



# Blended Learning in Practice

Spring 2023

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Welcome to the Spring 2023 edition of our e-journal Blended Learning in Practice. In this edition we have nine research articles from participants on the Post Graduate Certificate in Learning and Teaching in Higher Education (PGCertHE) programme at the University of Hertfordshire.

In this edition:

**Ashley Spindler** investigates through a series of semi-structured interviews the experiences of students with ADHD at the University of Hertfordshire. The study discusses the factors that allow students to thrive and the barriers that can hinder students getting the required support.

**Fortunate Madondo** has conducted a study that explored strategies which could be used to improve learning and teaching experiences for all students including international students at a higher education institutions (HEI) in the United Kingdom. The study recommends that HEIs should increase students' teaching and learning experiences through implementing a strategy such as translanguaging to enhance students' learning and teaching experiences.

**Yiding Liu** discusses the intricate formula derivations that are crucial skill-building exercises to improve students' learning activities in many engineering programmes. She has developed a simplified three-step decoding of the derivation process to support the explaining of some of the mathematical derivations to develop and enhance students' cognitive and constructive learning.

**Flora Fortelius-Moring** uses a focus group interview to investigate the experiences of two teacher educators supporting student teachers through the learning bottleneck of unpicking the theoretical and practical applications of inclusive pedagogy as embodied in the terminology of Adaptive Teaching. Her work highlights the challenges faced by teacher educators and the implications for professional development priorities.

**Karrelle Forman-Evans** considers current teaching methods and pedagogic theories to explore the value of group work in developing professionalism in undergraduate paediatric nursing students. She explores the tensions produced by the academic/practical divide and the skills allocated to, developed, and assessed in the two curriculum areas.

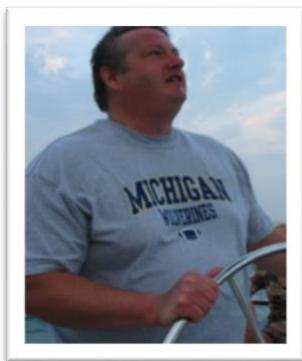
**Kyriaki Corinna Datsiou** explores the issue of Engineering being perceived as a male-dominated industry, despite the significant progress on occupational gender equality over the last couple of decades. She undertakes a detailed literature review to quantify the extent of this phenomenon internationally, nationally, and locally at the University of Hertfordshire.

**Mike Colling** discusses the role authentic assessment can play in enhancing employability of engineering graduates. He has carried out a literature review that focuses on three key

areas: graduate employability, the pedagogic theory of authentic assessment and methods of implementing authentic assessment. Mike proposes a model based on the principle of backward design as a possible way forward for practitioners.

**Lisa Flint's** article takes a broad look around 'Epistemicide', considering the destruction of values and knowledge systems. She has carried out a literature review around the challenges of implementing a decolonized praxis in terms of the role of libraries. Lisa looks at the literature around Epistemicide focussing on how collections are built, acquired, classified, catalogued, and accessed including the role of the 'reading list'. Paulo Freire's work on Critical pedagogy is woven into the discussion and the practicalities of 'critical librarianship' explored.

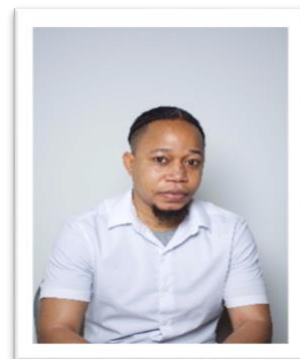
**Yvette Boamah** has conducted a study that explores the Instructional System Design (ISD) of a culturally responsive pedagogy approach to teaching Minor Illness and phenotypes. The implication is that student understanding of subject matter may also be consistent with what the students are exposed to in a clinical situation. The findings will assist nursing educators in adopting ISD theory to diversify the planning of their lessons to include multi-specific considerations in nursing education. She challenges the traditional pedagogic emphasis that is based on inflexible, clinically biased nursing epistemologies which do not consider multicultural relevance to current clinical practice.



