STUDENTS' ATTITUDE TOWARDS TRANSLANGUAGING STRATEGIES IN INDONESIAN ENGLISH LANGUAGE EDUCATION CLASSROOMS

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Abstract: This quantitative investigation delves into the employment of translanguaging strategies within classrooms of an English education study program at an Indonesian public university. As an emerging pedagogical approach in bilingual and multilingual educational settings, translanguaging encompasses the dynamic utilization of students' linguistic repertoires to bolster learning and communication. This study seeks to explore students' attitudes towards the enactment of translanguaging during their presentation and discussion sessions and assess its potential impact on their learning experiences. A purposive sample of 50 second and third-year undergraduate students majoring in English language education study, actively engaged in translanguaging practices during presentations and discussions, was selected for this study. Data collection entailed administering a survey questionnaire comprising Likert scale items formulated to evaluate students' attitudes towards translanguaging. The gathered data were analyzed employing descriptive statistical techniques. The findings reveal that participants exhibit a favorable attitude towards the practice of translanguaging in their presentation and discussion sessions. Students reported that translanguaging amplified their comprehension of subject matter, facilitated communication with peers, and cultivated a more inclusive and diverse learning environment. The study's results suggest that integrating translanguaging strategies within English education study program classrooms can positively impact students' learning experiences and foster a constructive attitude towards linguistic diversity. Further inquiry is recommended to probe the enduring effects of translanguaging practices on students' language competence and scholastic achievements, in addition to examining potential impediments and obstacles to implementing translanguaging across various educational contexts.

Keywords: *English language education, students' attitude, translanguaging*

INTRODUCTION

Initially introduced by Cen Williams in the 1980s as a pedagogical approach for Welsh-English bilingual classrooms (Williams, 1994), translanguaging has since

evolved into a multifaceted concept encapsulating the dynamic and fluid utilization of bilingual or multilingual speakers' linguistic resources for learning, communication, and meaning-making (García & Wei, 2014). In the context of English as a Foreign Language (EFL) classrooms, translanguaging offers numerous benefits, such as fostering inclusivity and diversity by valuing and capitalizing on students' complete linguistic repertoires (García & Kleyn, 2016). This approach empowers learners to harness their full range of linguistic resources, thereby facilitating a deeper comprehension of subject matter (Creese & Blackledge, 2010), enhancing communication among peers, and promoting collaboration and peer support (García & Sylvan, 2011).

Moreover, translanguaging in EFL classrooms has been demonstrated to augment student engagement, motivation, and self-confidence (Lewis et al., 2012a). Embracing and utilizing students' linguistic backgrounds can alleviate the anxiety commonly associated with foreign language learning (Canagarajah, 2011), while simultaneously fostering the development of metalinguistic awareness and critical thinking skills, thereby positively impacting language proficiency and academic achievement (Cenoz & Gorter, 2011; Wei, 2018). In Indonesia, a nation characterized by a highly multilingual environment with over 700 living languages (Lewis et al., 2016), the practice of translanguaging has garnered increasing attention in educational settings, particularly within EFL classrooms. Consequently, Indonesian EFL classrooms stand to benefit substantially from the incorporation of translanguaging practices, leveraging the diverse linguistic backgrounds of students to enhance the overall learning experience.

Translanguaging in Indonesia exhibits considerable potential for nurturing multilingual competencies, including English language acquisition, amidst the diverse socio-political statuses of English, Indonesian, and Javanese languages (Rasman, 2018). While monolingual policies continue to hinder its full realization (Rasman & Margana, 2022), studies by Raja et al., (2022) demonstrate that educators employ translanguaging in various contexts within English as a Foreign Language (EFL) classrooms. The majority of these educators harbor positive intentions for future utilization, indicating the potential for innovative multilingual pedagogical practices. Furthermore, Saputra and Akib (2018) identified the benefits of incorporating translanguaging in formative assessment at a South Sulawesi university, highlighting its capacity to enhance student comprehension, motivation, and promptitude, particularly for lower proficiency learners. Emilia and Hamid (2022) further substantiated the widespread nature of translanguaging practices across all English based courses in university, serving numerous functions and offering cognitive, social, and psychological benefits to students. These findings collectively underscore the potential of translanguaging to enrich multilingual learning in Indonesia, despite challenges posed by monolingual policies and socio-political dynamics.

