

Translanguaging In Indonesian EFL Classrooms: A Comparative Case Study Of Pedagogical Strategies And Linguistic Identity

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Abstrak

The convergence of language and education is crucial for achieving academic achievement in a world that is becoming more and more multilingual. The present study aims to investigate the impact of translanguaging on the positive perception of English as a Foreign Language (EFL) abilities, academic engagement, and comprehension among university students in Indonesia. This study investigates the impact of translanguaging on students' perceptions of their linguistic competence in English as a Foreign Language (EFL) settings. It utilizes qualitative analysis of in-depth interviews with three EFL learners, namely Dewi, Dina, and Dewa. Additionally, the study explores how translanguaging practices contribute to the creation of inclusive and engaging classroom environments that cater to diverse linguistic backgrounds. Dewi, an advanced English as a Foreign Language (EFL) student, proposes a 75% utilization of English to enhance the development of linguistic skills. Conversely, Dewa favors a 25% utilization rate, giving priority to Indonesian to enhance conceptual understanding for learners at an intermediate level. Dina, an individual who is new to the subject, advocates for a balanced strategy that ensures equal exposure to both languages. The diverse tastes highlight the necessity for flexible teaching methods that may effectively address the multilingual environment of Indonesian education. The results indicate that translanguaging not only strengthens students' favorable self-perceptions and academic engagement but also improves understanding of intricate topics. Furthermore, the research sheds light on the potential of translanguaging as a pedagogical instrument that educators can utilize to establish learning environments that are both inclusive and efficacious. By strategically incorporating language, educators can acknowledge and make use of students' linguistic abilities, thus validating their identities and fostering a favorable attitude towards multilingualism. The research supports the adoption of an educational framework that not only facilitates but also acknowledges linguistic diversity, suggesting that this approach is crucial for academic progress in multilingual environments.

Keywords: *Translanguaging, EFL, Academic Engagement and Multilingual Education..*

I. INTRODUCTION

Translanguaging has given rise to a new viewpoint on how language is understood and used in academic environments. As a result, the field of instructional linguistics is undergoing significant transformations. Not simply in multilingual situations such as Indonesia, where English as a Foreign Language (EFL) is taught, but also in conditions where standard monolingual approaches are being rethought (Khairunnisa & Lukmana, 2020; Strelkova & Chicherina, 2023; Yuzlu & Dikilitas, 2021; Yusri et al., 2022). The country of Indonesia is listed in this category. Studies that have been carried out by contemporary academics have shown that translanguaging has the inherent capability to harness the linguistic talents of pupils effectively and successfully. Despite the statements that have been made about the influence of translanguaging on the academic and pedagogical results of students, the actual implementation of this concept is often disregarded by practitioners (Creese & Blackledge, 2010; Danping, 2019; García & Wei, 2014; Huang & Chalmers, 2023). According to Johnson and Martinez (2020), the term "translanguaging" refers to a communication technique that involves the intentional and systematic use of a person's multilingual talents with communication. García and Wei (2014) emphasize that it enables the smooth representation of concepts across many language systems, adding to the benefits of this technology.

In their 2017 publication, García and Lin highlight the increased emphasis placed by academics on the significance of online learning in terms of fostering diversity and broadening educational options. It is important to note that there is a significant knowledge gap on how this impacts the writing abilities of English as a Second Language (ESL) students and how it affects the whole process of learning English as a second language. As Canagarajah (2011) says, the purpose of this study is to provide a solution to this knowledge gap. An intensive inquiry of the perspectives and practices of translanguaging among university students in Indonesia is going to be carried out as part of this research project with the intention of

contributing to the existing body of knowledge (MacSwan, 2022). From the point of view of academic writing, the objective of this study is to explore the significance of translanguaging and to investigate the larger consequences that it has on the various methods of instruction. To analyzing the way students of English as a foreign language (EFL) adopt translanguaging strategies by using these frameworks, this research depends on the theoretical frameworks that were given by Flores and Schissel (2014). The possible implications that these activities may have on the educational goals that students may pursue in the future are another aspect of this topic that is being examined.