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Ashley Spindler is a Lecturer on the MSc Data Science programme in the Department of Physics, Astronomy and Mathematics. She joined the University of Hertfordshire as a Research Fellow in 2018 after completing her PhD in Astronomy at The Open University. Ashley's research interests focus on the use of artificial intelligence in extragalactic astronomy, with a particular interest in the evolution of barred galaxies. They have also received an MPhys from the University of Surrey. As a lecturer with ADHD, Ashley has a strong drive to improve the experience of neurodivergent students at university, by raising awareness, being a role model and challenging stigma.

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Flora Fortelius-Moring is a Senior Lecturer in Education at the University of Hertfordshire, focusing on inclusion and SEND in Initial Teacher Education. She has a first degree in Psychology with Sociology, a PGCE and an MA in Education. With a background in primary education, Flora is passionate about developing evidence-based practice rooted in person-centred approaches to improve the educational experiences of learners with Special Educational Needs and/or Disabilities. She joined the University of Hertfordshire in 2021, inspired by her previous experiences to support student teachers to become confident and committed inclusive practitioners.



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Corinna Datsiou is a Senior Lecturer in Civil Engineering and a chartered engineer with extensive experience in structural glass and façade engineering. Corinna joined the University of Hertfordshire in September 2021. Prior to this, she completed her PhD at the University of Cambridge, followed by post-doctoral research at the University of Nottingham and designer experience in a consultancy firm specialising in glass structures. Her research lies at the interface of structural and materials engineering and focuses on glass mechanics, efficient manufacturing methods and composite units for structural glass.

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Mike Colling is a Lecturer in Aerospace Engineering at the University of Hertfordshire. Prior to becoming a full-time academic in February 2021, he was involved in wind tunnel testing and flight testing of military aircraft, and more recently worked as a pilot for one of Europe's largest airlines. Mike enjoys sharing his industry experiences with students and is particularly interested in how authentic assessment can enhance graduate employability.



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Lisa is an Information Manager within the Academic Engagement team in Library & Computing Services and works closely with the School of Life and Medical Sciences. She joined the University in 2013 from UCL, where she was a Subject Librarian, supporting students in UCL Medical School and The School of Life and Medical Sciences. Lisa gained her FHEA in 2020 and her experience lies in Information literacy and library related skills including undertaking systematic literature searching. Her interests include active and games-based learning as well as critical librarianship and decolonising and diversifying library collections.

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# Experiences of Students with ADHD at the University of Hertfordshire: A Qualitative Study of Student Interviews

**Dr Ashley Spindler**

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## Abstract

“The burnt-out, former gifted and talented kid,” is something of a meme amongst the ADHD community, where perceived early success in education effectively masks the struggles of neurodivergent students, leaving them unprepared for the demands of work and further education. ADHD adults have been shown to be less likely to reach post-sixteen education, and those that do reach university underachieve compared to their neurotypical peers. This study, conducted through a series of semi-structured interviews, analyses the experiences of students with ADHD at the University of Hertfordshire. The interviews revealed that, when students are able to access the support available, they are able to thrive in their studies. However, it was also clear that there is a degree of gatekeeping involved in accessing support, due to difficulties in getting a clinical diagnosis of ADHD.

## Introduction

Adapting to life at university is no doubt a significant challenge in any young person’s life, but for students with ADHD (attention deficit hyperactivity disorder), the transition from adolescence to living and studying independently can prove especially difficult (Arnold et al., 2020; DuPaul et al., 2021). For many students, coming to university presents the first time living away from home, managing their own finances, and having greater responsibility in their studies. Higher education institutions (HEIs) provide opportunities for students to explore their own views and identities, which many find to be exciting and daunting at the same time (Pfeifer et al., 2020, 2021). It is important for HEIs to support all students in their studies and in regard to their mental health—especially for students with ADHD, who may be more vulnerable to mental health struggles and risk-taking behaviour (Wolf, 2001; Landberg et al., 2020; Sedgwick-Müller et al., 2022).

