Translanguaging in the ESP Context: Saudi Students' Perceptions of the Bilingual Practices

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Abstract

Applied linguists address translanguaging from a variety of angles to comprehend its effectiveness, applicability, and how it supports or undermines social and educational goals in various bilingual and multilingual environments around the world. A small number of studies have been carried out to demonstrate the reality of pedagogical translanguaging in the context of higher education and, more specifically, in countries where the official language is distinct from the language of instruction in language education. Therefore, this study broadens the understanding of translanguaging practices in English for Specific Purposes (ESP) programs in Saudi universities through the perceptions and perspectives of ESP undergraduate students. The participants of this study were ESP 150 students at the University of Bisha. The data was obtained quantitatively and qualitatively using three research tools: the learners’ questionnaire, observation of teaching sessions, and semi-structured interviews with the learners. The findings indicated that students have a positive attitude towards translanguaging. They found it a useful pedagogical strategy to improve their understanding of ESP terminologies and their field-related complex terms. On the pedagogical level, the study contributed to the field of translanguaging by providing a clear picture of how students perceive translanguaging and how the use of the mother tongue along with English in the classrooms was significant in engaging the students in the learning process.
INTRODUCTION

In order to meet the students' requirements and give them the skills they need to be professionals in the globalized era, ESP has long been a crucial component of the curriculum in higher education, and the Saudi setting is no exception. ESP is a type of English language teaching that focuses on the needs of learners who want to use English in a particular domain (Paltridge & Starfield, 2013). ESP courses are designed to help learners develop the language skills they need to communicate effectively in a specific field or discipline. ESP courses can be distinguished from general English language courses in several ways (Paltridge, & Starfield, 2013). ESP courses are tailored to the specific needs of learners and often use authentic materials. ESP is a specialized language that is used by professionals and specialists to communicate and transfer information and knowledge in a specific discipline based on learners' needs analysis (Brown, 2016). There are several types of ESP, such as English for academic purposes, English for occupational purposes, English for engineering purposes, English for business purposes, and English for medical purposes (Belcher, 2009).

The textbooks created by ESP experts have assisted students in a variety of subjects, including science, business, law, and technology, where ESP acquired its most fame. The increasing development of the ESP field in response to the demands of students in various disciplines has improved the creation of specialized English textbooks. All undergraduate students in many Saudi universities are expected to enroll in intensive English courses in order to reach a level of language proficiency that enables them to pursue academic or industrial future professions. Significant research on ESP in Saudi tertiary education has been done, with an emphasis on the needs, motivation, and course design of the students (e.g., Ahmad, 2012; Alhamami, 2022; Alshayban, 2022; Gaffas, 2019). Due to Saudi Arabia's ongoing and steady expansion in the development of numerous disciplines for academic and professional objectives, the ESP program is becoming increasingly needed (Al-Roomy, 2017). However, there are more linguistic practices in ESP programs to be explored to understand the nature of student-instructor interaction in ESP programs since Saudi learners complain that the prescribed textbooks in the preparatory year courses do not satisfy their needs (Ahmad, 2012). Therefore, this study aims to fill this gap by investigating translanguaging practices from a sociolinguistic perspective so that we can understand the reality of such practices in ESP programs.

This study focuses on the ESP context in higher education that's been less explored in previous studies. As the growing scholarly work in the field has examined translanguaging in different educational settings with more focus on K-12 educational settings where community and educational system embrace multilingualism (Mazak & Carroll, 2016). Furthermore, scholars have recently started paying attention to higher education contexts, with more focus on bilingual or multilingual contexts and internationalized contexts. Although research has discussed the advantages of translanguaging in higher education in the context of North America and Europe (Prilutskaya, 2021), at this point, there is still a lack of research on how translanguaging pedagogy is developed, implemented, and perceived in a geographical context where bilingualism is not the norm and L2 is only introduced in educational settings, such as in ESP programs in Saudi Arabia and similar contexts. This is what motivates the authors of the current study to explore language ideologies and attitudes among ESP students and how their perception and awareness of translanguaging will influence their learning experience and linguistic competence. Given the growing number of students enrolled in ESP programs in many Saudi universities, the current study will shed light on developing...
translanguaging pedagogy to support ESP teaching in Saudi Arabia and similar contexts. Therefore, this study attempts to address the following research questions:

RQ1: How often do bilingual teachers use translanguaging practices from students’ perspectives in ESP programs?

RQ2: What are the students' beliefs about teachers' use of translanguaging in ESP programs?

RQ3: What is the importance behind the translation use in ESP classrooms?