As a result of doing an analysis of the existing pedagogical and linguistic frameworks, educators can get useful insights into the incorporation of translanguaging into instructional approaches (Rabbidge, 2019; Chicherina & Strelkova, 2023). This study aims to explore two main aspects: (1) understand how translanguaging practices affect EFL students' academic experiences at university, particularly in enhancing their perceptions of learning and linguistic competence in the context of English as a Foreign Language, and (2) explore how translanguaging contributes to the formation and development of students' linguistic identity in a multilingual academic environment. This research aims to provide insights into the dynamics between translanguaging practices and students' learning experiences and their linguistic identities, identifying how translanguaging can be used as a pedagogical tool to create a more inclusive, engaging and supportive learning environment for students from diverse linguistic backgrounds. Through this approach, this research hopes to offer strategic recommendations for teachers to modify and improve their teaching practices, with the ultimate goal of creating a classroom atmosphere that is conducive to all students, promotes inclusivity, and recognises and enriches linguistic diversity in the context of higher education in Indonesia.

II. LITERATURE REVIEW

Translanguaging is a linguistic phenomenon that occurs in educational settings, and its theoretical foundations are based on its capacity to traverse and link several different languages inside educational settings. The concept of translanguaging, which was first presented by Williams in 1996 and later built upon by García in 2009, pertains to the practice of persons who are multilingual using their languages as a united method of communication, rather than seeing them as distinct entities. According to García and Wei (2014) and Tian et al. (2019), this method brings up concerns about the conventional belief in the separation of languages. It also suggests that the use of linguistic resources in a flexible and ever-changing way has the potential to increase cognitive and academic capacities. Research was carried out with the purpose of gaining further understanding about the significance of translanguaging in the setting of the classroom. During their investigation, the researchers came to the realization that translanguaging serves a dual purpose, acting as a medium for both communication and education (Baker, 2011; Lewis et al., 2012). The importance of scaffolding learning and promoting engagement was emphasized, particularly with relation to students who are learning English as a Foreign Language (EFL) and who have a wide variety of linguistic talents (Sahib, 2019). In addition, Creese and Blackledge (2010) carried out further study which focused on the educational advantages of translanguaging.

They concentrated on the idea of translanguaging as a means of establishing inclusive educational settings that acknowledge and affirm the linguistic identities of each student. The concept of translanguaging is accorded a significant degree of significance within the framework of higher education in Indonesia. It is an excellent opportunity to investigate the use of translanguaging in English as a Foreign Language (EFL) classes, which is made feasible by the diverse linguistic environment of the nation. Afriadi and Hamzah (2021), states that Indonesian students who are learning English often use several other languages in addition to teaching English. This suggests that their academic performance may be considerably influenced by their ability to make effective use of the many language resources that are accessible to them. Despite this, there is a significant vacuum in the existing body of research about the explicit use of translanguaging techniques by students themselves, especially regarding their evaluations of the effectiveness of these tactics in the context of scientific writing on the part of the students. Canagarajah (2011) underlined the need of doing research that is centered on the students to get a more in-depth grasp of the ways in which students deploy translanguaging strategies when they are in the process of generating their academic works.

According to research that has been carried out on the educational ramifications of translanguaging, it has been shown that translanguaging has the potential to significantly influence the approaches that will be used in the future for teaching. There is a rising awareness among educators about the advantages of translanguaging, which may lead to a change of teaching practices that aim to include the diverse language backgrounds of students (García & Wei, 2014; Seltzer & de los Ríos, 2021; Chicherina & Strelkova, 2023). This is consistent with the educational paradigms of the modern era, which advocate for a flexible approach to the teaching of languages. According to McKinney et al. (2023), this method is significant because it reflects the interconnected and international nature of modern society.

