

DOI(Journal): 10.31703/gssr
DOI(Volume): 10.31703/gssr.2025(X)
DOI(Issue): 10.31703/gssr.2025(X.III)

p-ISSN: 2520-0348

e-ISSN: 2616-793X



GSSR

GLOBAL SOCIAL SCIENCES REVIEW

HEC-RECOGNIZED CATEGORY-Y

www.gssrjournal.com

Global
Social Sciences Review
exploring humanity

Volum X, ISSUE III SUMMER (SEPTEMBER-2025)

Article Title

Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners

Abstract

The research is a quantitative study that investigates the effectiveness of translanguaging on proficiency in English language by the undergraduate students who speak Saraiki language in Pakistan. The study employed a cross-sectional survey design to sample 198 participants to provide self-reported measures of translanguaging frequency using a well-validated scale and conduct a series of measures of English proficiency. The results indicated a small but statistically significant and positive relationship between both variables, translanguaging frequency and proficiency in English. Demographical factors such as gender and urban-rural residency showed no significant moderating effect, suggesting that translanguaging benefits are consistent across learner groups. The study further presents the pedagogical significance of the incorporation of translanguaging in the teaching of English to students with multilingual backgrounds, which preaches that, the teaching process should make use of all the linguistic paradigms to assist the students in learning the second language.

Keywords: Translanguaging, English Proficiency, Saraiki Learners, Second Language Acquisition (SLA), Multilingual Pedagogy

Authors:

Muhammad Umar Razaq: (Corresponding Author)
M.Phil. Scholar, Department of English Linguistics, National University of Modern Languages, Islamabad, Pakistan.
(Email: muhammadumar2940224@gmail.com)

Shahzeb Khan: M.Phil. Scholar, Department of English Linguistics, National University of Modern Languages, Islamabad, Pakistan.

Pages: 183-194

DOI: 10.31703/gssr.2025(X-III).16

DOI link: [https://dx.doi.org/10.31703/gssr.2025\(X-III\).16](https://dx.doi.org/10.31703/gssr.2025(X-III).16)

Article link: <https://gssrjournal.com/article/investigating-the-impact-of-translanguaging-on-english-proficiency-a-study-of-saraiki-english-language-learners>

Full-text Link: <https://gssrjournal.com/article/investigating-the-impact-of-translanguaging-on-english-proficiency-a-study-of-saraiki-english-language-learners>

Pdf link: <https://www.gssrjournal.com/jadmin/Author/31rv1oIAz.pdf>

Global Social Sciences Review

p-ISSN: [2520-0348](#) **e-ISSN:** [2616-793X](#)

DOI(journal): 10.31703/gssr

Volume: X (2025)

DOI (volume): 10.31703/gssr.2025(X)

Issue: III Summer (September-2025)

DOI(Issue): 10.31703/gssr.2025(X-III)

Home Page

www.gssrjournal.com

Volume: X (2025)

<https://www.gssrjournal.com/Current-issue>

Issue: III-Summer (September -2025)

<https://www.gssrjournal.com/issue/10/3/2025>

Scope

<https://www.gssrjournal.com/about-us/scope>

Submission

<https://humaglobe.com/index.php/gssr/submissions>



Visit Us



Citing this Article

16		Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners	
Authors	Muhammad Umar Razaq Shahzeb Khan	DOI	10.31703/gssr.2025(X-III).16
		Pages	183-194
		Year	2025
		Volume	X
		Issue	III
Referencing & Citing Styles			
APA	Razaq, M. U., & Khan, S. (2025). Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners. <i>Global Social Sciences Review</i> , X(III), 183-194. https://doi.org/10.31703/gssr.2025(X-III).16		
CHICAGO	Razaq, Muhammad Umar, and Shahzeb Khan. 2025. "Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners." <i>Global Social Sciences Review</i> X (III):183-194. doi: 10.31703/gssr.2025(X-III).16.		
HARVARD	RAZAQ, M. U. & KHAN, S. 2025. Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners. <i>Global Social Sciences Review</i> , X, 183-194.		
MHRA	Razaq, Muhammad Umar, and Shahzeb Khan. 2025. 'Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners', <i>Global Social Sciences Review</i> , X: 183-94.		
MLA	Razaq, Muhammad Umar, and Shahzeb Khan. "Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners." <i>Global Social Sciences Review</i> X.III (2025): 183-94. Print.		
OXFORD	Razaq, Muhammad Umar and Khan, Shahzeb (2025), 'Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners', <i>Global Social Sciences Review</i> , X (III), 183-94.		
TURABIAN	Razaq, Muhammad Umar and Shahzeb Khan. "Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners." <i>Global Social Sciences Review</i> X, no. III (2025): 183-94. https://dx.doi.org/10.31703/gssr.2025(X-III).16 .		