Translanguaging Approach in Language Education

Translanguaging is the theoretical framework of this study. It is a pedagogical approach that recognizes the full linguistic repertoire of multilingual learners and allows them to use all of their languages to communicate and learn. The translanguaging concept can be seen as an emerging trend in ESL research (Cenoz & Gorter, 2020). Pedagogical translanguaging is often associated with new trends in the study of multilingualism. It softens the boundaries between languages and questions the concept of languages as separate entities (Cenoz & Gorter, 2021). In language learning programs, Kleyn and Garcia (2019) highlighted the potential of leveraging students' translanguaging skills. Translanguaging allows language learners to be fully validated, heard, and included in the teaching and learning process. Kleyn and Garcia (2019) criticize ESL instruction that has been exclusively or primarily in English. The pedagogical approach requires students to suppress a part of their language repertoire, namely their home language practices. Goodman and Tastanbek (2021) reinforce the argument that language teachers and educators need to shift from a separate (monoglossic) view of language practices to a holistic (heteroglossic) view. Wei (2022) highlighted that translanguaging advocates the view that L1 learners should and can play a very positive role in learning foreign languages. This view is more than a pedagogic or theoretical perspective; it is a political and decolonizing stance. He illustrated the implications of the political naming of languages and critiqued notions such as academic English. Goodman and Tastanbek (2021) compared the development and application of codeswitching and translanguaging. They have found that both terms are used to alternate language varieties, intentionally or unintentionally. Both terms highlighted the importance of teacher and student beliefs for the extent of use and acceptance of the alternation of language varieties in the classroom. Goodman and Tastanbek (2021) highlighted that translanguaging as a pedagogical approach emphasizes the use of language for meaning-making and identity formation inside classrooms. Figure 1 by (Goodman & Tastanbek, 2021) illustrated the differences between codeswitching and translanguaging.
Translanguaging in the EFL Context

Researchers around the globe have examined instructors’ and students’ attitudes toward translanguaging as a pedagogical approach in language education. In Basque schools, Cenoz and Santos (2020) trained a group of in-service teachers from different primary and secondary multilingual schools on implementing translanguaging. The results showed that pedagogical translanguaging can provide more opportunities for language learning and language awareness in multilingual education. Cenoz and Santos (2020) highlighted that pedagogical translanguaging can provide new opportunities for language learning and language awareness in the context of multilingual education. Students not only understand better but also see that their multilingualism is valued. In the Chinese context, Fang and Liu (2020) found that Chinese students hold a neutral-to-positive attitude toward translanguaging. Most of the participating teachers recognized the effectiveness of translanguaging for content learning to deepen understanding, create class rapport, and achieve better learning for students with lower English-language proficiency. However, Fang and Liu (2020) realized the resistance to the implementation of translanguaging, including language policy, monolingual ideology, and overuse of the first language (L1).

a. Translanguaging in relation to language skills and ESP

Translanguaging is an effective pedagogical strategy to teach specific language learning skills. For example, Chen et al. (2019) examined how translanguaging contributes to college students’ ESP writing in Taiwan. The researchers found that translanguaging improves students’ writing to convey more information and express more ideas. Translanguaging also engaged students more in writing steps, from pre-writing, reproducing, online translation, and editing, to revising. Similarly, Sun and Lan (2021) found that translanguaging in writing class brings more ideological discussions, enriches written feedback studies with more negotiation of unconventional language use, and facilitates writing instruction. Another example from the reading context is the study of Yafele (2021), who examined how literacy instructors could enrich Southern African students reading of university English texts. The researcher concluded that translanguaging gives bilingual and multilingual readers an edge in academic reading and is recommended. Moreover, Galante (2020) realized that ESL students in a Canadian university engaged in spontaneous translanguaging outside of the classroom freely.

Figure 1. differences between codeswitching and translanguaging.
translanguaging help students communicate outside the classroom. It enhances their listening and speaking skills.

b. Translanguaging and Arabic-speaking students

Some studies were conducted to examine the translanguaging phenomenon in EFL classes in different Arabic-speaking countries. In the United Arab Emirates, Al-Bataineh and Gallagher (2021) examined the attitudes of future bilingual teachers towards translanguaging when writing stories for young bilingual learners. They found that participants held paradoxical and ambivalent attitudes towards translanguaging, and that language ideology played a crucial role in determining their attitudes, as well as the degree to which translanguaging in writing was accepted or rejected. The Emirati participants were ambivalent—if not right-downright hostile—to its use for ideological, linguistic, and pedagogical reasons. Given the dominant language ideology among the participants and their tendency to verbalize their preference to maintain a clear-cut boundary between Arabic and English, their actual linguistic behavior tells a different story. Elashhab (2020) explored how Saudi medical students used their first language (L1) as a resource for constructing meaning in EFL courses. The researcher found that lower English proficiency level students used more translanguaging strategies as they think in L1, produce sentences in L1, then process them in their minds to transform them into L2. In addition, Alasmari et al. (2022) explored instructors' attitudes in Saudi universities toward translanguaging. The results show that teachers had positive attitudes toward translanguaging, considering it productive in helping students understand the content and communicate their ideas inside and outside the classroom.

c. Translanguaging roles in classrooms

Classrooms are rich settings for translanguaging, and the role of translanguaging has been positive in several studies and found to be an effective tool for communicating. Duarte (2019) examined the frequency of speech acts in translanguaging scenes in four German multilingual schools. The results showed that the most frequent purposes are stating or claiming (%16.9), asking (%14.9), informing (%12.6), confirming (%11.8), quoting (%8.6), ordering (%6.2), answering (%4.7), classifying (%4.5), and identifying (%3.3). On the other hand, the less frequent purposes for translanguaging were disclosing, admonishing, correcting, conjecturing, excusing, and thanking.

