.006

Note: M.d= Mean difference, S.D= Standard Deviation

Table 3 demonstrates the difference in writing skills between the experimental and control groups. The small p-value of .019 for pre and post organization, .044 for pre and post grammatical accuracy, .019 for pre and post informal expression, .000 for pre and post format, and .006 for pre and post length shows that the difference is statistically significant at a average level of significance. However, the pre and post coherence, diction, content, and sentence structure scores in the experimental group show that there is no statistically noticeable change between the pre and post coherence, diction, and content scores. Furthermore, the comparatively

high p-values for coherence (0.599), diction (0.246), content (.323), and sentence structure (.490) support the absence of statistical significance.

Table 5

Pre and Posttest difference in variables of Writing Skills in Control Group

Variables	M.d	S.D	t(df=40)	Sig.
Pre-organization - Post organization	.20	.64	1.95	.058
Pre-Coherence - Post Coherence	.07	.57	.829	.412
Pre-Diction - Post Diction	-1.82	12.08	-.95	.345
Pre-Grammatical Acc - Post Grammatical Acc	-.92	5.82	-1.05	.321
Pre-Content - Post Content	.00	.50	.00	1.00
Pre-Informal Expression - Post Informal Expression	.45	2.62	1.08	.284
Pre-Sentence Structure - Post Sentence Structure	1.37	5.75	1.51	.139
Pre-Format - Post Format	-.10	.74	-.850	.401
Pre-Length - Post Length	-27.20	82.13	-2.09	.043

Note: M.d= Mean difference, S.D= Standard Deviation

Table 4 shows the analysis of the pre and posttest difference in writing skills for the control group which have revealed varying results. The high p-values that has been obtained for pre and post organization was 0.058, pre and post coherence was 0.41, pre and post diction was 0.345, pre and post grammatical accuracy 0.321, pre and post content 1.00, pre and post informal expression was 0.284, pre and post format 0.40 and pre and post sentence structure was 0.139, which indicates that there was no statistically noteworthy difference in the control group's organization, coherence, diction, grammatical accuracy, content, informal expression, format, and sentence structure skills between the pre and posttest. However, the low p-value of 0.043

indicates that there was a statistically significant difference in length scores among the pre and posttest. With the exception of length, the control group shown no significant differences in most of the measured writing skills.

Table 6

Correlation between Academic Self Efficacy and variables of Writing skills - Experimental group

	1	2	3	4	5	6	7	8	9	10
1. ASE		-.01	.05	-.03	.06	-.01	.06	.22*	.32**	.06
2. Diff.organization			.49**	.10	.13	1.00**	.27*	.15	.16	-.11
3. Diff.coherence				.07	-.01	.48**	.06	.14	.14	-.06
4. Diff.Diction					.37**	.10	.051	.11	-.08	.09
5. Diff.Grammatical Accuracy						.13	.00	.13	.08	.31**
6. Diff.Content							.28*	.16	.16	-.11
7. Diff.Informal Expression								.17	.01	-.05
8. Diff.Sentence Structure									.12	-.12
9. Diff.Format										.11
10. Diff.Length										

Note: * = $p < .05$, ** = $p < 0.01$, *** = $p < 0.001$

Note: ASE= Academic Self-Efficacy, Diff= Difference

Table 5 shows correlation between Academic Self Efficacy with various variables of writing skills of the experimental group. Academic self-efficacy has a negative correlation with organization ($r = -.01$) and have a significant weak positive correlation with format ($r = .32^{**}$, $p = 0.01$). However, it further demonstrates that academic self-efficacy also has a significant weak positive correlation with sentence structure ($r = .22^*$, $p = .05$).

Chapter 5

Discussion

The current study's objective was to determine the level of academic self-efficacy among students before and after exposure to teachers' translanguaging and to determine the impact of teachers' translanguaging on students' writing skills. The findings of current research demonstrated that translanguaging affects the writing skills of the students to some extent, and it also has an effect on the student's academic self-efficacy but at a moderate level. However, the link between the student academic self-efficacy and the variables of writing skills was weak positive which means that it is not that much significant. This part of the current research aims to discuss the current results in the light of the previous studies, theories, and local content.

According to the findings of this study, teachers' use of translanguaging practice in the classroom has a significant impact on students' writing skills. This finding of the research is consistent with past research in the field. (Sanders & Dávila, 2019) discovered, for example, that integrating students' native language (translanguage) in writing instruction increased their overall writing performance and linguistic growth. The use of translanguaging in the classroom can provide students with a familiar linguistic framework, helping them to better comprehend and explain their ideas. When students build on their prior language knowledge while learning new language structures and vocabulary, their writing skills may improve.

The study's finding further supports the hypothesis that teachers' translanguaging skills have a significant impact on students' writing skills. However, the current finding of the study is also consistent with the translanguaging literature. Translanguaging is a teaching technique that recognizes and uses students' whole linguistic repertoires to facilitate language learning (Canagarajah, 2011). According to translanguaging theory, incorporating students' first language

or native language into the learning process can enhance improved understanding, engagement, and writing skill development (Garcia & Wei, 2015). Your research supports these beliefs by proving the beneficial effects of translanguaging on students' writing ability.

However, when it comes to the impact of translanguaging on students' academic self-efficacy, the findings of the study demonstrate that, while not significant, there is still a discernible effect. This finding supports the idea that academic self-efficacy is a complex entity influenced by factors other than translanguaging instruction. (Orellana & Martinez, 2014) looked at the relationship between classroom language use and students' self-efficacy beliefs. According to the researchers, students who met supportive and inclusive language environments, including the use of translanguaging, displayed higher levels of academic self-efficacy. While their study did not directly address writing skills, it does suggest that positive language experiences in the classroom can improve students' general self-efficacy views.