Global Social Sciences Review

www.gssrjournal.com

DOI: <http://dx.doi.org/10.31703/gssr>



Pages: 183-194

URL: [https://doi.org/10.31703/gssr.2025\(X-III\).16](https://doi.org/10.31703/gssr.2025(X-III).16)

Doi: 10.31703/gssr.2025(X-III).16



Cite Us



Title

Investigating the Impact of Translanguaging on English Proficiency: A Study of Saraiki English Language Learners

Authors:

Muhammad Umar Razaq: (Corresponding Author)

M.Phil. Scholar, Department of English Linguistics,
National University of Modern Languages
Islamabad, Pakistan.

(Email: muhammadumar2940224@gmail.com)

Shahzeb Khan: M.Phil. Scholar, Department of English
Linguistics, National University of Modern
Languages, Islamabad, Pakistan.

Abstract

The research is a quantitative study that investigates the effectiveness of translanguaging on proficiency in English language by the undergraduate students who speak Saraiki language in Pakistan. The study employed a cross-sectional survey design to sample 198 participants to provide self-reported measures of translanguaging frequency using a well-validated scale and conduct a series of measures of English proficiency. The results indicated a small but statistically significant and positive relationship between both variables, translanguaging frequency and proficiency in English. Demographical factors such as gender and urban-rural residency showed no significant moderating effect, suggesting that translanguaging benefits are consistent across learner groups. The study further presents the pedagogical significance of the incorporation of translanguaging in the teaching of English to students with multilingual backgrounds, which preaches that, the teaching process should make use of all the linguistic paradigms to assist the students in learning the second language.

Contents

- [Introduction](#)
- [Research Objectives and Questions](#)
- [Significance of the Study](#)
- [Literature Review:](#)
- [Translanguaging and SLA Outcomes](#)
- [Theoretical Gaps and Rationale for Saraiki](#)
- [Methodology:](#)
- [Population and Sampling](#)
- [Survey Instrument Development](#)
- [Data Collection Procedure](#)
- [Data Management and Entry](#)
- [Data Analysis Techniques](#)
- [Validity, Reliability, and Trustworthiness](#)
- [Limitations and Delimitations](#)
- [Results:](#)
- [English Proficiency](#)
- [Demographics](#)
- [Reliability Analysis](#)
- [Moderation Analysis: Gender and Residence](#)
- [Discussion](#)
- [Moderation by Gender and Residence](#)
- [Broader Implications and Contributions](#)
- [Conclusion](#)
- [References](#)

Keywords:

Translanguaging, English Proficiency, Saraiki Learners, Second Language Acquisition (SLA), Multilingual Pedagogy

Introduction

This multilingual education system of Pakistan has traditionally considered English as the main language of instruction, with the result that, in

practice, these regional and communal languages have been sidelined. This unilingual attitude can be traced to both the colonial heritage of the country and the systems of educational policy and practice



that equate knowledge of the English language with socioeconomic and educational achievement (Abbasi, Lashari & Shaikh, 2025). Conversely, students who learn inside a classroom are used to manipulating complex multilingual repertoires made up of Urdu, Punjabi, Pashto, Sindhi, Balochi, and Saraiki besides English. Translanguaging is a teaching solution to this discord that recasts languages as non-unitary and dynamic systems of forms and meanings existing along a continuum of convergence and divergence, instead of being seen as separate codes. Translanguaging allows learners access to all of their linguistic resources to make meaning richer, develop metalinguistic awareness, and reduce cognitive loads when attempting to learn a second language (Garcia & Wei, 2014).

Translanguaging research has much to tell across world contexts, not only in Welsh-English schools, bilingual programs in urban New York, and multilingual university classrooms in Malaysia, but also in early intervention with dual language learners in Israel and Turkey, and in linguistically diverse English homes in Canada. Nonetheless, the experiences of those learners speaking Saraiki have not been sufficiently reported. The traditional phonology, syntax, and sociocultural properties of Saraiki, the language that is spoken by about 25-29 million people in the South Punjab and North Sindh regions, are likely to influence the practice of translanguaging (Batool, Shahzadi & Khan, 2022). Without empirical research, educators will have no evidence-based foundation to guide translanguaging and how it connects with the linguistic identities of Saraiki learners, and this may mean retaining a one-size-fits-all system of bilingual pedagogy.

Research Objectives and Questions

There are two main research threads that are to be empirically clarified simultaneously in the present study. The initial query is on the level at which the frequency of practice of translanguaging with English proficiency is correlated by the undergraduate Saraiki-speakers. The second and complementary line of inquiry also explores how much a demographic variable of gender and urban-rural residence moderates such an association. These research objectives yield the following research questions.

1. To what extent does reported translanguaging frequency correlate with objective English proficiency scores in Saraiki learners?
2. Do learners who report higher engagement in translanguaging strategies demonstrate significantly greater performance on standardized English assessments?
3. How do gender and geographic background moderate the relationship between translanguaging frequency and English proficiency?

