

Enhancing English Education through Translanguaging Practices: A Pedagogical Approach

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Abstract

Translanguaging, the practice of using multiple languages in the classroom to aid learning, has gained prominence as a transformative approach in multilingual education. This conceptual paper explores the potential of translanguaging practices to enhance English education. The primary objective is to examine how translanguaging can be integrated into pedagogical strategies to improve language proficiency, engagement, and inclusivity. Drawing on a comprehensive review of existing literature and theoretical perspectives, the paper proposes a framework for implementing translanguaging in English classrooms. Key arguments highlight the benefits of leveraging students' full linguistic repertoires to facilitate deeper understanding and communication. The paper concludes that translanguaging not only supports language development but also fosters a more inclusive and participatory learning environment. Implications for educators and policymakers are discussed, emphasizing the need for professional development and supportive policies.

Keywords: Translanguaging, English Education, Multilingual Classrooms, Language Pedagogy, Educational Strategies

Introduction

The concept of translanguaging is not common in the education field, in which it first emerged in Bangor, Wales back in the 1980s. This is based on Francois Grosjean's idea that bilinguals are not two monolinguals in one. The term "translanguaging" was coined in the same year by Cen Williams whereby he described the pedagogy as a practice of using two languages in the same lesson which differed from many previous methods of bilingual education that separate languages by class, time and day (Garcia, 2020). In addition, translanguaging is an extension of the concept of language learning, the discursive practices of language speakers but with the additional feature of using multiple languages, often simultaneously (Vogel et al, 2017). This promotes a dynamic process in which multilingual speakers navigate complex social and cognitive demands through strategic employment of multiple languages. To clarify previous

statements, translanguaging is a result of bilingualism that includes complex linguistic family dynamics and the use of code-switching by the educators. This allows the students to relate their own understanding of the language through the usage of translanguaging.

Translanguaging involves the issues of language production, effective communication, function of language and the thought processes behind language use (Wei, 2018). This allows learners to use what they have already learned in the past from their first language, (L1) to clarify ideas and concepts of the second language (L2). Translanguaging pedagogy allows students to access all their linguistic resources when acquiring a new language or knowledge, enabling them to understand and express complex ideas more effectively (Juvonen et al, 2021). It involves using a multilingual approach that goes beyond traditional language boundaries, encouraging students to draw connections between languages and cultures to deepen their understanding and proficiency in the target language. This pedagogy emphasises the importance of creating a supportive and inclusive learning environment where students can collaborate with peers and teachers to make sense of English learning, leverage their L1 as a learning resource, and embrace their cultural background. By engaging in translanguaging practices, students can develop higher-order thinking skills, improve language proficiency, and enhance their ability to express deeper levels of thinking in both oral and written English exercises. Overall, translanguaging pedagogy aims to shift away from unrealistic expectations of native-like language proficiency and accent in ESL learners, focusing instead on developing individuals' English communication competence through the integration of multiple languages and cultural resources (Erdin et al, 2020).

Through translanguaging, it promotes cultural recognition especially to the younger students. This is highly relevant to Malaysian education system as all students will need to be fluent at least two or more languages to communicate among themselves. Translanguaging pedagogy plays its parts by promoting the recognition and appreciation of students' cultural backgrounds that later can create a more inclusive and supportive learning environment. To help with the ever-changing curriculum system, Malaysian educators are changing their teaching pedagogy from teacher-directed strategy to student-directed strategy. By actively comparing aspects of their L1 and L2, students can improve their language proficiency and academic success. Students will have to access their own knowledge and skills with the use of resources, which includes the usage of the internet and multimedia resources.

Translanguaging is proven to be an effective teaching and learning strategy. Based on research done by Donley (2022), translanguaging in ESL pedagogy has been shown to improve teaching and learning efficiency by incorporating multimodal devices and stimulating students' visual, auditory, and kinesthetic senses simultaneously. This approach enhances students' engagement and comprehension in the ESL classroom. This serves as an effective means of scaffolding, by using students' previous knowledge and experiences to relate to their current knowledge. This is particularly noted for emergent bilinguals at the initial stages of language learning, by encouraging the use of home languages to think, reflect, and extend inner speech. This later will ensure academic and professional success among the students, as they are empowered to develop their language skills, critical thinking abilities, and communication competence in English. By leveraging their linguistic resources, students can meaningfully connect to their native language and culture while learning ESL.