III. METHODS

According to what is mentioned in (Yin, 2014), the case study technique was selected because of its capacity to evaluate phenomena in the setting in which they have really taken place. This was the primary reason for the selection of this methodology. This research aimed to do an in-depth and comprehensive analysis of the ways in which education students in Indonesia employ translanguaging in English as a Foreign Language (EFL) learning and the ways in which it affects their academic experience. Specifically, the study was designed to perform this analysis. The use of a case study ensured the successful completion of this investigation. Making use of a method known as intentional sampling allowed for the selection of the three people, each of whom had a different degree of language acquisition. This was performed in order to ensure that the results were accurate. Consequently, as a consequence of this, it was possible to conduct comparative research of the influence that translanguaging has on the experience of learning. Extensive interviews were carried out for the goal of gathering information, and these interviews were then transcribed after being captured on video recordings. Interviews were carried out with the use of open-ended questions that were selected from a handbook for conducting interviews. In order to gather information on the viewpoints and experiences of the participants in regard to translanguaging, these questions were designed to be asked.

The use of method triangulation was additional to the utilization of this qualitative methodology. The results that were gained from the interviews were validated and expanded upon by the usage of this approach, which entailed the utilization of additional data gathering tools such as classroom observations and the evaluation of instructional materials. This triangulation of approaches provided a more robust framework for analyzing the many applications and effects of translanguaging in English as a Foreign Language (EFL) learning. This framework was presented by the findings of the study. The validity of the study was greatly increased as a result of the use of this framework, which assured that the conclusions of the research were not only reliant on a single approach. As a consequence of this, the researcher was able to collect in-depth reports from the students, which indicated their full comprehension of translanguaging. This was proven by the testimonies that the students offered. Following the conclusion of the process of data collecting, the first step of the analytical process consisted of the use of the technique of theme coding. Through the process of coding, major themes related to translanguaging were revealed when the transcribed data were interpreted into meaningful units with the help of the procedure. Following this, the next phase consisted of mapping and interpreting these themes in order to get a knowledge of how translanguaging functions within the context of English as a Foreign Language (EFL) learning environments for students (Braun & Clarke, 2006).

According to García and Wei (2014) and García and Lin (2017), translanguaging is defined as an instructional strategy that promotes communication in multilingual classrooms and aids in the integration of multiple language resources. This study is based on theories that already exist on translanguaging, particularly those that have been put out by García and Wei (2014). In addition, Backhaus (2007). and Lewis et al. (2012) have contributed to the discussion of the role that translanguaging plays as a bridge in the development of communication and learning systems. These linkages between these notions and the data collected from the participants provide insight on the significance of translanguaging in contemporary English as a Foreign Language (EFL) teaching.

IV. RESULT AND DISCUSSION

Result

The findings of a case study that was performed on translanguaging habits among college students in Indonesia are presented in this section. The research was undertaken to investigate the phenomenon. The study of these activities was framed within the framework of a classroom set up for teaching English to speakers of other languages (EFL). This particular case study relied on in-depth interviews with three college students called Dewi, Dina, and Dewa in order to collect the necessary information for investigation. Upon being questioned about the impact that translanguaging had on their educational experience, every single student offered a distinct point of view. When it came to teaching English as a Foreign Language (EFL), the topic of discussion centered on the various ways in which teachers of EFL envisioned incorporating translanguaging into their future lectures, as well as the influence that translanguaging had on the linguistic and cultural identities of their students from a variety of backgrounds. The results of these research investigations led to a deeper knowledge of how translanguaging assisted to promote the building of inclusive learning spaces and how such spaces were continually adjusted to satisfy the wide diversity of language demands among college students. This understanding was gained as a result of the researchers' findings.