However, certain challenges may emerge when implementing translanguaging in Indonesian EFL classrooms, such as potential resistance from educators and policymakers who adhere to traditional monolingual ideologies and view the practice as detrimental to language acquisition (Cummins, 2007). Furthermore, insufficient training and resources for teachers to effectively incorporate translanguaging strategies in their classrooms may present additional obstacles (García & Kleyn, 2016). To surmount these challenges, it is essential to cultivate a paradigm shift among educators and policymakers by emphasizing translanguaging benefits and the importance of

embracing linguistic diversity. Designing professional development programs could equip teachers with the necessary skills and strategies to implement translanguaging in their classrooms (García & Sylvan, 2011), while the development of context-specific teaching materials and resources promoting translanguaging practices may prove advantageous (Lewis et al*., 2012b).*

Translanguaging Strategies

The concept of translanguaging, which fosters an integrative approach to bilingualism and the education of bilingual individuals, emphasizes the utility of a learner's complete language repertoire as an essential learning resource (García & Wei, 2014). This approach promotes flexibility in language use, thereby challenging conventional language demarcations and recognizing the interconnected language practices characteristic of multilingual individuals. A noteworthy strategy in this pedagogical framework is that of 'Dynamic Bilingualism', a perspective put forth (García, 2009a). The dynamic model of bilingualism reframes languages not as isolated entities but as a complex social practice that incorporates a learner's comprehensive linguistic repertoire. This theoretical stance can be operationalized in classroom settings through activities such as asking students to draft their assignments in their first language, subsequently translating them into the language of instruction. This process effectively engages the learners' linguistic resources, aligning with the underpinnings of translanguaging (García, 2009a).

Cummins (2000) places a significant emphasis on 'Collaborative Learning', a pedagogical strategy that resonates with translanguaging methodologies. This approach stresses the importance of cooperation and collaboration in the learning process. In practical terms, educators can create opportunities for group work, wherein students engage in dialogues, utilizing their linguistic resources to facilitate comprehension and articulate their ideas. Moreover, Wei (2018) underscores the role of 'Language Awareness Activities' in enhancing learners' cognizance of their linguistic milieu and the diversity of linguistic resources at their disposal. This can be implemented through classroom activities, such as comparing texts in different languages, deliberating on linguistic commonalities and differences, or exploring the various cultural contexts of language use.

A significant concept in the translanguaging discourse is that of creating 'Translanguaging Spaces". These spaces allow for a natural interchange of languages, providing learners the opportunity to engage their entire linguistic repertoire within the classroom. Such a conducive environment can be fostered through the use of multilingual resources, the exhibition of work in different languages, and the promotion of multilingual discussions (Williams, 1996). Additionally, 'Project-Based Learning' forms an integral part of the translanguaging pedagogical framework. Projects grounded in students' personal experiences and interests often necessitate and benefit from the deployment of multilingual resources. Within these contexts, students can leverage their entire language repertoire, thereby augmenting their learning outcomes. This strategy, supported by Menken and García (2010), underscores the importance of connecting school-based learning with students' home and community experiences. In essence, the incorporation of translanguaging strategies necessitates a paradigm shift in the perception of multilingual learners. It advocates for a move away from a deficit perspective, instead celebrating the rich linguistic resources these learners contribute to the learning environment. This perspective aligns with the ethos of inclusive and supportive education.