In the context of increasing globalisation and the multilingual nature of many societies, the integration of translanguaging into pedagogical strategies has emerged as a critical area of study. English education in multilingual settings in rural Malaysian schools specifically faces challenges related to linguistic inclusivity, equitable access to education and fostering cultural identities (Renganathan, 2023). Addressing these challenges is crucial for improving language proficiency and ensuring an inclusive educational environment that values students' linguistic and cultural diversity. This area of study is particularly important as it aligns with global educational priorities of developing holistic, culturally relevant teaching practices that later benefit the students in acquisition of the second language. By exploring the potential of translanguaging in Malaysian classrooms, this paper contributes to addressing these pressing educational needs and advancing multilingual pedagogy.

Significance of the Study

The study of translanguaging practices in English education is highly significant especially for primary schools in Malaysia as it provides a theoretical and practical framework for addressing the needs of multilingual learners where linguistic diversity is a defining feature of classrooms. By leveraging students' full linguistic repertoires, translanguaging promotes inclusivity, enhances language proficiency, and fosters critical thinking skills.

This study benefits key stakeholders, including teachers, policymakers, parents and students. Teachers gain insights into effective teaching strategies that validate and incorporate students' home languages, while policymakers are provided with evidence-based recommendations for designing linguistically inclusive curricula and teacher training programs. Parents, on the other hand, can contribute to incorporating home language and target language for after-school sessions with their children. Most importantly, students stand to benefit from improved engagement, comprehension, and a sense of belonging in their learning environments.

In short, this study underscores the utility of translanguaging as a transformative pedagogical approach that bridges gaps between traditional language teaching methods and the realities of multilingual classrooms. Its effectiveness lies in creating equitable opportunities for language acquisition while preserving and celebrating cultural identities, making it a vital tool for 21st-century education.

Understanding Translanguaging

Definitions and Concepts of Translanguaging

Translanguaging is a concept that includes the complex discursive practices of bilingual and multilingual speakers, allowing them to use their entire linguistic repertoire to communicate and make meaning. It challenges traditional monolingual ideologies by recognizing that language practices are fluid and interconnected rather than confined to strict boundaries of named languages. It is also one of the pedagogical approaches that involves the flexible use of multiple languages and multimodal resources in educational settings. It goes beyond merely switching between languages; instead, it encompasses the integration of diverse linguistic resources to enrich students' understanding of the curriculum, foster inclusivity, and facilitate meaningful interactions.

The origins of translanguaging can be traced to the recognition that named languages (such as Turkish and English) are products of socio-political frameworks rather than accurate reflections of psychological realities. This perspective suggests that language use is dynamic and context-dependent, allowing for a more fluid understanding of bilingualism. The concept has gained traction in educational discussions, particularly in contexts where emergent bilingualism is prevalent, as it supports the idea that students should be able to utilize their entire linguistic repertoire to enhance learning. The term itself has evolved to describe both the practices of bilingual speakers and the pedagogical approaches that leverage these practices to enhance learning. The paper differentiates translanguaging from related concepts such as code-switching and code-mixing, highlighting its broader implications for identity, creativity, and critical engagement in language use. While there is a growing interest in translanguaging, the implementation of such practices requires teachers to be adequately trained in bilingual pedagogy, enabling them to adapt new roles as facilitators of translanguaging in the classroom.

Theoretical Foundations

The theoretical foundation of translanguaging is grounded in the understanding of language as a dynamic and fluid resource that transcends traditional boundaries. This perspective challenges the conventional view of languages as discrete entities, advocating instead for a more integrated approach that recognizes the complex ways in which multilingual individuals draw upon their entire linguistic repertoire. García and Wei (2014) emphasize that translanguaging allows speakers to use their languages in a flexible manner, enabling them to communicate effectively and make meaning in diverse contexts. This approach is informed by sociolinguistic theories that highlight the social and contextual nature of language use, illustrating how language practices are shaped by cultural, social, and political factors.