The Significance of the Study

The study has several rationales and motives. First, it contributes to the current understanding of translanguaging in Saudi Arabia. Few studies have explored the translanguaging concept in Saudi Arabia. The Saudi education context is characterized by a high degree of homogeneity. Students speak the same mother tongue, share the same cultural values, and study the same curriculum in high schools. Second, the study examines the higher education system. Most of the studies have explored translanguaging in the K–12 education context. Third, the study explores translanguaging in the ESP context because few studies have examined the translanguaging phenomenon in ESP programs (e.g., Cots et al., 2022; Justice, 2022). Fourth, the study examines the students' perceptions of teachers' use of translanguaging in ESP classes. Students' perceptions of their instructors are crucial to the success of the learning process. Few studies have examined students' perceptions about instructors' translanguaging practices in ESP classes (e.g., Jiang et al., 2022; Llanes & Cots, 2022). In addition, the study fills the gaps in our understanding of translanguaging by providing a comprehensive analysis of the phenomenon from both qualitative and quantitative perspectives (Ivankova & Creswell, 2009). This mixed-methods approach allows
us to gain a deeper understanding of how translanguaging works in the educational context and its implications for student learning.

METHOD

Context

Prilutskaya (2021) reviewed the translanguaging studies in the field of linguistics between 2011 and 2021 and examined about 300 publications to reveal the current state of knowledge about these linguistic practices and found that some counties were represented to a greater degree than others. Moreover, when it comes to the geographical context of Asia and Africa, it was stated that South Africa, Japan, and China appeared in most of the studies placed in the African and Asian contexts, respectively. Therefore, it is necessary to include geographical contexts that are less explored, such as Saudi Arabia, to find out if the translanguaging practices are more general and similar to what researchers have found in different contexts or if they are more context-specific. Also, the nature of the Saudi context is more homogeneous, which also raises the need to study translanguaging in homogeneous societies, as a great number of translanguaging studies have concentrated on multilingual or bilingual contexts. This study was conducted at a Saudi university and targeted the students of ESP programs since it represents the core focus behind conducting this study, which is to investigate linguistic practices in ESP classrooms where the language used in the classroom is different from the official language. The program at this Saudi university is designed for students who are studying in the Business Administration Department (BAD), Nursing Department (ND), and Computer Science Department (CSD).

Research Design and Procedure

The study adopted a mixed-methods research approach to gain a better understanding of the translanguaging practices in ESP programs from students' perspectives. According to Ivankova and Creswell (2009), in mixed-method design, which includes quantitative and qualitative methods, three aspects should be considered: timing, which refers to the sequential order of data collection; emphasis, which refers to which method is more important; and mixing, which refers to the phase of integrating both methods. The researcher got approval letters from the ethic research committee. Since this study adopted the mixed method research design, an explanatory process was carried on (Ivankova & Creswell, 2009), which allows the data collection process to be conducted in two different phases. The first phase includes the process of quantitative data collection. In this stage, a designed survey was distributed through Google Forms in the classrooms. The survey was designed with variables targeting the students' perceptions of translanguaging practices. The researchers adapted the survey from Hillman et al., (2019) and Alasmari et al., (2022) with modifications targeting ESP major students. The researchers chose to adopt and modify an established research instrument, questionnaires, to ensure its reliability and validity as the research instrument has been applied in other studies. The questionnaire was translated into Arabic to ensure that students' perceptions of translanguaging practices in ESP programs were accurately captured. The questionnaire was written in clear and concise language that was easy for the students to understand, and participants were allowed to answer in Arabic if they preferred. This allowed the students to express their perspectives without any language barriers and feel comfortable and confident in their responses.

The final draft of the questionnaire consists of three parts. The first part is about background information of the participants. The second part consisted of 15 closed-ended questions that measure three constructs using a five-unipolar scale. The first five closed-ended questions (1-5) measure students' perspectives about the teachers' practices of translanguaging in ESP classes. Then, these questions were followed by an open-ended
question asking participants to write some points briefly about when and for what their teachers use Arabic inside classrooms. The second five closed-ended items (6-10) measured students’ perspectives about their own practices of translanguaging in ESP classes. They were followed by an open-ended question asking the participants to write some points on their ideologies on the use of Arabic inside the classroom. The last five closed-ended questions (11-15) measured students’ perspectives on the advantages of translanguaging in ESP classes. The five items of Likert-scale were used and followed by two open-ended questions asking the participants to highlight the advantages and disadvantages of using L1 in ESP. Please, see the Appendix.