ADHD is a highly complex neurodevelopmental disorder, which affects a person’s executive functioning. According to the American Psychiatric Association (APA, 2013) in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), “People with ADHD show a persistent pattern of inattention and/or hyperactivity–impulsivity that interferes with functioning or development.” Due to the complex nature of the condition, each person with ADHD presents with their own blend of symptoms—people are diagnosed with the inattentive-type ADHD (sometimes called ADD, or attention deficit disorder, which no longer appears in the DSM-5), impulsive or hyperactive-type, or with the combined-type. Students with ADHD have a wide range of struggles in university life, including focussing on



# Translanguaging as a Strategy to Improve Learning Experiences of University International Students using English as an Additional Language

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## Abstract

Higher Education Institutions (HEI) are inundated with a mixture of students from diverse and multicultural backgrounds with some struggling to cope with their academic work. The degree of multilingualism among students varies from one institution to the other (Paradowski, 2010). As such HEI classrooms encounters are compounded by students speaking different world languages with some encountering English as an Additional Language (EAL). Among these are international Black, Asian, Minority and Ethnic (BAME) students who use EAL. This study explored some strategies which could be used to improve learning and teaching experiences for all students including international students at a HEI in the United Kingdom (UK). A case study research design that considered interviews, focus group discussions and University league tables was used to gather data from 20 participants. Using the social constructivist theoretical perspective, findings revealed that some international students, especially recent arrivals attending University in their first year, struggled to achieve better grades in their assessments both written and spoken due to challenges such as proficiency in English and the education system in the UK which might also be significantly different, in terms of resources, and access to technology, as well as the style of teaching. The study recommended that higher education institutions should increase students' teaching and learning experiences through implementing a strategy such as translanguaging to enhance students' learning and teaching experiences.

## Introduction

Every academic year students from different parts of the world converge in learning and teaching encounters to share knowledge, skills, and experiences at institutions of higher learning (HEI) in the UK. However, very little is known about how these learning encounters optimize the use of more than one linguistic repertoire for cross-cultural pollination and positive student learning experiences. Although we are living in a global village where people from different cultures learn together, the use of English as a medium of instruction is common however, this might be a disadvantage to many international students especially those that take EAL who might lack confidence in using English language. The term EAL refers to a diverse and heterogeneous student body who encounter EAL. In the UK, this group of students is viewed as having been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2020). In other words, the students already speak another language/s from their different home backgrounds before joining the University.

The British Census (2011) argues that students who use EAL are a linguistically diverse group; more than 300 languages are spoken by students in the English education system with Polish, Panjabi, Urdu, Bengali (with Sylheti and Chatgaya), Gujarati and Arabic being the languages spoken the most in England after English. As such EAL students are much less likely to be White than pupils with English as their first language - 30% of EAL students are White, 41% are Asian and 13% are Black; 85% of students with English first language are White, 4% are Black and 4% are Asian (Department for Education, 2020). When arriving in the UK, international BAME students may differ in their stages of developing English language proficiency, from New to English, to completely Fluent (The Bell Foundation, 2022). The 2020/21 League tables at the current study context indicate that module attainment stood at 59% Asian/Asian British against 64% Whites, Black/Black British 56% against 64% Whites, Chinese 58% against 64% Whites and other Ethnic backgrounds is 61% against 64% Whites. Such disparities in the module attainment gap prompted the researcher to conduct a study of this nature to close the academic achievement gap between BAME students and their White student counterparts.

The other concern was that there were limited studies that the researcher was aware of which have explored translanguaging as a strategy to improve students' learning experiences in UK higher education focusing particularly on international students who use EAL. This study is therefore the first of its own kind to try and implement translanguaging to enhance learning experiences at the current study context. Initially the researcher was motivated to conduct this study because of the results from informal interactions which occurred around the two campuses with international students who indicated that their challenges in academic performance basically revolved around the use of English as the medium of instruction in all their learning. Not only this, but the researcher was also inspired to conduct the study as a way of fulfilling the University's mission to transform communities and society through research and innovation. Thus, the study came in at the right time especially this year when the institution recruited a significant number of international/BAME students in the 2022-23 academic year.

