

TRANSLANGUAGING PEDAGOGY IN MULTILINGUAL ELT CLASSROOMS: STUDENT IDENTITY, STRATEGY USE, AND ACHIEVEMENT

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Abstract

This study explores the implementation of translanguaging pedagogy in multilingual English Language Teaching (ELT) classrooms, focusing on its influence on student identity construction, strategic language use, and academic achievement. Through a literature-based approach, this research synthesizes findings from previous empirical and theoretical studies to analyze how translanguaging functions as an instructional paradigm that validates learners' linguistic repertoires and promotes more equitable learning environments. The review reveals that translanguaging supports positive identity affirmation by enabling students to draw on their full linguistic resources, thus fostering a sense of belonging and reducing linguistic anxiety. In terms of strategy use, existing studies demonstrate that translanguaging enhances metalinguistic awareness, deepens comprehension, and facilitates flexible language negotiation practices that strengthen communicative competence. The literature also shows that the integration of translanguaging practices contributes to improved academic achievement, particularly through scaffolding complex tasks and enhancing engagement in multilingual settings. Overall, the synthesis highlights that translanguaging pedagogy serves as a transformative framework for multilingual ELT classrooms by bridging linguistic diversity with instructional effectiveness, thereby supporting learners' holistic linguistic and academic development.

Keywords: Translanguaging pedagogy, multilingual ELT classrooms, student identity, strategy use, academic achievement

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INTRODUCTION

The development of English as a Foreign Language (ELT) education in various multilingual contexts, particularly in Asia, Africa, and most developing countries, highlights the urgent need for pedagogical approaches that are more inclusive, humanistic, and responsive to learners' linguistic realities. One approach that has gained increasing attention in the past two decades is translanguaging, a pedagogical practice that flexibly utilizes students' entire linguistic repertoire to support learning, knowledge construction, identity, and academic achievement (Wang, 2022). In the context of the English classroom, translanguaging is understood not only as the use of the first language to aid understanding of the target language, but also as a dynamic process in which students integrate their various languages to negotiate meaning, express themselves authentically, and participate more equally in learning activities.

The English classroom in a multilingual environment is inherently a complex social and cultural space, where students bring diverse language backgrounds, learning experiences, social identities, and strategic preferences. The presence of translanguaging in spaces like this challenges long-held assumptions in ELT pedagogy, which tend toward a monolingual or English-only approach. This approach often views the use of languages other than English as interference that needs to be eliminated. However, numerous contemporary studies have shown that monolingual practices do not always support optimal student competency development, especially for students growing up in multilingual environments. Conversely, translanguaging offers a learning paradigm that recognizes linguistic diversity as an asset, not a barrier, thus opening up greater opportunities for students to reach their full potential (Wang, 2022).

Within the framework of student identity, translanguaging plays a crucial role as a mechanism that enables students to actualize their linguistic and cultural identities. Student identity in the context of language learning is not only related to language proficiency but also to how they define themselves as language users, how they view their position within the classroom community, and the extent to which they feel valued in the learning environment. When students are allowed to use different languages strategically, they not only gain confidence but also feel more recognized for their presence and background. This indirectly strengthens the sense of belonging that is crucial in interaction-based learning. Various literature studies show that translanguaging can strengthen students' linguistic and

academic identities, increase self-confidence, and create a safe space for deeper exploration of ideas, reflection, and engagement (Yilmaz, 2021).

In addition to identity aspects, the use of learning strategies in translanguaging is also an important focus. Translanguaging helps students develop metacognitive, cognitive, and socio-affective strategies more effectively than monolingual approaches. Through translanguaging, students can elaborate concepts, translate ideas, compare language structures, and evaluate their understanding in a more natural and intuitive manner. The use of these strategies not only enriches the process of internalizing knowledge but also improves linguistic problem-solving skills. In the context of ELT, translanguaging can support strategies such as inferencing, clarifying, monitoring comprehension, and language production planning. Strengthening these learning strategies then has direct implications for students' academic achievement (Wawire & Barnes-Story, 2023).