Cronbach’s alpha was used to measure the internal consistency of items in each construct. Each construct has three items. The Cronbach’s alpha results showed high reliability of the scale in the three constructs: Teachers’ practices $\alpha = .78$, students’ practices $\alpha = .74$, and advantages $\alpha = .87$.

The sample size of participants in the first phase, the numeric data collection, includes 150 undergraduate students from Nursing, Computer Science, and Business Departments at a Saudi public university. The data was collected from 50 participants from each department. The participants were native speakers of Arabic with approximately age range (of 22-23) who study English as one of the requirements in their educational programs.

The second phase, which included the process of qualitative data collection, comes after collecting the numeric data, and the purpose of this phase is to collect data that can help in understanding and interpreting the quantitative results. The second phase included collecting qualitative data via two research techniques: class observation and semi-structured interviews.

**Class observation**

The class observation was conducted to better understand how bilingual teachers used translanguaging practices in ESP classrooms and how students responded to the use of translanguaging. One of the researchers attended ten teaching sessions, two in each department, since the course materials were distinct in each major. All observations were conducted in real-time, and the researcher, who is one of the faculty members of the university, was familiar with the students and teachers, so his presence is not impacting the teaching process or the investigated practices.

**Semi-structured interviews**

At this stage, a total of 10 participants voluntarily were selected to participate in semi-structured interviews. The interviews were conducted mostly in Arabic and on a one-on-one basis to ensure that each student had the full autonomy to provide his responses with no influence on others’ opinions. The semi-structured interviews, alongside class observation, was used as it helps in gaining a deeper understanding of their ideologies about translanguaging and language learning experiences. The interview questions were adapted from the questionnaire, which included 15 questions (see appendix). The researchers used the questions as a guideline to conduct the interviews. This helped them to have focused interviews and ensure that the content of the interview did not shift away from the research topic. Further questions were also added to explain some information or to clarify the participants’ responses. The interview schedule was designed to be flexible, so the researchers could ask follow-up questions if they wanted to get more information from the participants. The researchers also allowed the participants to elaborate on their answers if they wanted to.

The qualitative collected data were transcribed and analyzed following Clarke & Braun’s (2013) steps for thematic analysis. The stages included (a) transcription, (b) coding the transcribed data, (c) identifying patterns and finding themes and sub-themes, and
reviewing and finalizing the themes. Therefore, the use of an inter-rater researcher to ensure the reliability of the themes and to ensure that the identified themes meet the research questions was introduced at this stage (McDonald et al., 2019). Two raters independently coded the transcribed data using Clarke and Braun’s (2013) thematic analysis steps. The raters met regularly to discuss their coding and to resolve any disagreements. After two raters agreed on the themes identified, they moved on to the next step in the thematic analysis process: defining and naming the themes. This involved summarizing the key concepts associated with each theme and giving it a clear and concise name. The raters tried to name the themes in a way that was consistent with the data and easy for readers to understand. Once the themes had been defined and named, the researchers wrote up the findings of the thematic analysis. This involved providing a detailed description of each theme, including the data that supported it and the implications of the theme for research and practice.

**Data analysis**

The quantitative data was analyzed using descriptive statistics and Pearson's correlation coefficient. Descriptive statistics were used to summarize the data and identify any patterns. Pearson's correlation coefficient was used to test for relationships between the three constructs: teachers' practices, students' practices, and the advantages of translanguaging. We used JASP to analyze quantitative data. JASP is free and open-source statistical software. It is a powerful tool that can be used for a variety of statistical analyses, including descriptive statistics, regression, and hypothesis testing. The qualitative data was analyzed using thematic analysis. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within qualitative data. The data was coded by two independent raters, and the themes were then defined and named.

**FINDINGS AND DISCUSSION**

The results presentation is organized according to the research questions and variables to present the learners' perceptions of translanguaging in ESP classrooms. The students' perceptions of Translanguaging as practice Table 1 presents the students' perceptions about how often bilingual teachers use various translanguaging practices in ESP classrooms. The students believed that bilingual teachers used Arabic to a great extent: translanguaging in explaining complex terms, classroom management, and allowing the students to use Arabic in classroom discussions with their classmates. Teachers rarely allow the students to answer in L1.

Table 1. Students' perspectives on the teachers' practices in ESP classrooms (n = 150)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining academic concepts in Arabic</td>
<td>33</td>
<td>36</td>
<td>55</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Using Arabic for classroom management</td>
<td>33</td>
<td>37</td>
<td>56</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Answering students' questions in Arabic</td>
<td>12</td>
<td>24</td>
<td>39</td>
<td>31</td>
<td>44</td>
</tr>
<tr>
<td>Allowing students to answer in Arabic</td>
<td>8</td>
<td>10</td>
<td>23</td>
<td>29</td>
<td>80</td>
</tr>
<tr>
<td>Allowing students to discuss in Arabic with their classmates</td>
<td>32</td>
<td>35</td>
<td>45</td>
<td>28</td>
<td>10</td>
</tr>
</tbody>
</table>