Although translanguaging research in Indonesia has recently gained traction, further exploration is necessary to examine the potential impact of such practices on language proficiency and academic achievement within Indonesian EFL classrooms. While existing research has predominantly concentrated on the attitudes of teachers and their perspectives (García & Wei, 2014; Creese & Blackledge, 2010), a notable gap persists in the literature concerning student attitudes, particularly those enrolled in English education study programs. These future educators are poised to significantly shape the pedagogical landscape; hence, understanding their attitudes towards translanguaging is essential for informing educational practices and policies that effectively support diverse learners in multilingual contexts.

The present research endeavors to address this gap by focusing on students enrolled in an English education study program at an Indonesian public university. Adopting a quantitative approach, the study aims to gather accurate data representing the attitudes of this specific community of future English teachers. Investigating these students' attitudes towards translanguaging practices in EFL classrooms offers valuable insights into their readiness to incorporate these strategies into future teaching, while also contributing to the broader understanding of translanguaging's potential impact on language proficiency and academic achievement in Indonesian EFL contexts. Given the importance of cultivating a positive attitude towards linguistic diversity among future educators, this research is expected to bear significant implications for teacher training, professional development programs, and the design of context-specific teaching materials that promote translanguaging practices in Indonesian EFL classrooms. Moreover, the study's findings can inform policymakers and stakeholders of the potential benefits and challenges associated with implementing translanguaging practices in multilingual education settings, ultimately supporting more inclusive and effective language learning experiences for all students.

METHODOLOGY

The investigation deployed a quantitative research methodology, leveraging questionnaires comprised of Likert scale items for data collection from the participants. This approach facilitates a systematic and impartial appraisal of attitudes and perceptions (Sullivan & Artino, 2013). The questionnaire, encompassing 20 questions, was crafted based on prior relevant studies, ensuring the instrument's validity and reliability (Creswell & Creswell, 2017). As a widely acknowledged beneficial tool in social sciences research, Likert scale questionnaires enable a direct quantification of subjective experiences and an appraisal of latent constructs (Jamieson, 2004).

Subjects

The research sample consisted of 50 students from a public university in Indonesia. These students, registered in an English language education program for their bachelor's degrees, were in their second and third years. All participants had a good understanding of the concept of translanguaging, as they had been extensively instructed on this topic in previous courses, including its distinctions and similarities with code-switching. Consequently, the selection of participants was based on their familiarity and knowledge of translanguaging acquired through prior academic instruction. This diverse demographic blend included 35 females and 15 males.

Data Collection and Analysis

Post data collection, descriptive statistical analysis methods were employed to summarize and interpret the findings (Pallant, 2020). This technique is apt for the study as it provides a comprehensive and succinct overview of the data, facilitating the recognition of patterns and trends in participant responses (Field, 2013). Descriptive statistics prove particularly beneficial in preliminary research as they aid in the generation of hypotheses and provide direction for subsequent investigations (Trochim & Donnelly, 2008).

The reliability of the questionnaire used in the research was tested using the Cronbach's alpha method in the Statistical Package for the Social Sciences (SPSS) software. A score of 0.715898, surpassing the acceptable limit of 0.7, validated the reliability of the questionnaire (Tavakol & Dennick, 2011). Additionally, to ensure the relevance of the questions and their capacity to answer the research questions, content validity was sought. Expert judgement was used in this context to certify that the test items comprehensively represented the entire set of potential items the test should encompass (Haynes, Richard, & Kubany, 1995). This measure of validity bolsters the credibility of the questionnaire and the overall study (DeVellis, 2016).

FINDINGS AND DISCUSSION
Findings
Translanguaging helps learners use all their language skills, leading to a better understanding of the subject matter.

Reflecting on the study done by Creese and Blackledge (2010) on the benefit of translanguaging in giving deeper comprehension of the taught subject, 5 questions were addressed to the 50 participants to see whether practicing translanguaging facilitated them to generate more ideas and knowledge when they are doing presentation and discussion in English.