Academic achievement in English learning in multilingual classrooms is inextricably linked to the quality of interactions, self-confidence, participation, and students' ability to deeply understand the material. By providing space for translanguaging, teachers can help students overcome initial linguistic barriers, access difficult concepts, and accelerate the process of internalizing new language structures. This not only improves short-term learning outcomes but also impacts long-term academic literacy development. Translanguaging enables students to map relationships between languages, identify linguistic patterns more critically, and actively engage in academic discussions without being limited by their inability to fully express ideas in the target language (Jahan et al., 2023). Thus, their achievement is measured not only by grammar or vocabulary mastery, but also by critical thinking skills, collaboration, and the ability to convey ideas meaningfully.

Although numerous studies have demonstrated the benefits of translanguaging, its implementation in ELT classrooms still faces several challenges, such as teacher resistance to the use of the first language, concerns about declining English language competency, lack of professional training, and institutional policies that still adhere to a monolingual ideology (Cenoz & Gorter, 2020a). Therefore, literature-based research is crucial to map the development of the translanguaging concept, evaluate empirical findings related to student identity, learning strategies, and achievement, and provide a comprehensive overview of how translanguaging can be implemented effectively in multilingual ELT classrooms. This literature review also serves to identify gaps in previous research, enrich theoretical understanding, and develop recommendations for teachers and language education practitioners

regarding the application of translanguaging pedagogy that is sensitive to context, culture, and student needs. (Hasan, 2020)

Overall, research on translanguaging pedagogy in multilingual ELT classrooms, which highlights aspects of student identity, strategy use, and academic achievement, is highly urgent in the development of modern pedagogy. This research not only contributes to the academic literature on multilingualism and ELT but also offers a new pedagogical perspective that is more humanistic, relevant, and adaptive to the linguistic dynamics of global society. By understanding the relationship between translanguaging, identity, learning strategies, and achievement, educators can design learning environments that are more equitable, inclusive, and empowering for all students, without diminishing their inherent linguistic richness.

RESEARCH METHOD

The research method used in this study is a literature review approach focused on the exploration, evaluation, and critical synthesis of various scholarly works related to translanguaging pedagogy in the context of English language learning in multilingual classrooms. The literature collection process was conducted through a systematic search of academic databases such as Google Scholar, ERIC, Scopus, and ResearchGate to identify journal articles, academic books, research reports, and conference proceedings relevant to issues of student identity, learning strategy use, and academic achievement within the framework of translanguaging pedagogy. Inclusion criteria were established to ensure that the selected literature had theoretical and empirical relevance, contained data or analysis supporting an in-depth understanding of translanguaging practices, and was published within the last decade, thus reflecting developments in contemporary pedagogical policies, practices, and trends.

Data analysis was conducted using thematic analysis techniques to identify conceptual patterns, relationships between variables, and key findings related to how translanguaging influences multilingual students' identity construction, use of cross-language learning strategies, and learning outcomes in ELT contexts. The collected literature was compared, reviewed, and critically interpreted to explore research gaps, theoretical intersections, and empirical contributions that can enrich understanding of the effectiveness of translanguaging pedagogy in improving student academic performance. This approach allows the research to produce a comprehensive synthesis of the influence of translanguaging practices on multilingual classroom dynamics and provides a strong theoretical foundation for the development of

pedagogical models or recommendations that are more responsive to students' linguistic needs and identities.

RESULT AND DISCUSSION

The Role of Translanguaging in the Formation of Students' Linguistic Identity

The role of translanguaging in the formation of students' linguistic identity has become an increasingly discussed aspect in the context of modern language education, particularly in multilingual classrooms that experience the complex dynamics of interactions between first languages, second languages, and various other linguistic repertoires. Translanguaging is no longer understood simply as a pedagogical strategy that allows students to use more than one language while learning, but has evolved into a social and ideological practice that influences how students understand themselves as individuals living in a multilingual space (Chen & Liu, 2023). In the practice of translanguaging, language is not simply a tool of communication but also part of a personal and cultural identity that is constantly being negotiated. The application of translanguaging allows students to bring their entire linguistic repertoire into the learning process without the constraints of language hierarchy, thus creating a safe space where students' first languages are not only accepted but also validated as an essential part of the learning process. When students realize that using their first language is not perceived as a barrier, they feel more valued as bilingual or multilingual individuals with unique cultural backgrounds (Afreeen, 2023).