1.	Participant	2.	Age	3.	Gender	4.	Proficiency in EFL
5.	Dewi	6.	19	7.	Female	8.	Advanced
9.	Dewa	10.	19	11.	Male	12.	Intermediate
13.	Dina	14.	20	15.	Female	16.	Beginner

Table 1. Demographic Profiles of Study Participants

1. Understanding Translanguaging in English as a Foreign Language Settings: Perspectives of Students studying at Indonesian Universities

The research aimed to examine the ways in which English as a Foreign Language (EFL) students coped with translanguaging in their lectures. Based on the study's findings, the activity was determined to function not only as an efficient instructional tool but also as an essential component of the students' linguistic identities. By conducting an analysis of the narratives provided by Dewi, Dina, and Dewa, the research analyzed the ways in which their experiences with translanguaging influenced their engagement in academic content and their comprehension of it. This serves as a typical example of the wider implications that translanguaging has on pedagogical and cognitive approaches to the acquisition of a second language. .

1.1 Experiences of Education Students with Translanguaging in English as a Foreign Language

Students who are interested in education often indicate that their participation in translanguaging activities is not only enjoyable but also educationally transformative. "Translanguaging enables me to effortlessly negotiate the complexities of the English language with the same ease and instinct that I do in my own language," Dewi adds, highlighting the seamless inclusion of her multilingual talents. As a result, she can communicate effectively in both languages. Dina, a student who is studying English as a Foreign Language, has seen a significant impact, as she has said, "The process acts as a channel for my understanding of complex topics, making the English language less intimidating and more accessible." Even though she agrees with these viewpoints, Dewa recognizes the practical benefits of translanguaging. She states that "it acts as a connection to comprehend intricate ideas, thereby demystifying the English language and reducing the anxiety that is associated with it." The experiences of each student shed light on the very significant role that translanguaging plays in the process of language learning as well as in providing learners with the ability to successfully interact with challenging material. To demonstrating how translanguaging had a beneficial influence on their understanding and involvement in academic contexts, these students offered testimonies. Their own testimonies indicate that studying many languages increased their access to the topic, made it simpler for them to recall it, and assisted them in acquiring a more comprehensive understanding of the material. The testimonies highlight the relevance of using inclusive learning approaches that consider the language variety of students to enhance the effectiveness of learning.

1.2 Students in the field of education have different perspectives on translanguaging.

Students do not only see translanguaging as a teaching tool; rather, they view it as a symbol of their linguistic identity, demonstrating their extensive and ever-evolving communication abilities. When Dewi said that translanguaging in the context of English as a Foreign Language goes beyond a basic strategic goal, he demonstrated a profound understanding of the significance of this concept. As a mirror, it reflects our deep engagement and dynamic participation in the intricate fabric of the learning process. It functions as a mirror. The process of learning language that they engage in is not just centered on the capacity to switch between languages; rather, it involves a profound feeling of being able to adapt and personally interact with the notion of translanguaging, which is visible because of the observations that they make about themselves. Dina, on the other hand, believes that translanguaging has given her the opportunity to enhance her grasp of language components as well as cultural nuances of expression. She now can carry on discussions in a variety of languages with a higher level of self-assurance because of this.

A similar finding was made by Dika, who found that translanguaging fosters an environment that is more inclusive in educational settings. Dika contends that it fosters an inclusive environment in the classroom, which enables students to engage without the worry of making linguistic errors while they are actively and totally participating, or of feeling like they are on the outside looking in. These discoveries provide light on the significant role that translanguaging plays in the process of language acquisition, as well as its capacity to allow self-expression and cultural exchange in an environment that makes use of several languages. The observations made on the viewpoints of education students regarding translanguaging indicated that they had a thorough understanding of the concept behind it. Their perspective on translanguaging is not limited to that of an educational method; rather, they consider it to be an important element of their linguistic identity. Furthermore, this comprehension reveals a strong individual affinity for translanguaging, showing the value of translanguaging in broadening one's understanding of language and culture, as well as boosting one's self-assurance in the process of communicating across language boundaries. In addition, these discoveries highlight the importance of translanguaging as a method for promoting inclusion in the educational setting. This method gives students the option to participate without the fear of making language mistakes or of being excluded from the learning process.