To proceed, the paper assumed the following structure, I began by unpacking the concept of translanguaging through discussing related literature and previous research studies on the phenomenon. Furthermore, I described the methodology, presented, and discussed the research findings. Three research questions formed the basis of the study. They included, how translanguaging could be implemented to effectively enhance learning and academic performance for all students including English first language speakers and international students who use EAL? What challenges do international/BAME students face in teaching and learning at HEIs? and Which strategies could be put in place to mitigate challenges faced by international/BAME students in teaching and learning at HEIs? The paper ended by highlighting conclusions and giving recommendations for policy and further studies.

## What is Translanguaging?

Researchers in the fields of sociolinguistics and applied linguistics have extensively explored the concept translanguaging, a term that Williams (1996) first proposed as ‘trawsieithu’ in Welsh and more recently expanded as a theoretical and analytic concept in a wider context by Garcia (2009) and other scholars (Blackledge & Creese, 2010; Canagarajah, 2013; Creese & Blackledge, 2010; Li, 2011, among many others) mainly from people who use EAL. Several scholars have adopted the translanguaging lens and significant amounts of work have been developed around the concept, exploring it further, reshaping it, employing it to new contexts, and critiquing it as well as weighing the risks involved in its transformation (Jaspers, 2017). Translanguaging is both going between different linguistic structures and systems and going beyond them (Li, 2011; Paradowski, 2010).

The term translanguaging refers to ‘the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system’ (Cummins, 2007: 223). This view of translanguaging can be problematic because it leaves out other important attributes of communicating one’s ideas which are covered in the next definition. Translanguaging involves the ability to engage in activities that seek to empower students to choose their mostly preferred language, for instance, making notes (i.e., making their own notes in teaching and learning sessions or from a text, organising graphics or during practical activities/work), in a language that they best understand, English or a mixture, making oneself understood or making sure that one understands or conveys a certain nuance of meaning, creativity, or criticality (Mateus, 2014). This definition of translanguaging is more interesting because it includes various aspects that students can use to convey meaning and enhance understanding. A translanguaging perspective suggests that multilingualism is not the full mastery of more individual or separate languages. Instead, multilingualism is viewed as dynamic, with translanguaging as the authentic way that multilingual individuals, families, and communities communicate (Baker & Wright, 2017). From the above it can be inferred that in translanguaging languages are not separated in the mind of the multilingual person; rather, the multilingual mind is seen as a holistic system that contains diverse linguistic resources, employed as needed for different communicative purposes.

The idea of multilingualism is not a new phenomenon, many countries ‘have two official languages (usually a strong indigenous variety and a widely used European one) for highly heterogeneous and multilingual populations’ (Edwards, 2013: 6). Multilingualism may be because of political union among different linguistic groups for instance, immigrants bringing in their own native languages and their children being introduced to new languages in the newly relocated context. Research is brimming with evidence of various substantial long-lived cognitive, social, personal, academic, and professional benefits of enriched bilingual and/or multilingual contexts (Thomas & Collier, 1998). The advantages that multilinguals exhibit over monolinguals are not restricted to linguistic knowledge only, but

extend outside the area of language (Cook, 1999; Cook, 2001). A case in point is the ability to juxtapose English with other different languages and communication strategies through translanguaging.

Scholars that have explored the advantages of allowing students to engage in translanguaging during sessions concur that there is increased lesson accomplishment (Lin & Martin, 2008; Arthur & Martin, 2006). It can be argued that through translanguaging no student is left out as all students from diverse backgrounds feel included in the sessions. Other studies indicate that translanguaging manages to find a common ground on the power-relations within the different languages in class (Cummins, 2007). This happens when different languages are equally empowered with none being regarded as more powerful than others. Apart from this, some studies argue that translanguaging helps to increase participant confidence and motivation (Creese & Blackledge, 2010; Lin, 1999). For instance, when one speaks in a language that they prefer most they are more confident as opposed to when they speak in an additional language that they are less confident in.