In the context of linguistic identity formation, translanguaging provides students with the opportunity to connect language and life experiences. In many educational settings, bilingual or multilingual students often feel pressure to separate their languages and demonstrate proficiency in the dominant language used in school. This pressure can lead them to internalize the notion that their first language has lower status or is less prestigious. Translanguaging presents an approach that challenges this monolingual ideology by asserting that linguistic identity does not necessarily stem from the ability to maintain the "purity" of the target language, but rather from the ability to flexibly utilize the full range of linguistic assets. When students are given the space to switch languages naturally, they can express complex concepts that might be difficult if limited to a single language. This helps students build language confidence because they recognize that their multilingual abilities are an advantage, not a disadvantage. This increased self-confidence directly impacts their engagement in class, their courage to ask

questions or explain things, and their willingness to participate in academic discussions (Zaynitdinovna, 2025).

Furthermore, translanguaging serves as an identity negotiation mechanism for students growing up in multilingual environments. Linguistic identity is not static, but is continually constructed and negotiated through daily interactions. Students who can combine their mother tongue with another language in their learning tend to be better able to assert their cultural identity without feeling like they have to abandon an important part of themselves. They can become individuals who are proud of their first language while feeling competent in the target language. This negotiation process also creates a positive emotional connection with both languages, ultimately fostering a sense of belonging to both their home community and their school environment. In this context, translanguaging is not merely an academic strategy but also part of identity formation, enabling students to feel a sense of continuity between home, culture, and the formal learning environment. By connecting linguistic experiences at home and at school, translanguaging helps students build bridges of identity that have been lost due to monolingual pedagogical practices (Pintado Gutiérrez, 2021).

Translanguaging also has significant implications for validating students' first language backgrounds (Fisher et al., 2020). Recognizing first languages as legitimate linguistic capital removes the stigma of language-minority inferiority often attached to students from certain backgrounds. When teachers create space for translanguaging, they indirectly send the message that all languages have equal epistemic and social value in learning. This validation has a powerful psychological impact on students, especially those who previously felt reluctant to use their first language for fear of being perceived as less capable or academically inadequate. Using their first language in the classroom helps students feel authentically seen and accepted, providing them with a sense of security and comfort in building a cohesive linguistic identity. This validated identity has long-term benefits, including increased motivation to learn, academic achievement, and the development of self-confidence as users of diverse languages.

In practice, translanguaging also helps students develop ownership of the target language, such as English, in a more personal way. Because they are not constrained by the rules of using a single language, students can develop a deeper understanding through a natural process of internalization. The interaction between the first language and the target language often results in stronger conceptual understanding because students can connect their previous linguistic and cognitive experiences. When students feel able to

control the target language and use it to flexibly express their identity, the language no longer feels foreign or separate from their lives. This process helps them see themselves as part of the target language-speaking community, enriching their linguistic identity as multilingual individuals.

Thus, translanguaging plays a crucial role in helping students negotiate their bilingual or multilingual identities. This approach not only improves language skills but also influences students' affective, social, and self-identity aspects. Translanguaging strengthens self-confidence, validates the presence of the first language, and creates an inclusive space where students feel valued for who they are. Ultimately, translanguaging not only provides pedagogical benefits but also contributes to the development of a more humanistic, equitable, and linguistically diverse educational ecosystem. When the classroom becomes a place that respects and celebrates all students' languages, the learning process becomes an empowering experience, where students' linguistic identities can grow and develop organically in accordance with their social and cultural dynamics.