A. Students' beliefs on the bilingual teachers' Translanguaging

One of the study's aims is to identify how students’ beliefs in the use of translanguaging. When the ESP students were asked about whether translanguaging can help in explaining ESP concepts in the classroom. A descriptive analysis was conducted in order to determine the students’ beliefs on the bilingual teachers’ translanguaging. The agreeability factor for the
Likert scale design was selected at five levels: 1 = Strongly Agree (SA), 2 = Agree (A), 3 = Neutral (N), 4 = Disagree (D), and 5 = Strongly Disagree (SD). We used three indicators in order to facilitate visibility of the data and efficiency of the students’ beliefs and in order to achieve our proposed objectives: agreeability, neutrality, and disagreeability. Table 2 shows that most of the learners in all the ESP departments, (with agreeability rate of n=139, 92.7%) believed that translanguaging was a helpful and positive practice to help the learners understand the academic concepts and help bilingual teachers explain the concepts. The ESP students also found translanguaging useful in classroom management (with agreeability rate n=134, 89.3%). More than half of the students found translanguaging a useful practice in which bilingual teachers can give learners a chance to answer questions orally (with agreeability rate, n=88, 58.6%). Around 48.66% of the students’ agreeability response found that use of translanguaging useful. Interestingly, the students found that the use of oral translanguaging was higher than the written use of translanguaging during answer questions. To a great extent, the students showed that the use of translanguaging in discussions with their classmates is fruitful (with agreeability rate, n=126, 84%) as shown in Table 2.

Table 2. Students' perspectives about their own practices of translanguaging in ESP classes (n = 150)

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding complex terms</td>
<td>97</td>
<td>42</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Classroom management and instructions</td>
<td>88</td>
<td>46</td>
<td>13</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Answering questions orally</td>
<td>50</td>
<td>38</td>
<td>36</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>Answering questions in written</td>
<td>38</td>
<td>35</td>
<td>35</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Classroom discussion</td>
<td>76</td>
<td>50</td>
<td>18</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

Note, Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), & Strongly Disagree (SD)

In relation to the students' perceptions of the role of translanguaging (Using Arabic and English) applied by the bilingual teachers in ESP classrooms, the students found translanguaging helpful and an effective teaching strategy. Table 3 summarizes the students' perceptions of the advantages of translanguaging raised in the survey. The majority of the students (131=87.4%) found that bilingual teachers' translanguaging helps student's get engaged in ESP classrooms. The students also found translanguaging played greatly in enhancing the students' motivation of ESP classes. That was shown during the students' participation and discussions in the classrooms where translanguaging activities were conducted by the bilingual teachers. The students believed that they understood their courses better when the bilingual teachers used their linguistic repertoire to explain certain aspects of the course. Similarly, the bilingual teachers' translanguaging practices were helpful to a great extent in for the students to understand ESP terminologies of the course.

Table 3. Students' perspectives about the advantages of translanguaging in ESP classes

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving ESP students' engagement</td>
<td>73</td>
<td>58</td>
<td>17</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Enhancing ESP students' motivation</td>
<td>74</td>
<td>46</td>
<td>21</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Increasing ESP students' understanding</td>
<td>83</td>
<td>49</td>
<td>16</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Helping in understanding ESP terminologies</td>
<td>85</td>
<td>48</td>
<td>13</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Making ESP students more comfortable</td>
<td>90</td>
<td>41</td>
<td>14</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Some other advantages will be presented further during analyzing the qualitative data of the class observation and students’ interviews.

B. Correlations between the three concepts

The quantitative part of the questionnaire comprised 15 items: five items that measured frequency, five that measured practices, and five that measured advantages. The researchers used the mean score of each of the five questions and created one column for the mean score in each of the three categories to carry out the correlation test. We analyzed the potential correlation between the three variables: Students’ perspectives about the teachers’ practices of translanguaging in ESP classes, students’ perspectives about their own practices of translanguaging in ESP classes, and students’ perspectives about the advantages of translanguaging in ESP classes. The three variables correlate significantly with each other as shown in Table 4.

Table 4. Pearson’s correlations between students’ perceptions of translanguaging

<table>
<thead>
<tr>
<th>Variable</th>
<th>Teachers’ practices</th>
<th>Students’ practices</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ perceptions of</td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ perceptions of</td>
<td>0.31*** (&lt; .001)</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>their Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ perceptions of</td>
<td>0.25** (&lt;.001)</td>
<td>0.65*** (&lt;.001)</td>
<td>—</td>
</tr>
<tr>
<td>advantages</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05, ** p < .01, *** p < .001

Results in Table 4 show that there is a significant positive correlation between students’ perceptions of teachers’ practices of translanguaging, students’ perceptions of their own practices of translanguaging, and students’ perceptions of the advantages of translanguaging. This means that students who perceive their teachers as using translanguaging in the classroom are more likely to use translanguaging themselves, and they are also more likely to see the advantages of translanguaging. The correlation coefficients in Table 4 are all statistically significant, with p-values less than 0.001. This means that there is a very high probability that the correlations are not due to chance. The correlation between students’ perceptions of teachers’ practices and students’ perceptions of their own practices is 0.31, which is a moderate correlation. The correlation between students’ perceptions of advantages and students’ perceptions of teachers’ practices is 0.25, which is a weak correlation. The correlation between students’ perceptions of advantages and students’ perceptions of their own practices is 0.65, which is a strong correlation.