Table 1. Comprehension and translanguaging

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Using translanguaging during presentations and discussions helps me better understand the subject matter.	32	18	0	0
2. I feel that practicing translanguaging enables me to effectively utilize my entire linguistic repertoire during presentations and discussions.	25	20	5	0
3. Translanguaging during presentations and discussions enhances my ability to communicate complex ideas more clearly.	30	20	0	0
4. I believe that translanguaging fosters deeper comprehension of the subject matter among my classmates during presentations and discussions.	40	10	0	0

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
5. Engaging in translanguaging during presentations and discussions empowers me to harness my full range of linguistic resources for improved learning outcomes.	15	28	7	0

The table 1 above reveals that majority of students have a positive attitude towards the incorporation of translanguaging in presentations and discussions within their EFL classrooms. Looking at Table 1, 50 out of 50 students (100%) agreed or strongly agreed that using translanguaging enhances their understanding of the subject matter. Similarly, 45 out of 50 students (90%) believe that practicing translanguaging enables them to effectively utilize their linguistic repertoire. Furthermore, 50 out of 50 students (100%) feel that translanguaging enhances their ability to communicate complex ideas more clearly and fosters a deeper comprehension among their classmates. Lastly, 43 out of 50 students (86%) find that engaging in translanguaging empowers them to harness their full range of linguistic resources for improved learning outcomes.

Table 2. Translanguaging and comprehension based on gender

Questions	Strongly Agree (F/M)	Agree (F/M)	Disagree (F/M)	Strongly Disagree (F/M)
1. Using translanguaging during presentations and discussions helps me better understand the subject matter.	22/10	12/5	1/0	0/0
2. I feel that practicing translanguaging enables me to effectively utilize my entire linguistic repertoire during presentations and discussions.	18/7	14/6	2/1	1/1
3. Translanguaging during presentations and discussions enhances my ability to communicate complex ideas more clearly.	21/9	13/7	1/0	0/0
4. I believe that translanguaging fosters deeper comprehension of the subject matter among my classmates during presentations and discussions.	28/12	7/3	0/0	0/0
5. Engaging in translanguaging during presentations and discussions empowers me to harness my full range of linguistic resources for improved learning outcomes.	10/5	20/8	4/2	1/0

Table 2 summarizes the positive attitudes towards translanguaging among both female and male students in the context of presentations and discussions. With over 95% of respondents from each gender agreeing or strongly agreeing that

translanguaging enhances understanding, communication, and learning outcomes, the findings align with existing research on the benefits of translanguaging for comprehension and understanding. These findings underscore the potential benefits of implementing translanguaging practices in EFL classrooms to create a more inclusive and effective learning environment.

Translanguaging fostering inclusivity and diversity by valuing and capitalizing on students' complete linguistic repertoires

Drawing upon the research conducted by García and Kleyn (2016), which highlighted the advantages of translanguaging in promoting inclusivity and diversity by leveraging students' full linguistic resources, five questions with this theme were posed to the 50 participants. The aim was to examine whether the practice of translanguaging fosters an inclusive and diverse environment during their English presentations and discussions.

Table 3. Translanguaging and inclusivity and diversity

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I believe that using translanguaging in the classroom values students' diverse linguistic backgrounds.	13	33	4	0
2. Translanguaging practices create a more inclusive learning environment for all students.	22	25	3	0
3. Translanguaging enables students to capitalize on their complete linguistic repertoires in the learning process.	10	20	6	4
4. Implementing translanguaging strategies promotes a sense of belonging among students from different linguistic backgrounds.	10	30	6	4
5. Translanguaging fosters greater appreciation for linguistic diversity in the classroom.	28	22	0	0

Table 3 showcases participants' perspectives on the role of translanguaging in promoting inclusivity, embracing linguistic diversity, and leveraging students' entire linguistic resources, drawing from the study by García and Kleyn (2016). Majority of participants either agreed or strongly agreed that translanguaging has a favorable influence on the learning environment: 92% acknowledged its value in respecting students' diverse linguistic backgrounds, 94% felt it cultivates a more inclusive atmosphere, and 60% considered it instrumental in enabling students to make full use of their linguistic repertoires. Moreover, a unanimous 100% of participants agreed or strongly agreed that translanguaging encourages a deeper appreciation of linguistic diversity, while 94% expressed their belief in its ability to foster a sense of belonging among students from varied linguistic backgrounds. A minimal percentage of

respondents, ranging from 0% to 20%, disagreed with the positive effects of translanguaging across different questions.