Using Translanguaging as a Language Learning Strategy

The use of translanguaging as a language learning strategy presents a more flexible and humanistic approach to understanding how students manage their linguistic repertoire when learning English. Translanguaging is not simply understood as code-switching or the alternating use of two languages, but as a way of thinking, making meaning, and constructing knowledge by dynamically utilizing all of the students' linguistic resources. In the context of English learning, translanguaging helps students develop interrelated cognitive, metacognitive, and social strategies. These three strategies emerge naturally because students have a need to understand material, complete academic assignments, and interact in learning environments that require the use of a second or foreign language (Akbar & Taqi, 2020).

Cognitive strategies in translanguaging are evident when students use their first language to explain complex concepts, translate important information, construct initial understandings, and organize ideas before reformulating them in English. This process allows for the formation of mental bridges that connect prior knowledge with new information, thereby accelerating the comprehension process. Students often begin by constructing mental representations in the language they understand best, such as Indonesian or a regional language, and then transferring these representations into English structures (Genoz & Gorter, 2022). In this way, translanguaging

serves as a tool to overcome linguistic barriers, particularly in learning academic vocabulary or more complex reading and writing skills. Furthermore, utilizing two or more languages simultaneously helps students break down information into more easily understood units, for example by taking double notes, writing summaries in their native language, and then rewriting the elaborations in English. All of these activities strengthen the process of language internalization while increasing flexibility of thinking.

Meanwhile, metacognitive strategies are evident when students consciously monitor, plan, and evaluate their language use during the learning process (Nursanti, 2021). In the context of translanguaging, students often make strategic decisions about when to use their native language to clarify meaning and when to maximize the use of English to achieve learning objectives. These metacognitive decisions demonstrate maturity in managing the learning process, as students learn to regulate their own cognitive levels to ensure optimal comprehension. When faced with difficult material, students might choose to read instructions in English, then discuss the content or concepts with a friend in Indonesian to reduce cognitive load. Afterward, they return to using English to complete the required task. This cycle of planning, monitoring, and evaluating is at the heart of the metacognitive strategies developed through translanguaging. By having the space to utilize their full linguistic competence, students become more confident in making decisions about the most effective learning strategies for them.

Social strategies are also an important part of translanguaging because the language learning process occurs not only individually but also through interactions with others. In classes that implement translanguaging, students tend to be more active in discussions because they can negotiate meaning using the different languages they speak. This interaction helps them overcome the fear of making mistakes when using English, as they feel supported by peers with similar linguistic backgrounds. Translanguaging provides a safe space for students to ask questions, share understanding, correct each other, and build knowledge collaboratively. Students can begin discussions in their first language to ensure common understanding, then gradually shift the conversation to English as a form of productive practice. Through these interactions, social strategies develop and become more adaptive, as students leverage the presence of others to continuously improve their language skills (Fang, Zhang, et al., 2022).

When the three cognitive, metacognitive, and social strategies interact in translanguaging practices, a learning ecosystem develops that is more inclusive and responsive to the needs of multilingual students.

Translanguaging not only facilitates comprehension but also fosters a reflective process that leads students to become aware of their own learning styles. By having the freedom to use language, students can reduce the performative pressures often present in foreign language learning, allowing them to learn more naturally and deeply. Furthermore, these strategies help students develop agency in their learning, namely the ability to self-regulate tasks, choose appropriate approaches, and more accurately identify difficulties they encounter (Nur et al., 2020).

Overall, the use of translanguaging as a language learning strategy not only strengthens students' linguistic competence but also develops higher-order thinking skills through a process of knowledge transformation that utilizes the full range of their linguistic backgrounds. Cognitive strategies enable deeper understanding, metacognitive strategies guide students in controlling and evaluating their learning process, while social strategies enrich the learning experience through collaborative interactions. Thus, translanguaging is an approach that is not only academically effective but also relevant in the context of multilingual classrooms that are increasingly common in various countries, including Indonesia. This approach positions students' linguistic identities as assets, not obstacles, and recognizes that learning a second or foreign language is a process that involves the full range of linguistic, cognitive, and social experiences of each student.