1.3 When it comes to teaching English to speakers of other languages (EFL), translanguaging is a cognitive and pedagogical approach.

Several students have expressed their belief that the translanguaging technique offers a more structured and coherent approach to the process of language learning. According to the statements made by Dewi, "Translanguaging encourages a more coherent and organized approach to learning." Dina considered this strategy as a cognitive tool that allowed students to express complex concepts more clearly and succinctly, enhancing their understanding. Conversely, Dewa argued that student perspectives on translanguaging tactics showed its potential to transform conventional approaches to teaching English as a foreign language, making them more inclusive and attuned to students' linguistic backgrounds. She believed that integrating aspects of multilingualism into language teaching not only adopted a more global approach to language learning but also respected the diverse linguistic histories students brought into the classroom. This fostered an environment where differences were seen as strengths, allowing each learner to add uniquely to the tapestry of language learning collectively created. In the context of learning English as a foreign language (EFL), translanguaging functions as a tool that is both cognitive and pedagogical in nature. In addition to this, it serves as a catalyst for a learning method that is more structured and inclusive. This is confirmed by the acceptance that translanguaging fosters better understanding, enables the articulation of sophisticated ideas, and modifies traditional teaching techniques to correspond more effectively with learners' language capability. In general, the extensive research that was conducted on translanguaging among students of education in the English as a Foreign Language (EFL) environment demonstrated that it has the great potential to bring about deep change.

Translanguaging is not only a method of linguistic communication; rather, it is a transformational shift that leads to an educational experience that is inclusive, powerful, and affirming of identity. This is shown by the experiences of Dewi, Dina, and Dewa. Students have found that translanguaging is a fulfilling

endeavor that has made English, which is a foreign language, simpler to grasp and less intimidating, which has resulted in a significant improvement in both their engagement and their comprehension. Furthermore, it is regarded as an expression of their linguistic identities, containing flexibility and cultural identification that strongly resonates on an individual level. It is well acknowledged that translanguaging offers several cognitive and educational advantages. This helps to ease the learning process, aids in comprehending complex ideas, and adjusts conventional techniques of teaching English as a foreign language to accommodate and respect the various linguistic backgrounds of students receiving instruction. To summarize, these findings highlight the critical significance of translanguaging in fostering a more coherent, systematic, and all-encompassing approach to language training. This method recognizes the linguistic diversity of students as a useful resource rather than a barrier, and it emphasizes the necessity of translanguaging in promoting this approach.

2. *Projected Utilization of Translanguaging in Future Teaching*

To this research, the students, namely Dewi, Dina, and Dewa, were asked about their thoughts on the possible role that translanguaging may play in their future classrooms. To establishing inclusive learning environments that can accommodate the many languages spoken by students, the findings reveal a united belief in the purposeful usage of translanguaging.

Table 2. Projected Use of Translanguaging

Participant	English (%)	Indonesian (%)	Notes
Dewi	75	25	Emphasizes English use
Dewa	25	75	Indonesian for clarity
Dina	50	50	Equally balances both

Students who are investigating the prospect of using translanguaging in the classroom are emphasizing the need of establishing a learning environment in which students are able to make full use of all the linguistic resources that are available to them. This is of utmost importance. On the other side, this method is a symptom of an educational philosophy that regards the variety of languages spoken by students not as a barrier to student achievement but rather as a strength and an exciting teaching tool. This philosophy views the range of languages spoken by students as a competitive advantage. As a model for children who may have trouble completely immersing themselves in the English language, the fact that Dewi includes translanguaging into her school curriculum at a rate of twenty-five percent serves as an example for such children. The purpose of her systematic approach is to enhance comprehension and to develop a more compassionate approach to the teaching of language. In addition to this, it makes an effort to avoid the challenges that are associated with having an excessive amount of language immersion exposure. Dewi continues by saying, "The emphasis is on a significant emphasis on English, approximately seventy-five percent," and he gives an example. She allocates twenty-five percent of the curriculum to the study of Indonesian in order to create a learning environment that is more nuanced and complex. The constant devotion that she has shown brings to light a dual goal: first, the recognition of the worth of regional languages as instructional instruments, and second, the emphasizing of the essential relevance of English. Translanguaging, on the other hand, is something that Dewa considers to be an integral component of the teaching method that he takes.