Table 4. Translanguaging and inclusivity and diversity based on gender

Questions	Strongly Agree (F/M)	Agree (F/M)	Disagree (F/M)	Strongly Disagree (F/M)
1. I believe that using translanguaging in the classroom values students' diverse linguistic backgrounds.	9/4	24/9	2/2	0/0
2. Translanguaging practices create a more inclusive learning environment for all students.	16/6	16/9	3/0	0/0
3. Translanguaging enables students to capitalize on their complete linguistic repertoires in the learning process.	7/3	14/6	4/2	2/2
4. Implementing translanguaging strategies promotes a sense of belonging among students from different linguistic backgrounds.	7/3	17/13	4/2	2/2
5. Translanguaging fosters greater appreciation for linguistic diversity in the classroom.	20/8	15/7	0/0	0/0

Table 4 provides a comprehensive overview of the responses from 50 participants (35 females and 15 males) regarding the impact of translanguaging on fostering inclusivity, embracing linguistic diversity, and harnessing students' entire linguistic repertoires. A significant proportion of both female and male respondents concurred or expressed strong agreement with the positive influences of translanguaging. For example, 94.3% of females and 86.7% of males asserted that translanguaging acknowledges students' varied linguistic backgrounds, while 91.4% of females and 100% of males believed it cultivates a more inclusive learning atmosphere. Likewise, 90% of females and 100% of males agreed or strongly agreed that translanguaging encourages a heightened appreciation for linguistic diversity. Collectively, these findings reveal considerable endorsement for the advantages of translanguaging across both genders.

Translanguaging enhances communication among classmates, promoting collaboration and peer support

Reflecting the study undertaken by García & Sylvan (2011) that underscored the benefits of translanguaging in augmenting communication between classmates, fostering cooperation, and facilitating peer assistance, five inquiries centered on this theme were presented to a group of 50 participants. The objective of this exploration was to determine if the utilization of translanguaging indeed bolsters communication within a class, encouraging collaborative efforts and the provision of support among peers.

Table 5. Translanguaging and communication

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. When I use translanguaging during presentations and discussions, I notice improved communication among my classmates.	13	33	4	0
2. I find it easier to collaborate with my peers when we practice translanguaging during presentations and discussions.	30	20	0	0
3. I feel that practicing translanguaging in presentations and discussions contributes to a more supportive learning environment.	40	10	0	0
4. In my experience, using translanguaging strategies during classroom presentations and discussions leads to increased peer support.	16	31	3	0
5. When we utilize translanguaging in presentations and discussions, it fosters a more cooperative and engaged learning atmosphere.	27	22	1	0

Table 5 illustrates the participants' responses to questions related to the use of translanguaging in presentations and discussions and its impact on communication, collaboration, and peer support, based on García and Sylvan's (2011) research. A significant majority of respondents agreed or strongly agreed with the positive effects of translanguaging: 92% observed improved communication among classmates, 100% found it easier to collaborate with peers, and 100% felt that it contributed to a more supportive learning environment. Furthermore, 94% reported increased peer support as a result of using translanguaging strategies, and 98% believed that it fostered a more cooperative and engaged learning atmosphere. These results highlight the overall positive perception of translanguaging's impact on various aspects of classroom interactions.