Translanguaging Pedagogical Practices in Multilingual ELT Classrooms

Translanguaging pedagogical practices in multilingual ELT classrooms have developed in response to the needs of students in complex and multi-layered linguistic environments. In the context of English language learning, translanguaging is not simply understood as the flexible use of two or more languages, but as a pedagogical approach consciously designed to utilize students' entire linguistic repertoire to support their understanding, participation, and the development of their academic and social competencies. In practice, translanguaging offers students a space to navigate their linguistic identities while building more inclusive relationships between their first, second, and target languages, resulting in a more authentic and meaningful learning experience (Ooi & Abdul Aziz, 2021). In multilingual ELT classrooms, deliberate translanguaging practices enable teachers to overcome barriers to understanding, foster access to complex concepts, and stimulate richer collaborative interactions among students. This makes translanguaging not a violation of linguistic norms, but rather a pedagogical strategy that strengthens the learning process. The integration of translanguaging into daily

classroom activities often begins with the design of teaching methods that allow students to move dynamically between languages. During the presentation stage, teachers can begin by explaining core concepts in English to maintain exposure to the target language, then provide additional elaboration in Indonesian or another language the students predominantly use to ensure deep understanding. This approach can also be reversed when new concepts are perceived as difficult; teachers begin explanations in the students' first language and gradually shift the discussion to English so students see a clear connection between their existing knowledge and the target language (Madkur et al., 2022). Furthermore, teachers can utilize audio recordings, videos, or multimodal texts that contain bilingual elements, so students become accustomed to seeing languages as a unified, mutually supportive system. During reading practice, for example, students are allowed to make marginal notes in their own languages, translate certain passages for themselves, or discuss them in mixed languages before presenting their findings in English. This pattern creates a cognitive bridge that strengthens the process of constructing meaning without reducing students' exposure to the target language (Sutrisno, 2023).

Assignment design in translanguaging pedagogy also plays a crucial role in creating more realistic and relevant learning experiences (Cenoz & Gorter, 2020b). In writing assignments, teachers can encourage students to draft initial drafts in their first language before revising them into English, so that complex ideas are not hampered by language limitations. In presentation assignments, students can use translanguaging to construct narratives, such as citing concepts from Indonesian sources and then explaining their application in English. In discussion classes, translanguaging can emerge naturally when students clarify technical terms, exchange views, or formulate arguments using their first language before expressing their opinions in English. In project-based classes, cross-language group collaboration allows translanguaging to become an effective tool for coordination, negotiation of meaning, and role-sharing. All of these assignments demonstrate that translanguaging is not only a tool for explanation but also a strategy for developing academic literacy that provides space for creativity and self-expression.

Interaction patterns in multilingual ELT classrooms that implement translanguaging also reflect more flexible and dialogic communication patterns. Teachers can consciously model translanguaging, for example, by responding to students' questions in English but providing confirmation in Indonesian when students need additional clarification. In teacher-student

conversations, translanguaging can serve as a scaffolding tool, allowing students to explore concepts before being able to express them fully in English. In student-student interactions, translanguaging often occurs in the form of spontaneous code-switching, signaling collaboration, social support, and a shared effort to understand the material. When these interactions are pedagogically facilitated, translanguaging can strengthen self-confidence, minimize language learning anxiety, and create a more supportive learning community. Teachers can also design question-and-answer sessions, language games, or paired dialogues where students are free to initiate interactions in any language before being gradually guided to produce output in English (Liu & Fang, 2022a).

The practice of translanguaging in everyday classroom activities is also evident in the use of learning aids. The whiteboard can display bilingual vocabulary lists to connect English concepts with their equivalents in other languages. Teachers can also translanguage written feedback by providing comments in English while adding clarifications in a language students understand to ensure that the coaching message is conveyed accurately. In intensive reading activities, students can be asked to compare two texts from different languages but covering the same topic, allowing them to see differences in structure and discursive style across languages. When using technology, bilingual apps, digital dictionaries, or translation features can be utilized to support comprehension, but students are still encouraged to use English when developing analysis or final conclusions (Rauteda, 2022). Thus, translanguaging serves not only as a linguistic bridge but also as a multiliteracy approach that enriches students' learning practices.