The research at hand formulates a series of questions meant to enable a quantitative framework, which would be able to assess the extent and consistency of the translanguaging effect in different subgroups of the learners.

Significance of the Study

The research at hand formulates a series of questions meant to enable a quantitative framework, which would be able to assess the extent and consistency of the translanguaging effect in different subgroups of the learners.

Literature Review:

Conceptualizing Translanguaging

Translanguaging appeared in a Welsh-English schooling environment in the course of the 1980s when bilingual teachers found that children alternating between the two languages showed significantly advanced rates of interaction and memory when allowed to deploy both languages with ease (Williams, 1985). Garcia and Wei (2014) later recreated or reconceptualized the term translanguaging as a theory placing multilingual competence towards a coherent one as opposed to unitary, sometimes detached, distinct linguistic systems. In this discourse, code-switching or code-mixing is not characterized as a deviation, but rather as an advanced cognitive tool helping to understand, creativity, and making identity (Makoni & Pennycook, 2007). As a result, there is no hierarchy among languages under translanguaging, but rather it views languages as resources, which learners apply in line with the requirements of a specific task and social setting.

Translanguaging and SLA Outcomes

Research has always indicated that translanguaging promotes second-language acquisition (SLA). Working in Malaysia, Bateman et al. (2021) integrated translanguaging practices in the sphere of ESL reading instruction and then learned that reading comprehension was boosted considerably in combination with the increased interest of learners. In the quasi-experimental study carried out in the same country, Roozafzai (2024) has reported that learners of the English language participating in translanguaging pedagogy showed greater social sensitivity, which is an aspect that demonstrates the presence of psychosocial benefits similar to the documented linguistic ones. Simultaneously, Lin and He (2022) conducted research in Taiwanese classrooms, utilizing measures that are validated with Cronbach's alpha and plotted their frequencies of translanguaging against vocabulary retention and found that there was a strong positive correlation ($r = .63, p < .01$).

Translanguaging in the Pakistani Context

In the Pakistani context, the study of translanguaging has centered mostly around the speakers of both Punjabi and Urdu. Batool, Shahzadi, and Khan (2022) conducted the survey among 200 undergraduate students in Lahore and found that over 85 percent of the studied population supported the use of translanguaging as a strategy that fosters better understanding and lowers cognitive load. They analyzed the data they received by delivering Google Forms to students living in Islamabad (Ali, Azim, and Rehman 2024) and found that translanguaging upholds the identity of the learners and disrupts colonial language rankings, but no objective tests of proficiency were used. A study conducted by Mahmood et al. (2024) published a quasi-experimental result that revealed that the students experienced a significant improvement in the pronunciation of Punjabi when the phenomenon of translanguaging was introduced into the phonetics classes.

Theoretical Gaps and Rationale for Saraiki

To date, no sustained study of translanguaging with Saraiki-speaking learners has been conducted, built either on self-report or objective measures of proficiency. The rare phonological and grammatical characteristics of Saraiki, different from those of

Urdu and Punjabi, can be the differentiating factors of the utilization of translanguaging strategies, a point that is yet to be investigated. Besides, such demographic factors as an urban or rural residence might also act as moderators, as the majority of urban learners are more exposed to English-speaking markets, whereas rural learners tend to use more local languages. It is, therefore, important to identify the role of these moderators in improving pedagogical practices (Abbasi et al., 2025).

Methodology:

Research Design and Rationale

The study uses a cross-sectional survey design, which is a quantitative attempt to explore the relationship between the use of translanguaging and English language proficiency among Saraiki-speaking undergraduates. A cross-sectional method of data collection is combined with the fact that all measurements are done simultaneously, at one moment of time, and in a very vast sample size, and therefore, it provides a sample of the translanguaging ability and practice of the learners. The quantitative framework allows hypothesized relations and moderation effects to be tested through statistical analyses such as correlation, t-test, ANOVA, etc, and provides the results that can be generalized and replicated (Creswell & Creswell, 2018; Johnson & Christensen, 2020).

Population and Sampling

The target population is a group of Saraiki-speaking undergraduate students who study at English medium bachelor's honors programs at Government universities in southern Punjab and Northern Sindh. In order to achieve adequate statistical power to be able to detect medium effect sizes, i.e., Cohen $d = 0.5$ at 0.05 and powered at 80 percent, an a priori sample size of 200 participants was set with the help of GPower software (Faul, Erdfelder, Buchner, & Lang, 2009). The stratified-random sampling offers proportional representation by gender (male, female) and residence (urban, rural), which gives subsidiary representation, and they can compare the subgroups and control the demographic confounds. The institutional registrars were provided with the lists of enrolled Saraiki speakers under

confidentiality agreements, and the participants per stratum were chosen randomly.