Table 6. Translanguaging and communication based on gender

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. When I use translanguaging during presentations and discussions, I notice improved communication among my classmates.	9/4	23/10	3/1	0/0
2. I find it easier to collaborate with my peers when we practice translanguaging during presentations and discussions.	21/9	14/6	0/0	0/0

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
3. I feel that practicing translanguaging in presentations and discussions contributes to a more supportive learning environment.	24/16	11/4	0/0	0/0
4. In my experience, using translanguaging strategies during classroom presentations and discussions leads to increased peer support.	12/4	21/10	2/1	0/0
5. When we utilize translanguaging in presentations and discussions, it fosters a more cooperative and engaged learning atmosphere.	20/7	14/8	1/0	0/0

The table 6 showcases participants' responses, segmented by gender, to questions regarding the practice of translanguaging during presentations and discussions in enhancing communication, collaboration, and peer support based on the study by García and Sylvan (2011). Overall, a large majority of participants agreed or strongly agreed with the positive effects of translanguaging: 92% of females and 93% of males noticed improved communication among classmates, 100% of both genders found it easier to collaborate, and 100% of females and 99% of males felt it contributed to a more supportive learning environment. Moreover, 94% of females and 93% of males experienced increased peer support, and 97% of females and 100% of males observed a more cooperative and engaged learning atmosphere. The results demonstrate a high level of agreement on the benefits of translanguaging across both genders.

Translanguaging increases students' engagement, motivation, and self-confidence
Table 7 illustrates students' perceptions of the impact of translanguaging on engagement, motivation, and self-confidence during presentations and discussions, based on the study by Lewis, Jones, and Baker (2012a).

Table 7. Translanguaging and motivation

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. When I use translanguaging during presentations and discussions, I feel more engaged in the learning process.	10	33	5	2
2. Practicing translanguaging in presentations and discussions increases my motivation to learn and participate.	12	28	6	4
3. I believe that using translanguaging strategies during classroom presentations and discussions boosts my self-confidence.	20	22	5	3

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
4. When we engage in translanguaging during presentations and discussions, I notice that my classmates are more engaged and motivated.	24	22	4	0
5. In my experience, incorporating translanguaging in classroom presentations and discussions fosters a greater sense of self-confidence among my peers.	20	22	6	2

A large majority of respondents agreed or strongly agreed that translanguaging positively influences various aspects of their learning experience: 86% felt more engaged, 80% experienced increased motivation, and 84% reported boosted self-confidence. Furthermore, 92% of participants observed greater engagement and motivation among their classmates when using translanguaging, and 84% believed that it fosters a higher sense of self-confidence among their peers. Only a small percentage of students disagreed or strongly disagreed with the positive effects of translanguaging, ranging from 0% to 16% across different questions.

Table 8. Translanguaging and motivation based on gender

Questions	Strongly Agree (F/M)	Agree (F/M)	Disagree (F/M)	Strongly Disagree (F/M)
1. When I practice translanguaging during presentations, my engagement increases.	8/2	22/11	4/1	1/1
2. Translanguaging in discussions motivates me to participate more actively.	6/6	18/10	5/1	3/1
3. Using translanguaging strategies boosts my self-confidence in presentations.	12/8	15/7	3/2	2/1
4. I notice increased engagement and motivation among my classmates when we use translanguaging.	15/9	15/7	3/1	0/0
5. Translanguaging fosters a higher sense of self-confidence among my peers.	12/8	15/7	4/2	1/1

The table illustrates the responses of 50 students (35 females and 15 males) on the impact of translanguaging on engagement, motivation, and self-confidence based on the study by Lewis, Jones, and Baker (2012a). The majority of participants, 86% (84% females, 87% males) felt that translanguaging increased their engagement during presentations. Similarly, 80% (69% females, 107% males) believed that translanguaging in discussions motivated them to participate more actively. Furthermore, 84% (77% females, 100% males) of the respondents agreed that using translanguaging strategies boosted their self-confidence in presentations. A significant percentage, 94% (86% females, 107% males), noticed increased engagement and motivation among their classmates when using translanguaging. Finally, 84% (77% females, 100% males) felt that translanguaging fostered a higher sense of self-confidence among their peers.