In a study which explored the use of translanguaging strategies on bilingual learners and how the strategies supported learners' English language development, Chaplin (2016) found out that translanguaging enhanced students' English language development. Canagarajah (2011) argues that translanguaging is not a modern phenomenon but there is evidence that translanguaging has been practiced in pre-colonial communities and in rural contexts. This is certainly true in the case of South Asia, Africa, and South America, where rural life has been characterised by heterogeneity and multilingualism. A case in point is the researcher's personal dynamic experiences with Shona language which has many dialects in Zimbabwe and when villagers meet, they adopt translanguaging to converse depending on context. Although this is the case, these rich informal linguistic repertoires are unfortunately not documented in modern scholarship. 'The limitation in the scholarship on translanguaging in pre-colonial times is that it is not based on empirical observations' (Canagarajah, 2011: 4) but on archival research. Studies show that apart from being used in informal conversations translanguaging can be a useful way to differentiate the curriculum. Differentiated instruction adapts learning to students' unique differences (Chapman & King, 2005). Levy (2008) argues that by using differentiated instructional strategies, educators can meet learners' various needs and help them to meet and exceed their full potential. Some scholars argue that translanguaging can support individual students in planning, drafting, and producing a text (Velasco & Garcia, 2014).

### ***Theoretical Framework***

The current study adopted the social constructivist perspective which believes that knowledge is a social construct which occurs through interactions with other people, their culture, and society at large (Vygotsky, 1978). The theory further states that students depend on more knowledgeable others or peers to learn new skills, knowledge, and

experiences which links well with the current study where translanguaging can create opportunities for students to learn from each other.

## Methodology

The data in this case study came from 5 home White students and 15 international/BAME students from China (Chinese students, form a large proportion of international students within the University), Algeria, Pakistan, and Bangladesh. Purposive sampling was used to identify the participants. Nicolopoulo (2022) states that purposive sampling is a non-probability sampling technique through which the subjects are selected for a purpose. For instance, in this study international students who used EAL were purposively selected. The other procedure used was simple random sampling which is a probability sampling procedure that enabled participants to be randomly picked from the entire population (Nicolopoulo, 2022). In other words, each participant had an equal chance of being selected.

Lecturers from two schools within the participating institution gave permission to the researcher to talk for 10 minutes about the research in two separate sessions. Consent from the students was sought first and the researcher assured them that the collected data was to be used for academic purposes only and that they were free to withdraw from the study at any time they felt like. Manti and Licari (2018) argue that consent is obtained before the participant enters the research (prospectively), and the researcher should not influence participants to consent. All volunteers were given an equal opportunity to participate by picking yes, or no papers placed in 2 boxes, one for home and another for international/BAME students. Those that picked yes papers automatically qualified to participate in the study. Because the researcher wanted to gather qualitative data regarding how translanguaging could be implemented to effectively enhance learning experiences and academic performance for all students including international/BAME students that use EAL, and challenges they faced as well as identifying strategies that could potentially employed to overcome the challenges, interviews and focus group discussions that lasted for about 30 minutes per session and the current institution's league tables were used as data sources. Data was analysed thematically and presented through thick narrative descriptions. Pseudonyms were used to protect participants' identities and to maintain confidentiality and anonymity.

## Findings

Data was collected, analysed, and presented following two major themes which emerged from the results. Participants were asked a series of questions in both interviews and focus group discussions which included: What challenges were they facing as international students who use EAL? How best could translanguaging pedagogy be used for classroom instruction? Which languages did they prefer to use during classroom interactions? and What strategies could be used to overcome the challenges they were faced in using EAL? The themes were presented in the sections to follow.