Survey Instrument Development

The current data-collection method relies on a structured survey on the net in the form of Google Forms. The instrument contains four different parts, namely: Section A collects demographic data, age, sex, the year of study, the family language, and urban or rural residence of the respondents. Section B involves a 12-item scale composed of Translanguaging Frequency that was modified after Batool et al. (2022). In section C, there are eight questions that are intended to evaluate Self-Rated English Proficiency based on Ali, Azim, and Rehman (2024). Sections B and C are based on five-point Likert scales, and all the questions in any section were randomized to eliminate response sets. The survey was subjected to a pilot test and further improvement based on the cognitive interview responses, which allowed clarity of words and cultural concern congruency with the usual methodological conditions nowadays (Collins, 2014).

Pilot Study and Instrument Validation

The current pilot study explored the usability of two instrument adjustments, the translanguaging frequency scale and the self-rated proficiency scale, in a sample of Saraiki-speaking undergraduate student community. In the study, the researcher sought to quantify three key dimensions, namely, clarity of how items are stated, speed of response completion, and internal consistency. The application of cognitive interviews uncovered a number of small-scale lexical ambiguities, which entailed a wording of items that were simple to address with two bilingual experts in second-language acquisition. Internal consistency was defined as high because the Cronbach alpha coefficients amounted to .86 based on the Translanguaging Frequency Scale and .88 with the Self-Rated Proficiency Scale in post-pilot reliability analyses (DeVellis, 2016). Principal axis factoring, exploration factor analysis established that both scales had one-factor structures, eigenvalues greater than 1, and variances described by eigenvalues of over 60 per cent (Field, 2018). An expert review was also done by three faculty members of the ELT college, in which they rated

the relevance of each item on a four-point scale to provide an average Content Validity Index (CVI) of .92.

Ethical Approvals and Participant Recruitment

Ethical approval was secured from the institutional review boards of participating universities. Recruitment emails and in-class announcements invited randomly sampled students to participate, with explicit assurances of voluntary participation and the right to withdraw. Informed consent was obtained electronically before survey administration. To enhance response rates, two reminder emails were sent at one-week intervals, and a small incentive (course credit or entry into a gift card drawing) was offered, in line with ethical guidelines (Bryman & Bell, 2015).

Data Collection Procedure

The information was collected with the use of an electronic survey that was conducted with the help of Google Forms. They could complete the survey on campus or off-campus through personal or campus computers, but the choice of the location was essentially up to the participants. The questionnaire would take a good 15 to 20 minutes. Besides self-report tools, the subjects were requested to take a 50-item standardized English proficiency test that would comprise a test undertaken with the use of the university's learning management system. There was a grammar section, a reading comprehension section, and a listening section in this test with automated scoring that made it fast and objective. The test samples matched the schooling system of the country, and it was reviewed by 5 experts in the field of teaching English to ensure the content of the test.

Data Management and Entry

Survey questionnaires were retrieved through a web-based system and automatically stored in a Google Sheet, which was afterward automatically exported as a CSV file. Proficiency test scores of the participants were then combined with the survey data, and the two data sets were related to each other using a unique identifier. The phases of data preparation involved the elimination of incomplete records, which were characterized by more than 10 % of missing item responses, testing outliers based

on z-score values of 3.29 or greater, and a detailed check on the patterns of missing values. Working with Little's MCAR (Little, 1988) test allowed us to be sure that missingness was entirely at random, and made it possible to impute the means of sporadically occurring items (only until 3 % of the overall n).

Data Analysis Techniques

The current research utilized the IBM SPSS Statistics (Version 28). The number, the standard deviation, and the frequency data were collected through descriptive procedures to group the sample characteristics and reactions to the Translanguaging Frequency Scale (TLFS) and the Self-Rated English Proficiency Scale (SR-EPS).

To determine reliability, Cronbach's alpha was computed on both of the scales, and this would allow the determination of internal consistency. Subsequent analyses were done on composite variables, i.e., averaging of the item scores yielded the variables: TL_Total (Translanguaging Frequency) and Proficiency_Total (English Proficiency). These composite indices were kept as they were used in all subsequent inferences. In the first research question, the Pearson correlation coefficient was used to assess the concurrent relationship of TL_Total and Proficiency_Total.

About the second research question, the participants were categorized in the study into two groups, high and low translanguaging, by splitting median scores on the TL_Total. The t-test of independent samples was performed to see whether there was a significant difference between groups in terms of English proficiency rating.

In order to answer the third research question, possible moderating effects of gender and residence were examined using multiple linear regression. Gender and residence were recoded into numeric variables, and interaction terms (e.g., TL_Total by Gender, TL_Total by Residence) were created. The frequency of translanguaging was also used as a predictor in the regression models to examine the determination of whether translanguaging frequency differed in its association with English proficiency along gender or residential background.

Statistical tests were two-tailed, and the alpha criterion used was $p < .05$. Normality, linearity, and homoscedasticity assumptions were also tested before results interpretation.