Furthermore, the current study's findings indicate that translanguage education has a moderate impact on writing skills. This is consistent with Vygotsky's theory of sociocultural development. According to Vygotsky, scaffolding students' learning by utilizing their existing language talents can help them increase their language skills. The utilization of translanguaging in the classroom permits students to improve their writing skills while also expanding their linguistic competencies. This research emphasizes the need of recognizing and appreciating students' linguistic diversity and using it as a resource for language acquisition.

A study conducted by (Garcia and Wei, 2015) studied the function of translanguaging use in improving self-confidence and motivation among bilingual students, which supported the findings of this study. Their findings showed that translanguage training improved students' self-perception and motivation to participate in the learning process. Although Garcia and Wei did

not directly focus on academic self-efficacy, their findings contribute to a better understanding of how translanguaging training may affect students' beliefs and attitudes.

Limitations and Suggestions

This study has its own drawbacks and limitations like all other studies. Because the study was limited to one semester at our own university, the findings may not be representative of the greater population of students or educational contexts. Students at the university may have unique characteristics, experiences, and educational backgrounds that influence their writing ability and academic self-efficacy. As a result, the generalizability of our findings to a larger population is limited. A more diverse sample from various colleges or educational institutions should be used to increase the study's external validity. So that participants from numerous universities can capture a broader diversity of student demographics, cultural backgrounds, academic programmes, and teaching approaches. This would provide a more comprehensive understanding of the effects of instructor translanguaging on writing skills and academic self-efficacy across a range of educational settings.

The short time period between the pre-test and post-test was another potential flaw in the current investigation. The study may not accurately reflect the long-term effects of teacher translanguaging on students' writing skills and academic self-efficacy if the pre-test and post-test were done in such a short period of time. A more thorough knowledge of the impact would be possible with a longer intervention period and follow-up exams. Nevertheless, more research on the long-term effects of teacher translanguaging on students' writing abilities and academic self-efficacy would be more helpful. As it would be helpful to follow up at various intervals after the intervention to learn more about how durable the observed improvements would be.

Furthermore, this current study also shed a light on how teacher's translanguaging can impact the outcomes in student academic outcomes. It is very important to recognize that an educator's use of language and their methods of teaching can differ significantly. So, the findings of this study cannot be relevant to other teachers and their method of teaching. The impact of the teacher's translanguaging on the student's academic achievement can be acknowledged better if this study includes various other teachers or by contrasting the different methods of teaching. Instead of focusing on a single educator, the study should think about including a group of translanguage-using teachers in the course. As this would help in administering a more precise picture of the effect of teacher's translanguaging across different teachers and educators and would also provide help in order to adjust for the teacher variances.

Additionally, data that has been collected through the questionnaire of General Academic Self Efficacy can also prove to be supportive or helpful, however it could not completely encompass the perspective of all the students of the teacher's translanguaging and their experience with it. By incorporating the qualitative techniques including the comments from students or by conducting their interview, it could help in obtaining a more thorough comprehension of how students respond to the teacher utilization of translanguaging and how it would impact their writing skills and their academic self-efficacy. One more technique which can help in deeper understanding of the impact of translanguaging on student academic behavior is direct classroom observations. As by using this method one can gain the insights into particular method, techniques and strategies used and how they are affecting the learning outcomes and engagement of students within the classroom.

Implications

This study would help in gaining insights that how teacher's translanguaging can work in the classroom settings in terms of upgrading the student's academic self-efficacy and their writing skills. The findings of the study may motivate the teachers to encompass the translanguage strategies in their plans for lessons for promoting students' academic self-efficacy and their language development. Furthermore, the results of the research can also affect the training of the teachers and initiatives for the professional development.

Additionally, the findings of the study can further be helpful for the people who design curriculum in order to determine wheatear or no to incorporate translanguage emphasized content and activities. This can also aid in promoting more genuine use of language in the classroom and the establishment of educational resources that are more likely to reflect the linguistic characteristics of the students or learners. Students can benefit from more interesting and fulfilling learning opportunities by integrating translanguage knowledge into linguistic courses and resources.

By examining the impact of translanguaging on students' writing abilities and academic self-efficacy, this study can help advance the field of culturally relevant training. It supports the idea that pupils' native tongues and cultural backgrounds should be valued in the classroom. Translanguaging techniques can aid in developing inclusive classrooms where students' cultural heritages and linguistic resources are acknowledged, valued, and included into the teaching and learning process.

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Appendices

Appendix A

Informed Consent and Demographic Form

I need your cooperation for the psychological research. The research is being conducted by the student of BS Psychology for the purpose of collecting data on determining the Effect of Teachers' Translanuage on Student's Writing Skills and Academic Self-Efficacy. The information given will be kept confidential and will only be used for research purpose.

Thank you for your cooperation.

Signature: _____

Age _____

Gender: Male Female **Education Level:** Undergraduate M.S/M.Phil

Marital Status: Single Engaged **Family system:** Joint Nuclear

Residential area: Rural Urban

Medium of previously acquired education: Urdu English

Appendix B

Instructions: Please read the statements below and answer accordingly.

General Academic Self efficacy (GASE)

		S.D	D	N	A	S.A
1.	I generally manage to solve difficult academic problems if I try hard enough					
2.	I know I can stick to my aims and accomplish my goals in my field of study					
3.	I will remain calm in my exam because I know I will have the knowledge to solve the problems.					
4.	I know I can pass the exam if I put in enough work during the semester					
5.	The motto 'if other people can, I can too' applies to me when it comes to my field of study					

Appendix C