These results suggest that students’ perceptions of teachers’ practices of translanguaging have a significant impact on their own practices of translanguaging. Students who perceive their teachers as using translanguaging are more likely to use translanguaging themselves. Additionally, students who perceive the advantages of translanguaging are more likely to use translanguaging themselves.

Table 5. Gender and students’ perceptions of translanguaging

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Students</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2.91</td>
<td>1.90</td>
<td>1.68</td>
</tr>
<tr>
<td>Female</td>
<td>3.14</td>
<td>1.94</td>
<td>1.60</td>
</tr>
</tbody>
</table>
We also carried out a correlation test between participants' genders and the average score on the three constructs. The result was not significant, suggesting that there is no correlation between gender and students' perceptions of translanguageing. The descriptive statistics in the table show that there is a small difference in the mean scores for males and females on the three constructs. However, the standard deviations are also relatively large, which suggests that there is a lot of variation within each gender group. This variation may be due to a number of factors, such as the students' individual language backgrounds, their proficiency in the different languages, and their learning styles. The lack of a significant correlation between gender and students' perceptions of translanguageing suggests that gender is not a major factor in how students view translanguageing. This is an important finding, as it suggests that translanguageing can be a valuable tool for all students, regardless of their gender. However, it is important to note that the study was conducted with a relatively small sample size, and further research is needed to confirm these findings.

**Major and students' perceptions of translanguageing**

We also conducted a correlation test between participants' majors and the average score on the three constructs. The results were not significant as we can see in Table 6.

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Students</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAD</td>
<td>2.81</td>
<td>1.85</td>
<td>2.00</td>
</tr>
<tr>
<td>ND</td>
<td>3.36</td>
<td>1.93</td>
<td>1.60</td>
</tr>
<tr>
<td>CSD</td>
<td>2.97</td>
<td>2.00</td>
<td>1.59</td>
</tr>
<tr>
<td>M</td>
<td>1.60</td>
<td>0.71</td>
<td>1.71</td>
</tr>
<tr>
<td>Std.</td>
<td>0.91</td>
<td>0.71</td>
<td>0.74</td>
</tr>
<tr>
<td>Note, Business Administration Department (BAD), Nursing Department (ND), and Computer Science Department (CSD)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 illustrate the correlation test between participants' academic majors and the average score on the three constructs. The result was not significant, suggesting that there is no correlation between major and students' perceptions of translanguageing. The descriptive statistics show that there is a small difference in the mean scores for business, nursing, and computer majors on the three constructs. However, the standard deviations are also relatively large, which suggests that there is a lot of variation within each major group. This variation may be due to a number of factors, such as the students' individual language backgrounds, their proficiency in the different languages, and their learning styles. The lack of a significant correlation between academic majors and students' perceptions of translanguageing suggests that major is not a major factor in how students view translanguageing. This is an important finding, as it suggests that translanguageing can be a valuable tool for students of all majors. However, it is important to note that the study was conducted with a relatively small sample size, and further research is needed to confirm these findings.

The second phase of the study results were qualitatively obtained from the observation and semi-structured interviews. The analyzed qualitative data indicated that students have different views about their teachers' use of translanguageing in ESP classrooms, ranging across the spectrum from positive to negative. Through the thematic analysis of the responses showed that the students found translanguageing useful to help them identify the correct meaning and simplify the complex meaning of concepts. One student had “a good impression on translanguageing because it conveys ideas correctly, and students can understand the sentence with the correct logic and meaning”. Another positive effect of translanguageing is that it accelerates the pace of learning, as one of the student highlights
that "the teacher for that since he tries more than one way and takes more time to try to deliver the information to the fullest and helps to speed up understanding and consolidate the information". He further explained that his "hope" that teachers use this method because it assists the students in understanding the materials faster and comprehend the concepts very well as the verb "to confirm", which has been used in this quote, in Arabic means to make it solid. Then, he asserts his positive attitude again with repeating that "I see it good" and explained another reason for this attitude which is translanguaging can help students with lower proficiency level in L2. For participants, translanguaging acted well as a good pedagogical strategy in (c) facilitating the learning experience. The students preferred the teachers who are bilinguals speaking English and their L1 (Arabic). One student highlighted "I feel lost during the lecture, and I don't know what he says. The teacher does not speak Arabic (the students’ L1); so it is difficult for the students to understand what he says." Translanguaging (d) helps in promoting safe communicative space. It helps in expressing self and learning needs. The participants mentioned that in some occasions it was difficult to understand some instructions from teachers who were not bilinguals. Translanguaging can be used in ESP classrooms to create a space for learners to express self and needs as "with limited L2 skills, it is impossible for every L2 student to have meaningful and intellectual conversations with teachers in a L2 that they are learning to speak." (Wang, 2020, p. 12). In the same vein, participants highlighted how using translanguaging by teachers help them not only in (e) understanding the materials or the complex concepts but also in understanding what the students need.