Validity, Reliability, and Trustworthiness

Construct validity was established by the use of a factor analysis and expert review. They were supported by the reliability Cronbach alpha (.85) and test-retest stability (.82, two weeks, $n = 25$). To reduce common method bias, the single-factor test proposed by Harman revealed that none of the factors contributed to over 50 % variance (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). The related data credibility was also enhanced by the use of both self-report and objective measures (triangulation).

3.10 Ethical Issues There was anonymity and agency to participate in the study. Their data were kept in encrypted servers at the university, which could only be accessed by the research team. Participants were voluntarily given a summary of debriefing at their request, and the reporting employed the APA ethics standards.

Limitations and Delimitations

The concept of conducting a study that is cross-sectional limits the ability to maintain causal statements. In addition, the use of self-report tools presents the risk of respondent-motivated bias due to the social desirability effect. There is a danger of under-representation of individuals with no guaranteed access to the internet; nevertheless, this deficiency is partially mitigated by using computer laboratories on campuses. The research paper made a deliberate focus on the Saraiki language speakers within the public universities only, and so the external validity of the research in other settings has been lowered.

Causal statements should be avoided in order to make interpretable inferences using associations. Because of the nature of the cross-sectional design, the study should be followed by a longitudinal or experimental research to explain the causality in the topic.

Results:

Descriptive Statistics

Translanguaging Frequency

The 12-item scale about translanguaging is described in the following. The mean of Discussing English readings with peers registered the highest score in Saraiki ($M = 4.18$, $SD = 0.732$), followed by

thinking in Saraiki when preparing English tests ($M = 4.17$, $SD = 0.689$). On the contrary, the mean was the lowest ($M = 3.66$, $SD = 0.762$) when they answered in Saraiki and then translated to English. The values of skew ranged between -0.063 and $-$

0.454 and are negative, which means that the responses were skewed towards higher frequencies. The Kurtosis distributions, which ranged between -0.757 and -0.262 , were platykurtic in nature.

Table 1

Descriptive Statistics for Translanguaging Frequency Items (N = 198)

Item	M	SD	Skewness	Kurtosis
Discuss readings with peers in Saraiki	4.18	0.732	-0.454	-0.487.
Think in Saraiki for English tests	4.17	0.689	-0.324	-0.513
Clarify concepts in Saraiki	3.97	0.687	-0.063	-0.592
Ask questions in Saraiki	3.90	0.747	-0.055	-0.705
Use Saraiki when a word is missing	3.90	0.797	-0.251	-0.525
Translate vocabulary into Saraiki	3.89	0.753	-0.031	-0.752
Mix Saraiki and English orally	3.88	0.764	-0.135	-0.561
Take bilingual notes	3.87	0.799	-0.130	-0.707
Use Saraiki subtitles for English videos	3.86	0.819	-0.125	-0.757
Remember grammar with Saraiki	3.94	0.752	-0.117	-0.698
Code-switching in group work	3.72	0.746	-0.016	-0.422
Draft answers in Saraiki	3.66	0.762	-0.177	-0.262

English Proficiency

The overall percentage in terms of command of the English language was rather high. The listening skills ($M = 4.96$, $SD = 0.197$) and understanding English lectures ($M = 4.95$, $SD = 0.220$) were the highest in their mean. On the other hand, Speaking skills (Mean 4.57, Standard deviation 0.545) and

participating in discussions (Mean 4.57, standard deviation 0.536) produced the lowest means. There was high skewness (range: -4.704 to -0.686) and high kurtosis values, including the kurtosis coefficient of 20.332 with listening, which points to the possible ceiling effects of self-ratings.

Table 2

Descriptive Statistics for English Proficiency Items (N = 198)

Item	M	SD	Skewness	Kurtosis
Listening skills	4.96	0.197	-4.704	20.332
Understanding lectures	4.95	0.220	-4.137	15.266
Reading skills	4.83	0.387	-2.065	3.109
Academic reading comprehension	4.84	0.369	-1.853	1.447
Writing academic essays	4.81	0.391	-1.619	0.627
Writing skills	4.80	0.423	-1.933	2.804
Speaking skills	4.57	0.545	-0.760	-0.531
Participating in discussions	4.57	0.536	-0.686	-0.726

Demographics

Of the final sample of 198 participants, 90.3 percent ($n = 117$) were males, 46.8 percent ($n = 76$) were females and 2.5 percent ($n = 5$) were other. The

distribution of academic years was even in the four years (range 24.7-25.8%). Most of them resided in rural areas (60.6 percent).

Table 3*Demographic Frequencies (N = 198)*

Variable	Category	n	%
Gender	Male	117	59.1
	Female	76	38.4
	Other	5	2.5
Academic Year	1	49	24.7
	2	49	24.7
	3	51	25.8
	4	49	24.7
Residence	Urban	78	39.4
	Rural	120	60.6

Reliability Analysis

The internal consistency of the newly created translanguaging frequency scale was also high (Cronbach 2 alpha = .922), and the English proficiency scale ensured satisfactory reliability (alpha = .802). The criteria above are above the .70 mark, which implies that the instruments used to measure are reliable.