Using a strategy that is both reasonable and systematic, he hopes to provide students with a strong foundation in language by focusing first on expanding their vocabulary and then moving on to more challenging grammar. This will allow him to provide students with better language skills. The goal he has set for himself is to provide pupils with a solid foundation in language. Through the use of this strategy, the significance of language learning in terms of both understanding and communication is brought to the forefront. A curriculum that is a blend of Indonesian and English is being developed by the prospective instructors in collaboration with one another. This curriculum is being modified to accommodate the various requirements of the students who will be attending the school. According to Dewa, their method is primarily focused toward Indonesian communication, with the Indonesian language being spoken in the classroom seventy-five percent of the time and English being utilized twenty-five percent of the time. Through his teaching, he lays a significant amount of stress on the need of conceptual clarity and the vital necessity for

students to be able to comprehend new ideas in both their native language and in English, which is often their first language studied outside of the classroom. Dina assumes that English will be the predominant language utilized, which is a departure from the ways things were done in the past. During the process of designing each of these many strategies, which each represent a personalized approach to language application, attention is given to the several learning environments that individuals anticipate coming into contact with. For the sake of establishing a feeling of balance, Dina offers the following suggestion: "I propose an equal allocation, dedicating fifty percent to Bahasa Indonesia and fifty percent to English respectively.

" Furthermore, she is of the belief that this equal allocation will make it feasible for her students to blend their grasp of both languages in a seamless manner, so fostering an inclusive space for bilingual or multilingual discussion and developing a democratic linguistic environment inside her classroom. In this research, three individuals who are interested in becoming teachers—Dewi, Dewa, and Dina—are interviewed to get their thoughts on the use of translanguaging in their respective classes. The purpose of this endeavor is to encourage learning that is inclusive by making strategic use of language. English is Dewi's priority, and she devotes 75% of the classroom time to teaching it, whereas she only teaches Indonesian 25% of the time. The goal of this method is to improve understanding by placing equal importance on both languages. Dewa, on the other hand, has the intention of giving Indonesian the highest priority by devoting 75% of the attention to it, while reserving 25% of the attention for English. To making efficient use of language acquisition as a practical tool, they will apply a teaching technique that focuses on vocabulary to grammar transfer. As an additional objective, Dewa intends to emphasize the relevance of being able to grasp ideas in one's own language. It is Dina's suggestion that an egalitarian technique be used, which would include dividing the time spent in the classroom between English and Indonesian. A democratic linguistic environment would be created because of this, which would encourage students to become proficient in both languages and make it easier for them to integrate ideas from different varieties of language. The partnership of Dewi, Dewa, and Dina exemplifies a multifaceted approach to translanguaging. They have adapted their methods to meet the needs of their students and have made effective use of the multiplicity of languages as a teaching resource.