A key concept within the theoretical framework of translanguaging is "translanguaging space," as articulated by Li (2011). This concept refers to the interactive and transformative space created when individuals engage in fluid language practices, allowing them to integrate their linguistic resources. In this space, learners can connect new knowledge to their existing linguistic and cultural experiences, facilitating cognitive development and language acquisition. This aligns with Vygotsky's sociocultural theory, which posits that learning is inherently social and occurs through interaction and collaboration. By engaging in translanguaging, students can leverage their diverse linguistic backgrounds to enhance their understanding and learning outcomes.

Moreover, translanguaging is closely linked to critical pedagogy, which advocates for the recognition and validation of students' linguistic identities. This theoretical framework emphasizes the importance of empowering students by acknowledging their home languages and cultural backgrounds as valuable assets in the learning process. As García, Johnson, and Seltzer (2017) note, translanguaging practices can create inclusive learning environments that promote equity and social justice, allowing all students to participate fully and authentically in their education. By incorporating translanguaging, educators can foster a sense of belonging and validate the diverse linguistic identities of their students.

Additionally, the concept of metalinguistic awareness is integral to the theoretical foundation of translanguaging. Metalinguistic awareness refers to the ability to reflect on and

analyze language as an object of study. Through translanguaging practices, students develop this awareness by engaging with multiple languages, which enhances their understanding of language structures and functions. This process not only supports language development but also fosters critical thinking skills, as students learn to navigate and manipulate their linguistic resources in various contexts (Cenoz & Gorter, 2017).

In summary, the theoretical foundation of translanguaging is built upon the recognition of language as a flexible and integrated resource, informed by sociolinguistic, sociocultural, and critical pedagogical theories. By embracing the fluidity of language use, translanguaging practices empower learners, validate their linguistic identities, and promote deeper cognitive engagement. This theoretical framework provides a robust basis for implementing translanguaging in educational settings, ultimately enhancing language learning and fostering a more inclusive and equitable classroom environment.

Benefits of Translanguaging in Language Education

Translanguaging offers numerous benefits in language education, significantly enhancing the learning experience for multilingual students. One of the primary advantages is that it allows learners to leverage their entire linguistic repertoire, which can lead to improved comprehension and retention of new information. By using multiple languages in the classroom, students can connect new concepts to their existing knowledge, facilitating deeper understanding and cognitive engagement (García & Wei, 2014). This approach not only supports language development but also fosters critical thinking skills, as students learn to navigate and manipulate their linguistic resources in various contexts.

Another significant benefit of translanguaging is its ability to promote inclusivity and equity in the classroom. By recognizing and validating students' home languages, educators create a more welcoming environment that respects and values diverse linguistic identities. This practice can enhance students' self-esteem and motivation, as they feel acknowledged and empowered in their learning journey (García, Johnson and Seltzer, 2017). Furthermore, translanguaging encourages collaboration among students, as they often work together to share and negotiate meaning across languages, fostering a sense of community and belonging.

Translanguaging also enhances metalinguistic awareness, which is crucial for language development. When students engage in translanguaging practices, they become more aware of language structures and functions, allowing them to reflect on their language use critically. This heightened awareness can lead to improved language skills, as students learn to identify similarities and differences between languages, ultimately enhancing their overall linguistic competence (Cenoz and Gorter, 2017). Additionally, by integrating translanguaging into assessments, educators can obtain a more comprehensive view of students' abilities, as they evaluate performance across multiple languages rather than in isolation (Escamilla et al., 2024).

Hence, translanguaging in language education provides significant benefits, including enhanced comprehension, increased inclusivity, and improved metalinguistic awareness. By embracing the fluidity of language use, educators can create a more equitable and effective learning environment that supports the diverse needs of multilingual students. This approach

not only enriches the educational experience but also prepares students to thrive in an increasingly interconnected and multilingual world.

Pedagogical Approaches for Translanguaging in Language Education

Translanguaging in Instructional Strategies

The pedagogical approach of translanguaging as an instructional strategy focuses on leveraging the full linguistic repertoire of multilingual learners to enhance their language and content learning. This approach encourages the use of multiple languages within the same lesson, integrating various linguistic resources to support learning (Cenoz, 2017). By acknowledging the dynamic nature of languages and the social reality of multilingual speakers, pedagogical translanguaging goes beyond simply alternating between languages; it fosters a more holistic and inclusive educational experience.