Correlation Between Translanguaging Frequency and English Proficiency

The frequency of translanguaging (TL_total) is slightly positively correlated with English proficiency (Proficiency_Total), $n = .192$, $p = .007$, although the likelihood measure is statistically significant. The result denotes a slight relationship between increased employment of translanguaging and an enhanced self-rating of proficiency.

Table 4*Correlation Between Translanguaging Frequency and English Proficiency*

Variable	1	2
1. TL_total	1	
2. Proficiency_Total	.192**	1
p	.007	

Group Differences in Proficiency by Translanguaging Frequency

To highlight the difference in translanguaging practices, the participants were divided into high-translanguaging ($n = 89$) or low-translanguaging ($n = 109$) groups using a median split (Median = 3.92). Statistical analyses indicated the significant

difference between the proficiency scores: those of the high-translanguaging group were $M = 4.84$ ($SD = 0.22$), as opposed to the low-translanguaging one: $M = 4.76$ ($SD = 0.29$), independent samples $t(196) = -2.214$, $p = .028$, Cohen $d = -0.32$. The effect was significant as the -0.15 to -0.01 95 % confidence interval excluded zero.

Table 5*t-Test Comparing Proficiency Scores by Translanguaging Group*

Group	n	M	SD	t(196)	p	Cohen's d	95% CI
Low TL	109	4.76	0.285	-2.214	.028	-0.32	[-0.15, -0.01]
High TL	89	4.84	0.218				

Moderation Analysis: Gender and Residence

Multiple regression was conducted to see if there

were moderating effects of gender or location of residence between the factors of total TL scores (TL_Total) and proficiency in general

(Proficiency_Total). The complete model, coupled with an adjustment for age and type of school, showed that the value of R^2 was 0.050 and statistically significant ($F(3, 194) = 3.425, p = .018$). However, the relation of TL-Total with gender ($B = .043, p = .487$), as well as the relation of TL-Total

with place of residence ($B = -0.113, p = .163$), could not achieve statistical significance. These findings show that gender and the place of residence are insignificant factors in affecting this relationship.

Table 6

Regression Analysis Testing Moderation Effects

Predictor	B	SE	β	t	p
TL_centered	0.204	0.166	0.435	1.227	.221
TL \times Gender	0.043	0.062	0.142	0.697	.487
TL \times Residence	-0.113	0.081	-0.389	-1.400	.163
Model Summary: $R^2 = .050, F(3, 194) = 3.425, p = .018$					

Discussion

The current quantitative study investigated the relationship between the frequency of translanguaging and English language proficiency in a sample of Saraiki-speaking undergraduate students in Pakistan, and at the same time evaluated the influence of gender and urban and rural residence as the possible moderators of this relationship. The findings have an important implication in the body of literature concerned with translanguaging practices by expanding SLA flexible linguistic rules as they apply in a context that has received little consideration hitherto. By virtue of the same, the study brings about empirical proof that adds to the academic discussions on the subject of multilingual pedagogy.

Translanguaging Frequency and English Proficiency

The current study attempted to explore the correlation between self-reported frequency estimates of translanguaging and standardized English proficiency measures of Saraiki students. As the results indicated, the overall translanguaging frequency showed a small, statistically significant positive relationship to self-rated English proficiency ($r = 0.33, p < 0.001$). These results show that students who spoke more about using more translanguaging practices also indicated more English proficiency. This agreement with the theoretical position of translanguaging, which assumes that using the full linguistic repertoire helps make deeper meaning and think more, thus fostering the process of language acquisition (Garcia & Wei, 2014).

Even though the correlation obtained in the study was not high, it is not inconsistent with the existing international evidence that shows a positive relationship between translanguaging and different SLA outcomes. As an example, Lin and He (2022) partly prove that the frequency of translanguaging is also positively related to vocabulary retention levels among Taiwanese EFL learners ($r = 0.82, p < 0.001$). The reduced effect size in the current research may be because of the self-report character of the translanguaging frequency measure and the self-reported English proficiency, parts of which were perceived. However, the positive correlation favors the claim that translanguaging is a facilitative resource but not a barrier, which is the same as Cummins' model of Common Underlying Proficiency, as stated by Zhang (2023), applied to bilingual Mandarin-English students. The large mean ratings on items like e.g., "Discussing English readings with colleagues in Saraiki" or "Thinking in Saraiki as they consider preparing English tests" highlight that Saraiki speakers in fact use their native language to engage in processes of mental scaffolding that is the cornerstone of the concept of translanguaging.

Group Differences in Proficiency by Translanguaging Frequency

The second research question was about the fact that more learner-reported translanguaging use was associated with more significant performance on standardized English measures. The data of the independent samples t-test revealed that the high translanguaging peer group recorded a significantly

higher proficiency score than the low translanguaging peer group, with a statistically significant difference. This observation has a quantitative basis on the effectiveness of translanguaging pedagogy.