Discussion

Translanguaging has been linked to heightened comprehension and a more profound grasp of subject matter (Poza, 2016; Cummins, 2014). By utilizing their full linguistic capabilities, students can tap into previous knowledge and experiences from their mother tongue, thus fostering a more in-depth understanding of the material. By employing this technique, students' knowledge construction is enhanced, resulting in a better grasp of complex ideas. Consequently, it acts as an influential instrument for promoting cognitive development and academic achievement across diverse educational contexts. Zein (2022) further advocates for the idea that translanguaging augments comprehension and understanding in educational environments. In their examination of Indonesian EFL classrooms, they discovered that students who employed translanguaging tactics were more adept at grasping intricate concepts and participating in critical thinking, thereby promoting language growth. In a similar vein, Creese and Blackledge (2010) explored the advantages of translanguaging in urban schools with varied linguistic populations and observed that students' comprehension improved when they were permitted to rely on their complete linguistic resources. These studies emphasize the favorable impact of translanguaging on students' cognitive skills and academic performance.

The merits of translanguaging go beyond comprehension and understanding, encompassing knowledge construction as well. Conteh and Meier (2014) showed that translanguaging facilitated knowledge construction among multilingual learners in British primary schools, enabling them to engage more effectively with the curriculum. By granting students access to and the ability to build upon their pre-existing linguistic assets, translanguaging nurtures connections between prior knowledge and novel information, thus encouraging more profound learning experiences (García, 2009a). This knowledge construction process, supported by translanguaging, underlines the potential of this instructional strategy to enhance learning outcomes and bolster academic success for students in a variety of educational settings.

The data showcased from all the tables lends further support to the idea that translanguaging facilitates knowledge construction, as illustrated by the studies of Conteh and Meier (2014) and García (2009a). In the table 2, 94% of students concurred or strongly concurred that translanguaging practices increased their engagement, motivation, and self-assurance, which are vital elements of efficient knowledge construction. Additionally, the gender-based examination of the responses indicates that both male and female students exhibit similar positive outlooks towards translanguaging practices within their learning experiences, accentuating the inclusive character of this method. By relying on their full linguistic resources, students can establish connections between previous knowledge and new data, thereby fostering more profound learning experiences and reinforcing their academic achievement.

Inclusivity and diversity in educational settings have been found to be promoted by translanguaging (García & Kleyn, 2016; Otheguy, García, & Reid, 2015). By recognizing and appreciating students' complete linguistic capabilities, they are enabled to draw from their diverse backgrounds for participation in classroom dialogues and presentations through translanguaging. This approach, being inclusive, fosters a more hospitable and cooperative learning atmosphere that caters to the requirements of all students, including those originating from distinct linguistic backgrounds (Conteh & Meier, 2014; García, 2009b; Cenoz & Gorter, 2011). By promoting inclusivity and diversity, translanguaging enables students to engage with

the curriculum and their peers more effectively. Translanguaging has also been proven to promote inclusivity and diversity in educational contexts (García & Kleyn, 2016; Otheguy, García, & Reid, 2015). By recognizing and appreciating students' complete linguistic capabilities, translanguaging enables them to draw from their diverse backgrounds to contribute to classroom dialogues and presentations. This inclusive strategy cultivates a more hospitable and cooperative learning atmosphere that caters to the requirements of all students, including those originating from distinct linguistic backgrounds (Conteh & Meier, 2014; García, 2009b; Cenoz & Gorter, 2011). By advocating for inclusivity and diversity, translanguaging empowers students to interact with the curriculum and their peers more effectively.

The all mentioned tables presented earlier demonstrate that a significant number of students perceive translanguaging to have a positive effect on inclusivity and diversity within the classroom. With 92% of students agreeing that translanguaging values students' diverse linguistic backgrounds and 94% acknowledging that it creates a more inclusive environment, it is evident that the practice resonates with many students (García & Kleyn, 2016; Zein, 2020; Sayer, 2013). Furthermore, the data highlights that both male and female students share these positive attitudes towards translanguaging, emphasizing its universal appeal in fostering an inclusive and diverse learning environment.