Central to this approach is a learner-centered focus that recognises the unique linguistic backgrounds and experiences of students (Pinho Feller, 2022). By promoting learner agencies, pedagogical translanguaging empowers students to take an active role in their learning, utilizing their multilingual resources to become more autonomous. This dynamic practice allows for the softening of boundaries between languages, enabling students to draw on their entire linguistic repertoire, which contrasts with traditional methods that often treat languages as separate entities. Such a perspective can limit the resources available to multilingual learners.

Effective implementation of pedagogical translanguaging requires careful planning by educators. Teachers must design activities that intentionally incorporate multiple languages and strategies that activate students' prior knowledge and linguistic skills. This planning can occur at various levels, including phonetic, lexical, and discourse levels, making it applicable in both language and content classes (Yuvayapan, 2019). As the approach emphasises the importance of scaffolding, teachers need to provide support to help students navigate their multilingual resources. This guidance enhances students' metalinguistic awareness and overall learning outcomes.

The assessment and evaluation of pedagogical translanguaging involves developing strategies that recognize and value students' multilingual capabilities. This approach helps measure not only language proficiency but also content knowledge and critical thinking skills across languages (Cenoz and Gorter, 2022). In summary, the pedagogical approach of translanguaging as an instructional strategy creates an inclusive and effective learning environment that harnesses the linguistic diversity of students, ultimately aiming to improve both language and content learning by actively engaging students' multilingual resources and promoting their agency in the learning process.

Translanguaging and Curriculum Design

Translanguaging is an essential consideration in curriculum design, as it fosters an inclusive and adaptable educational framework that reflects the linguistic diversity of students (Escobar, 2019). By integrating translanguaging principles, educators can create curricula that allow students to utilize their entire linguistic repertoire, thereby enhancing their engagement and comprehension of content. This approach encourages the use of multiple languages in instructional activities, enabling students to draw connections between

languages and apply their knowledge in meaningful ways (Ossa Parra and Proctor, 2021). As a result, students are better equipped to navigate complex academic tasks and develop a deeper understanding of the subject matter.

Incorporating translanguaging into curriculum design also promotes the development of metalinguistic awareness, which is the ability to reflect on and analyse language as an object of study. This awareness is crucial for multilingual learners, as it helps them recognize the similarities and differences between languages, ultimately enhancing their language proficiency (Ceallaigh and Chonchúir, 2021). By designing activities that encourage students to engage with multiple languages, educators can facilitate a richer learning experience that supports both language and content development. For instance, collaborative projects that require students to use different languages can foster communication skills and critical thinking, as they learn to negotiate meaning and express ideas across linguistic boundaries.

A curriculum that embraces translanguaging empowers students by encouraging them to use their multilingual resources that lead to active engagement in the learning process, taking ownership of their educational journey. This empowerment is particularly important in multilingual classrooms, where students may come from diverse linguistic backgrounds (Avila-Mendoza et al, 2024). By valuing and incorporating their languages into the curriculum, educators can create a more equitable learning environment that recognizes and celebrates linguistic diversity. Ultimately, integrating translanguaging into curriculum design not only enriches the educational experience but also prepares students to thrive in an increasingly interconnected and multicultural world.

Classroom Activities that Support Translanguaging

Classroom activities that support translanguaging as a pedagogical approach are designed to leverage the linguistic resources of multilingual students, fostering deeper engagement and understanding. One effective activity is collaborative group work, where students are encouraged to use their home languages alongside the target language (Pacheco and Miller, 2016). For instance, in a project-based learning scenario, students can research a topic in their preferred language and then present their findings in the target language. This not only allows them to access content more easily but also helps them articulate their understanding in a language they are still mastering, reinforcing their learning through both languages.

Another valuable activity is the use of bilingual texts or resources that allow students to compare information across languages (Rowe, 2018). For example, teachers can provide articles or stories in both the students' home languages and the target language. Students can engage in discussions that require them to switch between languages, analyzing vocabulary, grammar, and cultural nuances. This practice not only enhances their reading comprehension but also promotes metalinguistic awareness, as students reflect on how different languages express similar ideas in varied ways.