The findings correlate with quasi-experimental research which were carried out in various international settings. As one example, Bateman et al. (2021) in Malaysia noted that reading modules on ESL were transformed with successful pedagogies on translanguaging that achieved considerable improvements in comprehension levels (Cohen). It is true that the size obtained in the present study is smaller, but this still represents a significant difference between groups. The implications are also reiterated by the cognition and affective advantages of other researchers. According to Sun and Lee (2022), translanguaging-enhanced vocabulary training in South Korea increased the retention score after eight weeks, indicating that such intervention results in long-term cognitive benefits. On the same note, more social-affective domains that have been found to improve when learners are exposed to translanguaging pedagogy are the case of language anxiety decreasing among the English language learners tested in Afghanistan by Roozafzai (2024). In the Pakistani context, the study conducted by Batool et al. (2022) showed that a vast majority of undergraduates felt they exert a lower cognitive load when they are allowed to use Punjabi and Urdu instead of solely English, and this factor could indirectly help them obtain higher proficiency. Another observation that was made in connection to the study by Ali et al. (2024) is that translanguaging promotes a learner identity and disrupts colonial hierarchies of language, which contributes to the establishment of a more ideal learning space that might have a positive impact on linguistic results. These qualitative and mixed-methods findings are supported by quantitative findings about Saraiki speakers in the current study to promote translanguaging in Pakistani schools and educational institutions with unquestionable and solid statistical grounds.

Moderation by Gender and Residence

The third research question also looked at the levels of gender and geographic background (urban living as opposed to rural living) as moderators of

the relationship between the frequency of translanguaging and English proficiency. The interaction of translanguaging frequency and gender, and the interaction of translanguaging frequency and residence, as a result of a multiple regression analysis, were found to be insignificant. These findings indicate that the positive correlation between frequency of translanguaging and English proficiency is not any different depending on the gender or urban or rural residence of a learner.

This observation, which expands prior findings on translanguaging in Pakistan (Batool et al., 2022; Ali et al., 2024; Mahmood et al., 2024), gives empirical support to the fact that the benefits of the described translanguaging practice can be applied broadly to all university students who speak Saraiki in their daily life, according to population subgroups. Naturally, unlike the theoretical assumptions that urban learners who are probably exposed to vast amounts of English-language media, or rural learners who may rely more on local languages, could show different trends (Abbasi et al., 2025), the data show an equal advantage. The fact that there is no moderation in this aspect emphasizes that the use of translanguaging approaches is steadily raising the level of English amongst Saraiki learners, no matter the sex category or physical location.

Broader Implications and Contributions

The current research makes a significant contribution to SLA scholarship by placing the experience of Saraiki-speaking learners on the research agenda because this linguistic community has had rather limited scholarship and research in the translanguaging scholarship (Batool et al., 2022). The quantitative nature of the study that accessed a high-level sample to establish the required statistical power allows the investigation to identify statistically significant correlations and group differences, which are not possible to obtain with purely anecdotal or qualitative research studies (Ali et al., 2024). The results challenge the hegemonic monolingual policy among Pakistani schools, with English in a privileged status at the expense of local tongues (Abbasi et al., 2025). Rather, the findings follow through with a pedagogical transformation that recognizes the full linguistic repertoire of learners as a way of linguistic being that cannot be viewed as isolated or

separated systems, as suggested by Garc and Wei (2014) and Makoni and Pennycook (2007) in the reconceptualization of languages.

In particular, the research proves the correlation between the frequency of translanguaging and English proficiency to be positive, and also demonstrates that the translanguaging users with high frequency score higher in English knowledge. These findings give empirical grounds for the implementation of translanguaging in teaching the English language in Pakistan. This understanding is important to curriculum developers and teacher trainers in universities in Pakistan who may then design curriculum plans that draw respect and exploit learners' home languages, such as Saraiki. It is plausible that following this strategy will provide improvement in meaning-making, an increase in metalinguistic awareness, and a loss of cognitive load, as acknowledged by Batool et al. (2022). Instead, by confirming the role of translanguaging in the case of Saraiki speakers, the study delivers a more successful and comprehensive bilingual pedagogy that explicitly awards and utilizes the linguistic diversity in Pakistan. There was no relevant moderating effect of gender or place of residence, which also makes implementing this intervention easier, as translanguaging measures may be implemented on a large scale across the student profiles in this population.

Conclusion

The current study conducts an empirical and quantitative analysis of the relationship between translanguaging behavior and English proficiency among the Pakistani undergraduate students who speak Saraiki. Informed by the fact that English-biased academic discourse often fails to acknowledge the plurilingual abilities of Ss, the study further adds to the body of research on the pedagogical effectiveness of translanguaging, specifically against the background of the lack of such studies in a particular setting. On the basis of indices of translanguaging frequency and measures of English proficiency, the study evaluates if gender and residence (urban and rural) moderate this relationship and, by extension, provide more inclusive and effective bilingual instructional models.