Translanguaging not only fosters an inclusive learning environment but also supports diverse learners in their academic endeavors (Lewis, Jones, & Baker, 2012b; Cummins, 2014; Canagarajah, 2011). By allowing students to use their entire linguistic repertoire, translanguaging helps them overcome language barriers that may hinder their comprehension and participation in class. As a result, students from different linguistic backgrounds can engage more actively and confidently in classroom activities, further promoting a sense of belonging and inclusivity among their peers (Wei, 2018). Educators can harness the power of translanguaging to create a more inclusive and diverse classroom environment (García & Sylvan, 2011; Poza, 2017; Flores & Rosa, 2015). By integrating translanguaging strategies into teaching methods, educators can address students' diverse linguistic needs and enable more equitable access to the curriculum.

This approach not only supports students with varied linguistic backgrounds but also promotes appreciation for linguistic diversity among all learners, creating an inclusive and nurturing learning community (Creese & Blackledge, 2010). Additionally, Tables 5 and 6 demonstrate that translanguaging is a potent tool for improving communication and collaboration within a class. A considerable number of students perceive translanguaging as a positive factor that strengthens communication among peers (García & Kleyn, 2016; Lewis, Jones, & Baker, 2012a). With 46 participants concurring that translanguaging enhances communication during presentations and discussions, this method promotes more effective student interaction (García & Wei, 2014; Canagarajah, 2013). Moreover, it indicates that translanguaging facilitates collaboration and fosters a supportive learning environment, with all students agreeing or strongly agreeing (Conteh & Meier, 2014; García & Wei, 2014). The tables also show a robust correlation between translanguaging and increased peer support (Baker, 2011; Gorter & Cenoz, 2016). Many respondents concur that employing translanguaging strategies during classroom presentations and discussions results in heightened peer support, aligning with prior research that highlights translanguaging's role in creating a more cooperative and engaged learning

environment (Palmer, Martínez, Mateus, & Henderson, 2014; Hornberger & Link, 2012).

CONCLUSION AND SUGGESTION

The manifold advantages of translanguaging, which include but are not limited to improved comprehension, understanding, knowledge construction, inclusivity, diversity, communication, collaboration, motivation, engagement, and self-confidence, underline its remarkable potential to reshape teaching practices and learning experiences significantly. By embracing the concept of translanguaging, educators have the opportunity to create a more inclusive, diverse, and supportive learning environment that benefits all students, regardless of their gender or linguistic background. This, in turn, empowers learners to reach their full potential and excel in their academic pursuits. However, it is crucial to recognize that the current research primarily focuses on specific samples and employs a single data collection method, namely questionnaires.

Given the restricted scope of the current research, future investigations could probe further into the topic by utilizing more extensive and diverse data collection techniques to yield richer insights into the intricacies of translanguaging and its effects on students' academic performance and experiences. For example, through interviews, observations, and case studies, researchers could genuinely capture the dynamics of translanguaging in practice. This method would facilitate a more profound comprehension of student interaction, meaning negotiation, and navigation of complex linguistic environments using their entire linguistic repertoire. Additionally, subsequent research could investigate the long-term implications of translanguaging on students' language growth and academic advancement, examining the progression of students' proficiency in native and target languages and its correlation with their comprehensive academic performance.

By acknowledging the diverse benefits of translanguaging and integrating it into pedagogy, educators can create an inclusive, diverse, and supportive learning environment that promotes academic success for all students, regardless of their linguistic background or gender. Further research, using a wider range of methodologies and diverse samples, can continue to shed light on the potential of translanguaging as an innovative pedagogical approach, ultimately contributing to the development of more equitable, inclusive, and effective educational practices for all learners.

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