Furthermore, interactive language games can be employed to support translanguaging. Activities such as word association games, where students must connect words or phrases in one language to their equivalents in another, can be both fun and educational. These games encourage spontaneous language use and help students practice their language skills in a low-stakes environment (Lin and Leung, 2024). Furthermore,

incorporating technology, such as language learning apps that support multiple languages, can provide students with personalized learning experiences that cater to their linguistic strengths.

Reflective writing activities, on the other hand, can also be beneficial. Students can be asked to write journal entries or essays that incorporate multiple languages, allowing them to express their thoughts and feelings more authentically (Mukhopadhyay, 2020). This not only validates their linguistic identities but also encourages them to think critically about their language use and the contexts in which they operate. By implementing these activities, educators can create a dynamic classroom environment that embraces translanguaging, ultimately enhancing both language acquisition and content learning for multilingual students.

Enhancing English Proficiency through Translanguaging

Building language awareness and metalinguistic skills

Building language awareness and metalinguistic skills through translanguaging is a powerful approach to improving English language proficiency among multilingual learners. One effective strategy is to create a classroom environment that encourages students to reflect on their language use and the relationships between their home languages and English (Cenoz and Gorter, 2020). This can be achieved through activities that prompt students to identify similarities and differences in vocabulary, grammar, and syntax across languages. For instance, teachers can facilitate discussions where students compare cognates—words that have similar forms and meanings in different languages—helping them recognize patterns and deepen their understanding of language structures.

Incorporating translanguaging into reading and writing activities can further enhance metalinguistic awareness (Yamagami, 2023). For example, students can be encouraged to read texts in both their home languages and English, allowing them to draw connections between the two. After reading, they can engage in discussions or write reflections that incorporate both languages, which not only reinforces their comprehension but also allows them to articulate their thoughts in a way that feels more comfortable. This practice helps students develop a more nuanced understanding of language as they analyze how meaning is constructed differently across languages.

An explicit instruction on language features can be integrated into translanguaging practices in which the teachers can design lessons that focus on specific linguistic elements, such as verb tenses or sentence structures, and encourage students to explore these features in both their home languages and English (Anderson, 2024). By analysing how these elements function in different languages, students can enhance their metalinguistic skills, enabling them to apply this knowledge to their English language learning. For instance, a lesson on past tense verbs could involve students discussing how their home languages express past actions, followed by exercises that require them to use the past tense in English.

Fostering a culture of language exploration and experimentation is essential for building language awareness among the students, especially in primary classroom setting (Chicherina and Strelkova, 2023). Teachers can create opportunities for students to use their home languages in class discussions, group projects, and presentations, reinforcing the idea

that all languages are valuable resources for learning. By encouraging students to switch between languages and reflect on their language choices, educators can help them develop a more profound understanding of language as a dynamic and interconnected system. This approach not only improves English language proficiency but also empowers students to embrace their multilingual identities, ultimately leading to greater confidence and success in their language learning journey.

Improving Comprehension and Communication skills

Improving comprehension and communication skills through translanguaging is an effective strategy for enhancing English language proficiency among multilingual learners. One of the primary ways to achieve this is by creating a classroom environment that values and utilises students' home languages alongside English (Qureshi and Aljanadbah, 2022). By allowing students to draw on their linguistic resources, educators can help them better understand complex concepts and vocabulary. For instance, when introducing new topics, teachers can provide explanations in both English and students' home languages, ensuring that all learners grasp the material before engaging in discussions or activities in English. This dual-language approach not only aids comprehension but also builds students' confidence in using English.

Incorporating collaborative learning activities is another powerful method to improve communication skills through translanguaging. Group work that encourages students to discuss and solve problems together allows them to practice their English in a supportive environment (Robillos, 2023). For example, students can work in pairs or small groups to complete tasks that require them to explain concepts, share ideas, and negotiate meaning. By using their home languages to clarify thoughts and then transitioning to English for the final presentation or report, students can enhance their communication skills while reinforcing their understanding of the content. This practice fosters a sense of community and encourages peer learning, which is vital for language development.