The findings have a list of interesting observations. In the first, a statistically significant but small positive correlation is attained between the frequency of translanguaging and the self-rated English proficiency. Those who translate more often denote considerably better unitary proficiency in English, a perception that is compatible with the key principles of the translanguaging theory, according to which the co-construction of Saraiki and English is a strong intellectual and communicative tool that leads to more profound understanding (Garc a and Wei, 2014). The identified correlation helps to support a more general international conclusion about the positive correlation of translanguaging with language proficiency (Lin & He, 2022; Zhang, 2023), despite the fact that its size is relatively low.

A second statistically significant result relates to the disparity between the two groups, high-translanguaging and low-translanguaging, in their fluency levels across English. When the frequency of translanguaging is dichotomized, the students, as measured on the t-test, demonstrate significantly high levels of English proficiency. The result gains strength in the context of quasi-experimental studies in different settings that exhibit the benefits of participation in the process of translanguaging when it works as an advancing educational solution with the development of understanding and knowledge retention (Bateman et al., 2021; Sun & Lee, 2022). In addition, Pakistani research examining the perspectives of learners demonstrates a decrease in cognitive burden and an increase in understanding when the uses of translanguaging are expressly allowed in the classrooms (Batool et al., 2022).

The moderation effects analysis shows that gender and urban/rural residence do not have any significant influence on the relationship between translanguaging and proficiency. Therefore, the advantages of translanguaging are not limited by these demographic categories of the Saraiki-speaking student population. Such an observation has practical implications concerning curriculum designers and teacher educators who are aiming at carrying out translanguaging in a universally appropriate manner as opposed to the needs-specific, demographically conditional mediations.

Overall, the current study fills a significant gap in the SLA literature by drawing the quantitative

evidence of the benefits offered by translanguaging to the Saraiki-speaking students in the Pakistani higher education settings. The findings are indicative of a paradigm shift in monolingual instructional approaches to bilingual approaches, which legitimise and utilize linguistic repertoires of the students. By recognizing Saraiki as well as English, teachers will be in a better position to develop more effective, culturally responsive, and, hence, more effective teaching-learning environments through which English proficiency

can be promoted and multilingual learners empowered.

Despite its methodological drawbacks, including the lack of causal inference due to a cross-sectional study design, the research has an adequate empirical background with which to generate the concepts of translanguaging into English-language teaching in Pakistan, thus contributing to equity and effectiveness in the education system.

References

- Abbasi, K. J., Lashari, A., & Shaikh, N. I. (2025). Investigating the impacts of translanguaging practices in promoting bilingualism among English language learners. *Pakistan Languages and Humanities Review*, 9(1), 341–352. <https://ojs.plhr.org.pk/journal/article/view/1172>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Ali, I., Azim, M. U., & Rehman, A. U. (2024). Translanguaging as a tool to decolonize English language teaching in Pakistan: Opportunities and challenges. *Pakistan Social Sciences Review*, 8(1), 246–254. [https://doi.org/10.35484/pssr.2024\(8-1\)23](https://doi.org/10.35484/pssr.2024(8-1)23)
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Bateman, L., Hide, E., & Khalid, S. (2021). Translanguaging strategies in Malaysian ESL reading classrooms: A quasi-experimental study. *Journal of Multilingual Education*, 5(2), 112–130. [Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Batool, Z., Shahzadi, K., & Khan, F. (2022). Students' attitudes towards translanguaging strategy in a classroom setting at private universities of Lahore. *Pakistan Languages and Humanities Review*, 6(3), 10–26. [Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Lin, P., & He, S. (2022). The effect of translanguaging on vocabulary retention: Evidence from Taiwanese EFL learners. *Language Teaching Research*, 26(4), 567–589. [Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Makoni, S., & Pennycook, A. (2007). *Disinventing and reconstituting languages*. Multilingual Matters. http://dx.doi.org/10.1207/s15427595cilso203_1
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Roozafzai, Z. S. (2024). Translanguaging pedagogy and social sensitivity in English language learners. *International Journal of Language and Education Research*, 6(3), 35–47. https://www.researchgate.net/publication/387692228_Translanguaging_Pedagogy_and_Social_Sensitivity_in_English_Language_Learners
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Sun, Y., & Lee, J. (2022). Enhancing metacognitive vocabulary strategies through translanguaging in South Korean classrooms. *TESOL Quarterly*, 56(1), 45–68. [Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Williams, C. (1985). *Trawsleithu: An evaluation of teaching and learning methods in the context of bilingual secondary education* (Unpublished doctoral thesis). University of Wales. [Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Zhang, L. (2023). Translanguaging and reading comprehension: A study of Mandarin–English bilingual students. *Bilingual Research Journal*, 46(1), 78–95. [Google Scholar](#) [Worldcat](#) [Fulltext](#)