### ***Challenges faced by international students who use EAL***

Results revealed that some international students that used EAL faced four major challenges in their learning and interactions which included:

- Struggling to cope with the accent and pronunciation. Three participants concurred that ‘when English first language speakers spoke in class, they talked so fast, and it was difficult for international students who used EAL to understand what they would be saying because of the accent and pronunciation of words.’ (Focus Group Discussion 1- Joe, Craig, and Dave not real names). This is an indication that some students struggled with the general cognitive processing of English as an additional language.
- Struggling to produce very good academic essays and presentations was the other challenge. For instance, one student said, ‘I feel that as international/BAME students we are not receiving adequate support regarding our written academic essays and presentations.’ (Interview - Hin not real names). Another participant said, ‘I wish we could be allowed to write in our own home languages like Hindi then the assessments would later be translated to English to improve our performance’ (Interview – Kan not real name). These results from interviews showed that students required support in assignment writing and to be given an opportunity to be creative in using different languages in their writing.
- Lack of confidence presenting in class was the third challenge coming from the participants. Four international/BAME students using EAL said ‘We are not confident when presenting in front of other students because of our own accent which is different from the British accent. Other students often complain that they cannot hear us clearly which then kills our confidence’ (Focus Group Discussion 2 - San, Jit, Pa, and Anna not real names).
- A group of 10 international Chinese students identified failure to make friends and participate in group tasks in their classes due to the use of EAL a major barrier to their learning experiences. In a focus group discussion, they commented that ‘We find it difficult to interact with others in class because our English is not that good. Some students show interest in working with us but in most cases, we spend most of our time translating English to our home language to comprehend what they will be saying thus they lose patience and think that we do not want to talk to them and yet the truth is that we will not be understanding most of the things said in class.’ (Focus Group Discussion – Chinese students – Kay, Jay, Ray, Thai, Fay, Pay, May, Ray, Day, and Gay not real names).

It is clear from the above findings that international students who use EAL faced several challenges that negatively impacted on their learning experiences. Apart from the challenges, results revealed that participants suggested some strategies to address the identified challenges. These were presented in the next section.

### ***Strategies to address challenges faced by international students who use EAL***

Four strategies emerged from the findings. To begin with, based on the data obtained from participants through interviews and focus group discussions, findings revealed that one way to address issues to do with written academic essays and presentations was for the institution to engage editors who could help with editing students' assignments. For instance, one participant said: 'It would be helpful if the University could get us editors to edit our written academic essays and presentations before submission to enhance our academic performance' (Interview - Hin not real names).

Another strategy which several participants concurred with was the idea of investing in translators. For instance, participants said, 'since we pay a lot of fees and bring in revenue to the country, the institution could provide translators in classrooms so that e.g., when international students were presenting in class they could present in languages of their choice e.g., Chinese, or Hindi mixed with English and/or another language or symbols. Then native or home English speakers could wear some translation headsets to listen in English. This would increase our level of confidence. We see this happening e.g., at United Nations conferences meaning our institution could invest in such technologies.' (Focus Group Discussion - Joe, Craig, and Dave not real names).

They added that confidence played a larger role in both verbal and written forms of communication. Participants also suggested that sessions could be flexible enough to allow them to practice translanguaging especially in their written work and during classroom presentations as a way of increasing their confidence levels and proficiency in English.

Chinese students suggested that the University could employ qualified Chinese language translators in sessions where there are large numbers of Chinese students to enhance their learning experiences. They also suggested that more lecturers representing diverse cultures could be employed to deal with linguistic issues. One participant said, 'linguistic level is of no importance, it's all about celebrating the diverse range of languages spoken within our community'.

## Discussion

Several Universities are concerned with the decline in student enrolment nationally and they are now finding ways to attract international students to boost enrolment figures and maintain the relevance of programmes. However, although numbers of international students have increased significantly, the figures might triple if institutions attempted to decolonise the curriculum by being flexible in the teaching and learning. By decolonising the

curriculum, I mean employing adaptable strategies to accommodate everyone for example, by employing translanguaging. Through translanguaging all learners feel satisfied that they have been understood and the cross-cultural pollination of languages in the sessions means that other people who do not speak the same language can learn some vocabulary from a different language. This can be referred to as decolonisation of the language of instruction.