As integrating translanguaging into reading and listening activities can significantly boost comprehension, teachers can also select texts that are available in both English and students' home languages, allowing learners to read or listen to the material in their preferred language first (Namrullah and Nasrullah, 2020). Only then they can engage in discussions or complete comprehension exercises in English. This approach not only helps students understand the content more deeply but also enables them to make connections between languages, enhancing their overall language skills by discussing themes or characters from a story in both languages can lead to richer insights and a more profound understanding of the text.

By encouraging reflective practices, this can further improve comprehension and communication skills as the students can be prompted to keep language journals where they reflect on their learning experiences, language use, and challenges they face while learning English. This reflective process allows them to articulate their thoughts and feelings about their language journey, fostering metacognitive skills that are essential for effective communication (Lin and Leung, 2024). By regularly revisiting their entries, students can track their progress and identify areas for improvement, ultimately leading to greater proficiency in English. Through these strategies, translanguaging not only enhances comprehension and

communication skills but also empowers students to become more confident and effective language users.

Fostering Critical Thinking and Problem Solving

Fostering critical thinking and problem-solving skills through translanguaging can significantly enhance English language proficiency among multilingual learners. One effective approach is to design inquiry-based learning activities that encourage students to explore complex questions or real-world problems using both their home languages and English by presenting a challenging scenario related to a subject matter, such as environmental issues or social justice, and ask students to research and discuss potential solutions. By allowing students to brainstorm and articulate their ideas in their home languages first, they can clarify their thoughts and develop a deeper understanding of the problem before expressing their solutions in English (Pinho Feller, 2022). This process not only enhances their critical thinking skills but also builds their confidence in using English to communicate complex ideas.

Incorporating collaborative group projects is another powerful way to promote critical thinking and problem-solving through translanguaging. When students work together in diverse groups, they can leverage their linguistic resources to analyze information, debate different perspectives, and develop solutions (Robillos, 2023). For example, a project could involve students investigating a local community issue, where they gather data, conduct interviews, and present their findings. By discussing their research in their home languages, students can engage in more meaningful dialogue and critical analysis, which they can later synthesise into a cohesive presentation in English. This collaborative approach not only enhances their problem-solving abilities but also fosters a sense of ownership and investment in their learning.

Integrating reflective practices into the learning process can further develop critical thinking skills by encouraging students to keep reflective journals where they document their thought processes, challenges faced, and strategies used while solving problems (Lin and Leung, 2024). By reflecting on their learning experiences in both their home languages and English, students can gain insights into their cognitive processes and language use. This practice helps them identify effective problem-solving strategies and areas for improvement, ultimately leading to enhanced language proficiency. Moreover, sharing these reflections in class discussions can promote a culture of critical inquiry, where students learn from each other's experiences and perspectives.

Finally, using authentic materials and real-life scenarios in the classroom can stimulate critical thinking and problem-solving. This can be done by presenting case studies, news articles, or multimedia resources that require students to analyse information, evaluate arguments, and propose solutions (Yuvayapan, 2019). By discussing these materials in both their home languages and English, students can engage in deeper analysis and critical evaluation. This approach not only improves their language skills but also equips them with the necessary tools to navigate complex issues in their communities and beyond. Through these strategies, translanguaging serves as a powerful vehicle for fostering critical thinking and problem-solving skills, ultimately leading to improved English language proficiency.

Building a Multilingual Classroom Culture*Creating an Inclusive and Respectful Classroom Environment*

Creating an inclusive and respectful classroom environment is essential for building a vibrant multilingual classroom culture that values diversity and fosters learning among all students. One of the foundational steps in achieving this is to establish clear norms and expectations that promote respect for all languages and cultures represented in the classroom (Cummins, 2019). Teachers can initiate discussions about the importance of inclusivity and respect, encouraging students to share their linguistic backgrounds and cultural experiences. By celebrating the unique contributions of each student, educators can create a sense of belonging and community, where every voice is valued and heard.

Incorporating multilingual resources by displaying multilingual signs, labels and posters in the classroom is another effective strategy for fostering an inclusive environment and reflecting the languages spoken by students, creating a visually rich and welcoming space (García et al, 2017). By providing access to books, materials, and digital resources in various languages, this allows students to engage with content that resonates with their linguistic backgrounds. This not only affirms students' identities but also encourages them to use their home languages as resources for learning, promoting a culture of translanguaging where students feel empowered to draw on their entire linguistic repertoire.