On the other hand, some negative attitudes towards the teachers' use of translanguaging found from some students' responses. A few students found that translanguaging could have (1) negative impact on L2 learning. Some participants have concerns about teachers' use of translanguaging in ESP classrooms. The first one is that it can impact L2 linguistic competence as teachers keep using L1 in a domain where it is expected to have solely L2. One student stated that “Speaking Arabic in the English language classes leads to not practicing English well and fear of speaking it”. It can be noticed that the student first started by asserting the role of L1 to deliver concepts but then he shared his worries that translanguaging can has a negative side on students' ability to acquire and learn the L2. He attributed this attitude to the fact that students will depend "majorly" on L1. Another reason that some students did not prefer the use of translanguaging as it (2) impacts L2 communicative competence. The data analysis showed that some students are not in favor with the use of translanguaging in ESP classrooms as they are worried that translanguaging will negatively impact his ability to remember terminologies in L2 which in turn can impact his professional future. One student highlighted that "I will not be able to master the terms if I learn them in Arabic (L1). If I work in a hospital, how am I able to use those terms with nurses who don't communicate in Arabic? In my opinion, this will lead to many problems with remembering and using the terms." His major concern about how the insertion of L1 can impact his career and professional future as it can hinder his ability to use English in workplace domains such as hospitals.

Discussion

The first research question of this study investigated the frequency of translanguaging practices used by bilingual teachers in ESP programs from students' perspectives. The findings suggest that bilingual teachers in ESP programs use translanguaging practices quite frequently.

The questionnaire quantitative results show that translanguaging is a common practice in ESP classrooms. The instructors adapt translanguaging pedagogy to explain complex academic concepts and manage classroom activities. The instructors' use of pedagogical
translanguaging in ESP classes demonstrated that pedagogical translanguaging is a common practical approach in language education. The common practice of pedagogical translanguaging highlighted the potential of translanguaging in education (Kleyn & García, 2019). The exclusively English approach in ESP classes should be questioned. Several researchers criticized ESL instruction that has been exclusively or primarily in English (Cenoz & Gorter, 2021). The results of the current study show that instructors can utilize students' mother tongue to teach them foreign languages and to manage language classrooms since learners' L1 can play a positive role (Wei, 2022). However, Table 1 results demonstrate that most of the instructors do not prefer students to answer questions in their L1. Teachers might believe that it is difficult to evaluate students' output when students are translanguaging. Teachers struggle to assess students’ speaking and writing skills using L1. This shows that teachers need to be trained on how to evaluate and assess students' performance in classes that accept translanguaging as an effective teaching approach.

The second research question of the study seeks to understand the perspectives of students on the use of translanguaging in ESP programs. By understanding students' beliefs, we can better understand how translanguaging can be used effectively to support students' learning. The results show that students have positive attitudes and have different purposes to translanguaging. Translanguaging helps students understand concepts and answer questions. Similar findings were reported by (Duarte, 2019). Duarte found that translanguaging can be used for several purposes: stating, asking, informing, confirming, quoting, and ordering. However, translanguaging might not be used quite often when students disclosing, admonishing, correcting, conjecturing, excusing, and thanking. Table 3 results demonstrate that translanguaging has several pedagogical advantages. It improves learners' motivation and helps them to engage in class activities. Students understand better and acquire the academic terms effectively. The benefits of translanguaging were acknowledged by several researchers. For example, Sun and Lan (2021) realized that translanguaging practices in writing class bring more engaged class discussions, enrich students written feedback skills, facilitate the activities instruction, convey more information and express more ideas in their writing activates.

The correlation test results confirm that the relationship between students' perspectives about the teachers' practices of translanguaging in ESP classes, students' perspectives about their own practices of translanguaging in ESP classes, and students' perspectives about the advantages of translanguaging in ESP classes. Teachers' use of translanguaging help students to realize the advantages of translanguaging in classrooms. Students who have positive attitudes toward translanguaging will use translanguaging for different purposes in the classroom.

a. Practices

The main objectives of the study include investigating the teachers' practices through students' beliefs on translanguaging and the common advantages of translanguaging practices. The analysis of the data revealed that most of the teachers use translanguaging for several pedagogical practices. Common translanguaging uses include explaining complex terms and classroom management, which can be a good strategy to make students take part in classroom discussions with their classrooms. Similarly, the use of Spanish and English in college science classrooms at a land-grant university in Puerto Rico was examined based on classroom observation and interviews with teachers, and several translanguaging practices were explored in a higher education science classroom. It was found that (1) using English key terminology in discussion of scientific content in Spanish was one of the common translanguaging practices (Mazak & Herbas-Donoso, 2014). The translanguaging strategy of incorporating bilingual practices into the classroom, that is, the use of the native language
(Arabic) along with English, would benefit the students and create a good learning environment. Adamson et al. (2015) explored the potential implications of translanguaging for foreign language teaching and learning and found that teachers' translanguaging practices can act well in comprehension of new concepts and content by using the L1 as a scaffold to activate students' background knowledge and minimize the students' cognitive load. Translanguaging as an act of switching between languages was helpful with regards to empowering students's communication (Gabryś-Barker, 2020). Communication helped in classroom management and played a major role in curtailing and handling students' disruptive behavior (Gren, 2022). Several studies on EMI classrooms have explored the role of taking advantage of translanguaging as a pedagogical strategy to support content teaching and learning in science classrooms (Wu & Lin, 2019).