There is no consensus on the definition of decolonisation. Martin, Stewart, Watson, Silva, Teisina, Matapo, and Mika (2020: 313) argue that decolonisation “must be understood within the context of coloniality in order for it to be de-contaminated which therefore raises the question of whether curriculum can possibly be decolonised because it is colonial in-and-of-itself?”. It is obvious that the definition points out the importance of acknowledging the historical background of the term decolonisation to produce a contextualised meaning. Zembylas (2018: 404) supports this view by adding that decolonisation is “a historical narrative that resists Eurocentrism and acknowledges the contributions of colonised populations across the globe”. Based on these perceptions, in the current study, decolonisation is viewed as recognising ethnic languages and giving them the same value with English to ensure effective teaching and learning. In other words, one can argue that decolonising the teaching and learning curriculum should begin with the educator. However, educators must desist from being authoritarians in their sessions by allowing students to take charge of their own learning. It is necessary to note that when a monolingual educator encourages students to take risks that is a different story, and a different one when the educator models good practice or what taking a risk might look like (Yilmaz, 2019). In general, taking risks in linguistical terms like practicing translanguaging might be a good start to ensure effective learning.

Language is a rich cultural tool (Vygotsky, 1978) that many countries protect and preserve. Results from the current study indicated that international students paid substantial amount of fees, and the University should certainly invest in their learning experiences to enhance academic performance. Results from the current study can further the discussion around scholarship for learning. ‘There may be three ways of being scholarly {in teaching and learning}: (1) reflecting critically on practice; (2) using ideas from the literature; (3) contributing to the literature’ (Baume & Popovic, 2016: 6). Findings revealed that international/BAME students spoke and used more than one language hence the need to afford them opportunities to use translanguaging in their learning and teaching. This corroborates with previous studies which emphasise that translanguaging enhances learning to be fully maximized (Hornberger, 2005; Yilmaz, 2019).

## Conclusions and Recommendations

We may conclude by arguing that a translanguaging pedagogy is an essential tool for decolonising the teaching and learning curriculum in higher education. It can help to cater for the unique individual learning differences among students particularly the minoritized



international students that use EAL whether they are emergent bilingual or not, because translanguaging helps in building on students' linguistic strengths (Mateus, 2014).

The researcher recommends that institutions of higher learning, should invest in acquiring specialist human translators, and translation equipment. An example may include the use of human/technology translators in lectures (e.g., if there are many Panjabi speakers in a class, a different language from Panjabi may be used and students can put on headphones and listen to a translation in English or whilst the Panjabi speaking students are presenting other students could put on headphones to understand clearly due to pronunciation issues). This initiative can attract many international students that use EAL as they will be able to learn in a language, they understand best and use their working English to communicate and interact with others but when it gets to serious business of learning they do translanguaging. Translanguaging can also help them in perfecting English as an additional language since they will be learning it without pressure but in an interesting manner.

The study also recommends that schools within the University should start a compulsory module on all courses called English as a New Language to enhance international/BAME students' English language competency.

The other recommendation is for lecturers to design translanguaging assignment tasks to explicitly "bridge" international/BAME students' developing competencies in English and their home language to build upon their existing writing skills. For instance, international/BAME students can be paired with a first English speaker collaborative partner to work on the task and consequently instructed to alternate the languages they used to write the different sections of their texts, to provide them with targeted practice in each of the instructional languages. For example, students can write 'causes of poverty' in English and 'effects of poverty' in Panjabi. The educator can model flexible bilingualism, by fluidly switching between languages or using one language to process content in the other. Students can then start to translate their writing to create a fully bilingual text. Translation then becomes a valuable skill to be developed. The difference between word-for-word and translation for understanding can also be explained.

Finally, the researcher recommends that further studies that will compare academic performance of international/BAME students after implementing translanguaging should be considered to check whether there is an improvement or not.

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