Discussion

The use of translanguaging by Indonesian students in English as a Foreign Language (EFL) situations is a prime example of how this approach leads to the development of a more comprehensive understanding of language and ideas. Additionally, Dewi's contemplation of her ability to effortlessly transition between English and her native language highlights the recognition of learners' linguistic diversity as an essential component of the learning journey from the perspective of the learners themselves. This realization comes in conjunction with Dina and Dewa's realization that translanguaging reduces the intimidation factor of English. Through their research, Lewis, Jones, and Baker (2012) came to the conclusion that translanguaging is a method that encourages the academic engagement and cognitive abilities of learners. Their results are given more weight as a result of this discovery. The awareness of students that translanguaging provides a more systematic and inclusive approach to learning, as stated by García and Wei (2014), represents a change in the perspective of the educational community, which recognizes the advantages of this kind of practice within the field of education. The position that they hold about translanguaging is consistent with the attitude that Canagarajah (2011) has regarding the significance of incorporating multilingual communication strategies into the learning process. The individuals in question consider translanguaging to be not just a method of education but also a vital element of their linguistic identity.

It is clear that Dewi, Dina, and Dewa are dedicated to advancing democratic and inclusive education, as seen by the fact that they want to include translanguaging into their individual teaching styles in the near future. Dina's balanced approach, Dewi's method of putting an emphasis on English as the major focus, and Dewa's priority of Bahasa Indonesia for the purpose of clarity are all examples of different strategies that can be customized to meet the challenges and requirements of different learners. Dewi's method of putting an emphasis on English as the major focus is one example. Baker's (2011) perspective on the value of learning

tactics that are flexible and accommodating, as well as those that respect the linguistic diversity of students as a valuable resource, is supported by this observation. These individuals who are interested in becoming educators have the purpose of adding translanguaging into their teaching practices in order to better accommodate the multilingual backgrounds of their pupils. In their research conducted in 2010, Creese and Blackledge underlined the effectiveness of translanguaging as a way for teaching language. This provides support to the assumption that translanguaging is an effective strategy. The significance of translanguaging in the instruction of English to speakers of other languages (also known as EFL) is highlighted by these findings, which should be taken into consideration. Not only is translanguaging a technique of communication, but it is also a pedagogical approach that acknowledges and embraces the diversity of languages as an essential resource in the process of academic learning.

V. CONCLUSION

Taking into consideration the context of English as a Foreign Language (EFL) teaching in Indonesian educational institutions, the objective of this research is to evaluate the use of translanguaging as a method of instruction. This article will investigate the perspectives and methods of education that are used by three pupils called Dewi, Dina, and Dewa. The objective of this essay is to evaluate these perspectives and ideas. That brings the total number of pupils in the class to three. In the classroom, there are three primary approaches of teaching that are used. The results indicate that translanguaging is an excellent strategy for supporting children in the learning of a second language. Additionally, it aids children in the development of their cultural and linguistic identities, which is a significant benefit. All of this is made abundantly evident by the outcomes. The fact that translanguaging has the ability to dramatically enhance the way in which languages are learned is one of the reasons why this is the case. This statistic alone makes it abundantly evident that there has been a huge movement in the educational environment, one that now views multilingualism to be a strength rather than a deficiency in terms of language instruction and student performance. This transition has occurred as a result of a transformation in the educational environment. This particular path of action represents advancement when seen from a vital vantage point.

Students said that translanguaging not only helped them better grasp challenging subjects, but it also gave them greater self-assurance when interacting with others who came from a range of linguistic backgrounds. This was a significant benefit for the students. A demonstration of their dedication to the development of learning experiences that are both adaptive and inclusive is shown by the fact that their vision for the future of education involves the intentional use of both English and Bahasa Indonesia. Their level of commitment is so great that they even wish to utilize both languages. This is a testament to how dedicated they are. When used to the field of education, the term "translanguaging" refers to a method of instruction that lays an emphasis on the various languages that are spoken in the classroom and seeks to foster understanding and engagement in each of those languages separately. As a consequence of this, the relevance of translanguaging as a method of instruction is brought to light, and it is congruent with the arguments that are now being made for the implementation of multilingual education instructional techniques. The outcomes of the study, which are shown in further detail below, provide proof that translanguaging is an instructional method that is beneficial for the purpose of language acquisition. However, in addition to this, they provide a substantial amount of potential for the extension of educational programs that give teaching in a number of other languages.

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