Moreover, implementing collaborative learning activities can enhance inclusivity and respect within a multilingual classroom, especially in pair or group work. This encourages students to collaborate and communicate in diverse language pairs fosters peer learning and mutual support. For instance, assigning roles that require students to use their home languages to explain concepts or solve problems can help bridge language gaps and promote understanding (Cenoz and Gorter, 2022). This collaborative approach not only enhances language skills but also builds relationships among students, fostering a sense of camaraderie and respect for one another's linguistic abilities.

Providing opportunities for students to share their cultural traditions, stories, and languages can enrich the classroom environment through organising cultural days, language showcases, or storytelling sessions that allows students to take pride in their heritage and learn from one another (Juvonen and Källkvist, 2021). Such activities promote empathy and understanding, as students gain insights into the diverse backgrounds of their peers. By creating a space where students feel comfortable sharing their identities, teachers can cultivate a classroom culture that values diversity and encourages open dialogue.

Professional Development for Teachers

Including professional development for teachers is essential in building a multilingual classroom culture that effectively supports diverse learner as the teachers need to be equipped with the knowledge and skills necessary to implement translanguaging practices and embrace multilingualism in their teaching (Holdway and Hitchcock, 2018). This can begin with workshops that introduce the principles of translanguaging, highlighting its benefits for language acquisition and academic success. Moreover, ongoing training should emphasise culturally responsive teaching practices that recognize and value the linguistic and cultural backgrounds of students. Professional development sessions can include strategies for creating inclusive curricula that reflect the diversity of the classroom. For instance, educators

can learn how to incorporate multilingual resources, such as books and materials in various languages, and how to design activities that encourage students to use their entire linguistic repertoire. By fostering an understanding of how to create a culturally relevant learning environment, teachers can better engage students and promote a sense of belonging among them while acquiring the target language.

Collaboration among educators is another vital component of professional development. Schools can facilitate peer learning opportunities where teachers can share their experiences, challenges, and successes in implementing multilingual practices (Cenoz and Gorter, 2020). This collaborative approach not only fosters a sense of community among educators but also allows them to learn from one another's insights and strategies. Additionally, mentorship programs can be established, pairing experienced teachers who have successfully integrated multilingual practices with those who are new to the concept. This support system can help build confidence and competence in using translanguaging effectively.

Conclusion

Translanguaging is using a student's native language when explaining English vocabulary and concepts and using bilingual glossaries, enhances students' understanding, thinking, and knowledge of language. Signs of translanguaging attitude exhibited by teachers are necessary for its effective use as these attitudes promote inclusive classroom settings and increase student motivation. Although the drawbacks are few and far between, there are still issues like lack of manpower and resources. Students' uses of the translanguaging approach create positive results on the students including their comfort level, reduction in anxiety, and the success of the students in their academic performance; this shows the many benefits of translanguaging in addressing the students' linguistic and cultural validation.

To achieve the maximum positive impact of translanguaging in ESL classrooms, one needs to ensure that a sufficient level of professional development opportunities is available for teachers. Such programs need to focus on developing techniques that support the implementation of multilingualism in classrooms. Schools should also ensure they have extra materials to facilitate these practices in the form of bilingual material or resources (Zhu, 2022). Rather, it is important to promote the use of linguistic diversity within the school environment to further boost the achievement of translingual skills. Those who are responsible for school affairs and policy makers should promote those environments where teachers can feel secure about their translanguaging and where the linguistic skills of students do not become the detriment but the resource.

This study advances the theoretical discourse on translanguaging by highlighting its applicability in the multilingual educational context of Malaysia. Grounded in sociolinguistic perspectives that recognise language as fluid and interconnected, it extends current understandings by demonstrating how translanguaging can facilitate deeper language learning and inclusivity. Contextually, the research addresses the unique dynamics of Malaysian classrooms, where linguistic diversity is both a challenge and an asset. By integrating students' home languages into pedagogical practices, this study offers actionable insights into creating more equitable and effective language learning environments. It bridges the gap between policy and practice, advocating for professional development programs and

curriculum designs that align with the multilingual realities of Malaysian learners. Through these contributions, the research not only enriches academic dialogue but also underscores its practical relevance in fostering meaningful educational reform.

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