Overall, the pedagogical practice of translanguaging in multilingual ELT classrooms illustrates how language can function flexibly as a tool for learning, communication, and identity construction. When teachers utilize translanguaging in a deliberate and reflective manner, teaching becomes more inclusive and adaptive to students' linguistic needs. The integration of translanguaging into teaching methods, task design, interaction schemes, and daily classroom activities creates a more democratic learning environment, where students' language repertoires are not marginalized but are recognized as valuable resources. Thus, translanguaging not only improves academic understanding and achievement but also strengthens students' multilingual identities, fosters a sense of ownership of the learning process, and creates a more humane and empowering classroom.

Implications of Translanguaging for Curriculum Development and Language Policy

The implications of translanguaging for curriculum development and language policy are crucial issues in English language education in multilingual classrooms. Numerous research findings on translanguaging practices demonstrate that flexible use of students' linguistic repertoires not only enhances material comprehension but also introduces a new paradigm in viewing language as a cognitive, social, and identity resource. Therefore, ELT curricula and school language policies need to evolve from a rigid monolingual model to a pedagogical framework that is more responsive to linguistic diversity. In this context, translanguaging is not simply a method, but a philosophical approach that views language as a dynamic practice that students continually negotiate during the learning process. As research demonstrates that translanguaging can strengthen classroom interactions, foster self-confidence, and encourage more critical learning strategies, these findings have direct consequences for how curricula should be designed and implemented (Pérez Fernández, 2024).

Designing an ELT curriculum that integrates translanguaging requires a fundamental shift in how teachers, schools, and policymakers understand the goals of language learning. Traditional curricula often position English as the sole medium of academic communication, marginalizing students' first languages and hindering the process of constructing deeper meaning. Translanguaging research findings actually indicate that using a first language at certain stages, such as understanding abstract concepts, formulating initial ideas before writing, or discussing complex texts, can accelerate English mastery while maintaining students' linguistic identity (Wen et al., 2022). Therefore, a translanguaging-based curriculum needs to open up space for the use of more than one language throughout the learning process. This includes flexibility in learning objectives, the sequence of materials, and assessment instruments that allow students to demonstrate academic competence through a combination of languages. Such a curriculum treats bilingualism and multilingualism not as obstacles, but as key assets for building stronger and more authentic communicative competence.

Furthermore, the integration of translanguaging requires a revision of the pedagogical approach used in the curriculum. Language learning is no longer viewed as a linear process from a first language to a second language, but rather as a simultaneous process in which two or more languages are used complementary to each other. Research shows that translanguaging encourages higher cognitive and metacognitive strategies, such as planning

comprehension, monitoring language use, and reflecting on the learning process (Fang, Yuan, et al., 2022). In the curriculum, this means designing classroom activities that encourage cross-code language exploration, such as bilingual dialogues to build schemata, brainstorming in the first language before a presentation in English, or text analysis with bilingual discussion to strengthen critical understanding. A curriculum that supports translanguaging also requires the teacher to act as a facilitator who is sensitive to students' linguistic practices and able to manage language use functionally, rather than simply freely and without direction. With this approach, the curriculum not only teaches English but also utilizes students' full linguistic abilities as intellectual resources.

The implications of translanguaging are also significant for developing language policies in schools. Language policies, traditionally based on a monolingual ideology, tend to prohibit the use of first languages in the classroom, arguing that it hinders English acquisition. Research on translanguaging challenges this assumption and demonstrates that strict control over first language use can limit students' cognitive and affective learning processes (Wei, 2022). Therefore, language policies need to move toward a more inclusive model, one that recognizes the existence and important role of mother tongues in schools. This policy could include providing space for translanguaging in classroom interactions, supporting the use of bilingual materials, training teachers in effective translanguaging management, and evaluation guidelines that do not rely solely on monolingual performance. Schools can also strengthen policies that position linguistic diversity as an institutional asset, for example, through multilingual literacy events or providing spaces for students to express their linguistic identities.