b. Beliefs

With regards to the second part of the study that aims at exploring the students' beliefs about translanguaging practices, to a great extent, the students' beliefs were similar to the findings in other contexts (e.g., Chen et al., 2019). The students believed that translating can be a good pedagogical strategy to help them understand the complex terms and written content of the courses. The students found translanguaging practices useful for several pedagogic functions and purposes, such as classroom management and discussions. Students use bilingual translanguaging with their peers to understand the course content. In a similar vein, Moody et al. (2019) found that graduate students' beliefs on translanguaging were also positive, not only in social settings but also in learning L2. Noureddine (2021) also reported that graduate education students perceived translanguaging as a natural and normative practice and acknowledged its beneficial role in education. Japanese university students also perceived translanguaging as a useful pedagogical strategy for classroom management and the clarification of tasks (Adamson & Coulson, 2015).

c. Advantages

In the third part of the study, the authors attempt to explore the advantages of translanguaging as a pedagogical strategy in the ESP classroom. The findings of the study illustrate several advantages of translanguaging as a pedagogical strategy in the ESP classroom. Among the common advantages, the participants found translanguaging a useful strategy to help students be engaged, active, and motivated in the classroom. Similarly, Tai and Wei (2020) highlighted that translanguaging can create a safe environment that leads to desirable and productive learning outcomes in English-medium instruction mathematics classrooms. Zhang (2021) similarly reported that translanguaging creates a positive classroom setting, facilitates foreign language learning, and plays a scaffold for the students' emotions to overcome the distance between teachers and students. The analysis of the quantitative and qualitative data showed that translanguaging is helpful in learning the content and the terminologies of the course. In the same vein as the findings in this study, Hopp et al. (2021) reported the positive part of the translation strategy to help the students acquire the difficult vocabulary and elements of the course. Another advantage found in the data analysis of the use of translanguaging in ESP classrooms is that translanguaging is useful for students with low proficiency to provide them with additional support and can be as a good pedagogical tool to help the students understand the subject matter (Gren, 2022). Fang and Liu, (2020) realized the resistance to the implementation of translanguaging, including language policy, monolingual ideology, and overuse of L1. Providing professional development courses that help instructors to use pedagogical translanguaging will improve the instructors' abilities to utilize students' L1 and draw their attention to the benefits of translanguaging.
In several studies in the literature, translanguaging has been found to act as a productive tool for the mismatch between the students' level of proficiency and the rich content delivered by teachers (Zhao & Macaro, 2016). The study is aligned with the fact that teachers should be aware that the students use their full linguistic repertoire to communicate and process information and teachers should have the basic knowledge of translanguaging to manipulate it well for students' engagement and the immersive experience that builds empathy and patience with the process of learning another language (Fu, Hadjioannou, & Zhou, 2019). Future studies can compare how teachers and students use and perceive translanguaging. Comparing studies would contribute more to examining more comprehensive findings on the translanguaging area. The findings of the study are limited to undergraduate ESP programs. Future studies might examine translanguaging in general English language learning programs. The findings are also limited to English as a foreign language in Saudi universities. Researchers might examine the use of translanguaging pedagogy in other foreign language learning contexts. Researchers might find different results in the K12 context. Future research might compare the views of students in K12 and in university programs. Future studies might examine translanguaging as a teaching method in content classes. The use of translanguaging in content learning courses might have different purposes than language learning contexts. Recent studies have highlighted the importance of preparing teacher candidates for bilingual practices that supports and multilingual stance in mainstream teacher education and develops students' willingness, engagement, and confidence (De Jong & Gao, 2023; Wong, Du, & Estudillo, 2023).

CONCLUSION
In this study, the perceptions of ESP students in Saudi Arabia in undergraduate programs were reported qualitatively and quantitatively. The findings of the study showed that ESP students had positive attitudes toward translanguaging practices, and they found it a useful pedagogical strategy to improve their understanding and identifying the correct meaning of the ESP terminologies. The study indicated that translanguaging was useful in increasing the students' communication, participation, and understanding of the course content. One of the significant impacts of translanguaging practices found in this study practiced in the classrooms, was the engagement of the students in the learning process. The study provides good pedagogical strategies and implications that could help teachers make use of translanguaging practices to improve the students' participation and understanding of the ESP courses. Policymakers should design materials that accept and encourage translanguaging practices.

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