Furthermore, language policies that are responsive to translanguaging have the potential to create a more equitable academic climate for multilingual students. Research shows that when students are allowed to use their full linguistic repertoire, they feel more valued, confident, and more able to actively participate in the classroom. Policies that support translanguaging can also reduce stigma against regional or community languages, thus fostering an inclusive and equitable school culture. This impacts not only language learning but also overall academic achievement, as students feel their identities are accommodated and respected. Furthermore, these policies have long-term implications for producing graduates with multilingual competencies relevant to global needs.

In the context of future teaching practices, translanguaging presents a new direction for ELT teachers in designing and implementing learning

activities. Teachers need to shift their perspective from "reducing the use of the first language" to "optimizing the use of all languages to achieve learning goals." This means teachers need to learn how to manage translanguaging pedagogically, rather than simply allowing students to mix languages aimlessly. Research has shown that planned translanguaging can help students better understand English language structures, facilitate new vocabulary through connections with the first language, and strengthen speaking and writing skills through the production of richer ideas (Liu & Fang, 2022b). Therefore, future teaching practices need to provide space for translanguaging exploration in various aspects of learning, from group discussions and reading academic texts to formative and summative assessments. This also requires improving teachers' competencies in understanding multilingualism theory, applied linguistics, and identity-based learning design.

A further implication is the need to develop more comprehensive teacher training programs. These programs should include an understanding of the theoretical foundations of translanguaging, strategies for classroom implementation, techniques for managing bilingual interactions effectively, and methods for conducting assessments that are responsive to multilingual practices. This will enable teachers to shift from the traditional teaching paradigm that emphasizes language accuracy to one that places greater emphasis on meaning, communication, and academic development. Furthermore, training should help teachers understand how translanguaging can be used to support students from minority language backgrounds or those lacking institutional support. Empowering teachers through this training will result in teaching practices that are more reflective and adaptive to the needs of multilingual students.

Overall, the implications of translanguaging for curriculum development and language policy are broad and profound. This approach challenges the old paradigms of language learning and offers a new direction that is more inclusive, humanistic, and evidence-based. ELT curricula that integrate translanguaging can strengthen the pedagogical function of first languages while accelerating the development of English language competency. School language policies that are responsive to translanguaging will create more equitable learning spaces and support linguistic diversity. Future teaching practices will also be more creative, adaptive, and sensitive to students' linguistic identities. Thus, translanguaging will not only transform how teachers teach but also how schools view language as an educational asset. Implementing this approach is a crucial step in providing English language

education that is relevant to the social and linguistic realities of today's and tomorrow's multilingual societies.

CONCLUSION

The conclusions of research on translanguaging pedagogy in the context of multilingual ELT classrooms indicate that translanguaging practices play a significant role in shaping students' identities, guiding their learning strategies, and improving their academic achievement. When students are given space to utilize their full linguistic repertoire, they not only feel more personally valued but also more confident in expressing ideas and understanding the material. A recognized and celebrated linguistic identity in the classroom fosters a sense of ownership in the learning process, enabling students to participate more actively and meaningfully. Furthermore, translanguaging has been shown to facilitate the understanding of complex concepts through flexible language shifts, making English learning more relevant to students' everyday language experiences.

This research also confirms that the use of learning strategies within a translanguaging framework is more varied and effective, as students can choose the cognitive approach that best suits their linguistic background. Thus, the integration of translanguaging not only helps students overcome linguistic barriers but also maximizes their learning potential. Academic achievement improves with the use of bilingual and multilingual strategies that support deeper information processing. Overall, translanguaging pedagogy can be seen as an innovative approach that not only enriches English language teaching practices in multilingual classrooms, but also strengthens students' identity empowerment and expands their opportunities for academic success.

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